Proposal for the Knowledge Platform of the Global Partnership for Social Accountability

Fundar, Center of Analysis and Research
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Executive Summary

The proposal that Fundar, Center of Analysis and Research (Fundar) is presenting for the GPSA’s Knowledge Platform draws on our own experience in carrying out social accountability projects; in designing, implementing and delivering learning platforms; in organizing peer learning and exchange face-to-face events; and in participating in international and regional networks, many of which promote civic engagement, participation, transparency, and social accountability. Over the years, Fundar has gained knowledge and practical experience not only on social accountability, but also on what promotes and encourages an effective learning, networking, and peer-exchange among practitioners in international initiatives, especially in the global south.

The GPSA’s Knowledge Platform will be integrated by four functional modules: Knowledge Repository, Learning, Networking, and Knowledge Exchange, aimed at providing access to knowledge, facilitating learning, supporting networking, and sharing experiences.

Module 1. Knowledge Repository

The Knowledge Repository will have the following two goals: a) contribute to facilitate GPSA’s grantees and other CSOs’ access to relevant knowledge on social accountability, helping them to strengthen their capacities and work; b) be a useful space for GPSA’s grantees and other organizations (CSOs, donors, thematic networks, etc.) to store their own materials (for example, the Repository might include reports and case studies of a particular GPSA grantee or of other CSOs working on social accountability).

To guide the mapping and selection of materials hosted in the Knowledge Repository, we will create a framework, which will identify the various topics (health, education, advocacy strategies, etc.) and types of materials (toolkits, case studies, videos, etc.) that GPSA KP users might be interested in. This framework will be created taking into account the social accountability current state of the art, GPSA grantees’ knowledge and learning needs, and feedback provided by experts on social accountability. This framework will guide the mapping and selection of materials contained in the Repository, ensuring that its content is relevant and strategic to potential users.

The Repository’s population of content and materials will be incremental and on-going. Initially, we will post a fair amount of relevant high-quality materials for each theme and category. Over time, we will be mapping and bringing more materials to the Repository, ensuring that there is always new knowledge available in it and that, at the beginning and throughout the GPSA KP implementation, we allocate equal or even more time for supporting networking and knowledge exchange activities.

The materials and information in the Repository will be organized and could be accessed through different categories, for example, “Type of Materials” - Toolkits, Guides, Case Studies-, “Regions” - South Asia, Latin America, Northern Africa-, “Themes” - health, poverty, water-, etc. The categories will facilitate the search of materials for those users looking for specific topics or type of information. Alternatively, the Repository will also have a search box (semantic search engine) where users can look for information using key words. To provide users with a way to assess if a particular material is useful to him/her, each material in the Repository will have a brief description of it.

The Repository will not only be a place for users to search for materials and knowledge, but will also be a space for GPSA grantees and other actors to store and disseminate their own materials. To facilitate this
process and control the materials’ quality, there will be an option in the Repository allowing users to send us the materials they would like to update in this space.

Finally, the Repository might also include links to other knowledge repositories in existence to help link users to other reputable and high quality sources of knowledge.

Module 2. Learning

The main goal of the Learning module is to improve GPSA grantees and other CSOs knowledge and work on social accountability through structured learning activities.

The activities for this module, which can include online courses, webinars and chat rooms with experts, will be designed by Fundar in close collaboration with the World Bank Institute (WBI) taking into account primarily GPSA grantees learning needs. Although some of these activities will be delivered by Fundar in-house experts, we will also seek to engage experts and practitioners from the WBI, the GPSA Global Partners, Fundar’s partners, the GPSA grantees themselves, and organizations with proven expertise. To complement the learning activities of the GPSA KP, we will also post and disseminate information on learning activities delivered by other reputable organizations and initiatives we participate in or are aware of.

The technological solution we are designing for the Learning Module allows for these activities (online courses, chat rooms, and webinars) to be delivered within the GPSA KP platform. This brings at least three advantages. The first is that we can deliver our own learning activities within the platform without the need to resort to external technological solutions, which also eases the process of collecting the website’s analytics or solving technological issues arising. The second advantage is that we can partner with other organizations to deliver these activities and use our own space to carry them out. Finally, we can also offer our space to reputable organizations that want to deliver a particular learning activity, but that do not have a space themselves.

The Learning Module will operate under four key principles. First, it will be user-based meaning that we will choose and design the contents of the learning activities primarily by taking into account GPSA grantees and other potential users learning needs. Second, as mentioned before, the learning platform activities will be delivered by social accountability experts coming from Fundar, but also seeking to engage experts and practitioners from the WBI, the GPSA Global Partners, Fundar’s partners, and organizations with proven expertise. Third, the learning activities will also be designed by experts on online learning and drawing on Fundar’s past experience. This will ensure that appropriate pedagogic methodologies are used and that participants engage in the learning activities until completion. Fourth, all learning activities will have an adequate follow up and be assessed by users to identify outcomes, usefulness, aspects to improve, etc. We envision surveys to be applied during and after completion of the learning activities.

Module 3. Networking

The goal of the Networking module is to provide KP users with improved access to other social accountability peers and experts and to opportunities for collaboration and interaction with them. Networking tools can include: thematic online forums; blogs written by GPSA grantees, other users of the

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1 Once the platform for the Learning Module is created, it is easy to create any partner an account, so that he or she can deliver a learning activity in the GPSA KP learning space.
KP, and experts; a calendar of events; a members’ directory containing users’ basic information, areas of interest and photo, etc.

The Networking Module will operate under three principles. First, through specific activities and tools, it will encourage participation, contribution, and collaboration among KP users. Second, the networking space should be easy-to-use, didactic and accessible, allowing users to post or interact with others. Third, we will promote that the KP users link-up and take advantage of Fundar’s regional and international networks and the GPSA and WBI global partners. We will do so by bringing experts from those networks and partners to the space and by promoting linkages and interactions between users and the particular network or partner.

Module 4. Knowledge Exchange

The goal of the Knowledge Exchange module is to promote peer exchange to strengthen participants’ capacities and work. The Knowledge Exchange module will take advantage of some of the features and tools of the networking and learning space and of the offline activities. The underlying principle of the knowledge exchange module is that participants with the same interests share their experiences and learn from each other. Some of the tools that participants can make use of to do so are: chat rooms, thematic discussion groups and the offline activities. For the knowledge exchange to be effective, the space should be adequately moderated, inviting members to share among each other or consult their peers. The knowledge exchange will also be user-driven, meaning that participants should be the one defining the themes to learn from their peers.

Overall KP’s Strategy

When implementing all four modules of the GPSA KP, we will have an organic and incremental approach. We foresee all these four modules to be mutually reinforcing and complementary. As such, we will put an emphasis in stressing and promoting the interrelationships among them to ensure that participants are learning, networking, exchanging and getting access to new knowledge and experiences. For this to happen, we will ensure that all modules are implemented at the same time (concurrent) and that the networking and knowledge exchange activities are the main drivers of interaction within the platform. By offering participants a wide range of quality activities to benefit from, we will seek as well to brand and differentiate the GPSA KP from other knowledge platforms in existence.

For the successful implementation of the GPSA KP, we also envision having a dissemination strategy, a user-centered technological design and selection of content, a good mapping of potential users’ incentives, and a strategic partnership approach. All these elements will help us in branding the GPSA KP and ensuring that is a reputable, relevant, and easy-to-use knowledge and networking platform.

User Engagement Strategy

To ensure that participants are engaged and take advantage of the GPSA KP, we will design the website’s contents and technology by taking into account and surveying potential users’ needs and incentives for participation. Regarding the technological design and content, a beta version will be created before launching the platform for user’s feedback and assessment of its usefulness, usability, relevance, and overall appealing. Changes to the platform can be done at this pre-launching stage based on this feedback,
to ensure that from the beginning the GPSA KP responds to primary users needs. Once the portal is launched, participants’ input will be continuously gathered and incorporated into the functioning of it.

**Strategic Partnership**

To support and enhance the KP implementation, we will create and develop strategic partnerships. From our perspective, these speed up learning among users, potentiate capacities, reduce costs, and increase the knowledge capital of users, organizations and the KP itself. The skills, impact and knowledge users are seeking to enhance can indeed be increased by having greater access to resources, experiences, and experts.

For the GPSA’s KP implementation, we will take advantage of being part of several international and regional networks and articulation processes. We will disseminate the GPSA’s KP and its different activities and materials among participants of these networks and articulation processes. We will also invite them to take part of our knowledge platform as participants, users or experts of it.

Our strategy will include as well developing strategic partnerships with other networks and articulation processes we are not part of, but that we are aware of and that can be useful for the GPSA’s KP. We will disseminate their learning, knowledge exchange and networking activities in the KP and we will invite their members to visit the KP and participate in it.

**Communication Strategy**

A good communication strategy will ensure that the Knowledge Platform is known and accessed by relevant stakeholders. Some of the communication tools and dissemination strategies that we will use are: a bi-weekly newsletter; social networks; dissemination through strategic partnerships; etc.

**5.4 Technological strategy**

Fundar currently has the in-house resources to develop and maintain any kind of web platform, including those related to learning objectives. Among these resources are three web developers with wide experience in developing scalable systems on cloud based architectures and four members that have managed online platforms and facilitated peer learning and exchange activities.

The GPSA KP will be developed as a custom designed platform that takes into account the modularity of the different sections described before. We will harness development tools such as programming frameworks that will aid in shorten the development cycle. The architecture will be approached in modules that will integrate naturally in the front and backend. The graphic design, web architecture and coding practices will ensure a light-weight pages that will be friendly to slow internet connections such as those expected in many of the GPSA grantees, our main target audience.

The website will be designed and implemented by using an agile methodology. This kind of methodology uses an adaptive approach, by acknowledging the changing nature of many requirements in a development cycle. It allows for the creation of a very user-driven product by iterating the review of requirements and focusing primarily on the user experience and usable software interfaces. As such, the agile development method considers creating a technological prototype (beta version) at an initial stage of the project for users’ feedback on usability, accessibility, and overall appeal. Based on this feedback we
will come up with the platform’s design. However, given that for the whole GPSA KP we are adopting an organic and incremental approach, in terms of the technological design, we will also be developing an initial minimum viable product (MVP) with possibility to add new features over time.

**Overall Approach to Social Accountability Experiences**

Since its inception, Fundar has stressed the importance of documenting our own processes, achievements, and failures. We consider that the GPSA KP approach to learning should include the discussion and reflection not only on good practices, but also on challenges and bottlenecks faced by CSO in the global south when implementing their social accountability projects.
Proposal

1. Background

The Global Partnership for Social Accountability (GPSA) aims to provide strategic and sustained support to civil society organizations’ (CSOs) social accountability initiatives to ultimately improve governance and service delivery. A Knowledge Platform (KP) complemented with offline activities has been envisioned as the main tool for supporting the learning, networking and knowledge exchange of the GPSA’s grantees and other CSOs working on social accountability in the global south. This proposal prepared by Fundar, Center of Analysis and Research (Fundar) presents a proposed design, components, activities, communication, user strategies, technological solution, monitoring and evaluation results framework, implementation plan, etc. for the GPSA’s KP.

2. Fundar’s Work and Experience

Fundar is a Mexican civil society organization that seeks to advance substantive democracy. Created in 1999, it currently has a staff of over 40 people. Since its inception, Fundar engaged in carrying out social accountability exercises to assess and monitor the efficiency and transparency of public spending and public policies. In order to undertake these exercises, Fundar has developed innovative analysis and evaluation methodologies and has established linkages with local, regional and international organizations, and policy makers. The innovativeness of our methodologies and the results we have achieved so far have been acknowledged by several donors and international organizations. For example, since 2008, we have appeared in various rankings of the Global to Go Think Thank Report from the University of Pennsylvania. In the 2012 Global to Go Think Thank Report we were the: a) 6th Think Tank in Mexico and Canada; b) 12th Think Tank in the World with the Most Innovative Policy Ideas/Proposals; c) 19th Think Tank in the World on Transparency and Good Governance; and the d) 23rd Think Tank in the World with Significant Impact on Public Policy. In 2007, the MacArthur Foundation acknowledged our organization with an Award for Creative and Effective Institutions. Fundar was also awarded a global support grant from the Open Society Initiative-Latin America Program for strengthening the organization.

In our 13 years of existence, Fundar has developed an extensive and proven expertise on social accountability and has built strategic partnerships with various thematic national, regional, and international networks. Currently, we belong to more than 10 international and regional networks, such as the Latin American Network for Legislative Transparency, Regional Alliance for the Freedom of Expression and Information, Extractive Industries Transparency Initiative, Regional Network of Civil Organizations for the Migrations, the Initiative Transparency, Participation and Accountability, Latin American Network for Budget Transparency, IFI’s in the Spotlight, etc.

A final key area of work that has been growing in the last five years relates to promoting capacity-building and peer learning and knowledge exchange among organizations in the global south. Fundar has organized several peer exchange visits with participants from Latin America, Africa, South Asia and Macedonia and has received as well two delegations from China, one from the Philippines, and one

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2 The full 2012 Global to Go Think Thank Report can be consulted here. In this other link Fundar has summarized the results of this report.
formed by Directors from the Mac Arthur Foundation Regional Offices. Fundar carries out as well periodic international seminars and workshops. Finally, starting 2011, Fundar was invited to coordinate and manage the governance component of the Evidence and Lessons from Latin America’s (ELLA) Project, a DFID project which aims to promote learning and networking between Latin America and development practitioners from South Asia and Sub Saharan Africa through online and offline interactions. We were chosen to coordinate this project given our strong record on governance research and knowledge exchange achievements.

Fundar, then, has gained knowledge and practical experience not only on social accountability, but also on what promotes and encourages an effective learning, networking, and peer-exchange among practitioners in the global south. The proposal that we are presenting in the following pages for the GPSA’s Knowledge Platform (KP) draws on our own experience in carrying out social accountability projects; in designing, implementing and delivering learning platforms; in organizing peer learning and exchange face-to-face events; and in participating in international and regional networks, many of which promote civic engagement, participation, transparency, and social accountability.

3. Knowledge Platform Proposed Structure

3.1 The Knowledge Platform Modules: An Organic Approach Reinforcing GPSA’s Objectives

The GPSA’s Knowledge Platform will be integrated by four functional modules: Knowledge Repository, Learning, Networking, and Knowledge Exchange, aimed at accessing knowledge, facilitating learning, supporting networking, and sharing experiences. Although in this proposal we will present the proposed activities and contents for each of these modules, in reality, in our analytical framework, the four modules are closely interrelated and are mutually reinforcing. The correct functioning of all four will contribute to achieving GPSA’s objectives.

3.2 Fundar’s Framework For the Management of the Knowledge Platform

For the design and implementation of the four functional modules that will support the knowledge platform, Fundar will use the following framework, which assumes that different sequent stages and activities are required to achieve a social outcome:

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3 We have directly organized some peer exchange and learning visits. In 2012 and 2013, as part of the Evidence and Lessons from Latin America project (ELLA), we organized two study tours, one on citizen oversight and one on human rights. Participants from South Asia and Sub Saharan Africa came to Mexico to learn and exchange with Mexican peers and civil society organizations. In March 2012, along with the World Bank Institute, Omidyar Network, the Hewlett Foundation, Open Society Foundation, the Mexican Institute for Competitiveness and CitiVox we organized an Open Government Partnership’s Exchange in which we encouraged the more advanced organizations in open government to share with the less experienced ones. In 2012, we organized a peer learning exchange on Budgets, Accountability, and Health for an Open Society Foundation Program. In this exchange activity, 10 people from Macedonia came to Fundar. We have also received delegations visiting us. In 2012, the Mac Arthur Foundation asked Fundar to receive the Directors from its Regional Offices to learn about Mexico’s political context and some experiences on transparency, social accountability and human rights. Fundar has received two delegations from China and one from the Philippines. A Chinese and Philippian delegations came in 2010 to learn about how Fundar has used Information and Communication Technologies (ICTs) and Access to Information to participate in the public debate on farm subsidies. Another Chinese delegation came in 2011 to learn about the implementation process of the Mexican Freedom of Information Act.
As it can be seen, each stage or phase has been conceived to provide a logic framework for designing, developing and implementing each module of the knowledge platform. The “problem definition phase” seeks to identify and explore the outcome we seek to achieve. For the GPSA KP, this phase translates into identifying the knowledge, learning and networking demands of our potential users (GPSA grantees, other CSOs, and practitioners). In the next phase of “evaluation of alternatives”, different options to solve the problem or demand will be identified in order to have a pool of alternatives to choose from.

The “activity option chosen” phase is where a particular activity is chosen and deemed as the best one to address or solve the demand or problem identified in the first phase. We will decide on a particular activity over the others taking into account users’ knowledge, learning or networking demands, each activity’s merits, and Fundar’s and the WBI experience. The idea is to come up with different activities that serve particular needs and demand. In this sense, we envision the GPSA KP offering various activities such as short on-line courses or webinars for users interested in this kind of learning activity, a repository providing specific knowledge materials for experts and researchers seeking new knowledge, networking activities for users seeking to link-up with other peers, etc. After mapping, evaluating, and choosing available options, the next step will be their “implementation” and the “monitoring” of their effectiveness. Qualitative and quantitative indicators, and monthly and quarterly reports will be used to evaluate if the activity meets its’ original intent and expected outcomes. If this information revealed that a particular activity is not been effective, in an “improvement phase”, we will seek to analyse any possible changes needed to improve it.

3.3 KPs’ Modules

3.3.1 Module 1. Knowledge Repository

a) Goals and Content

The Knowledge Repository will have the following two goals: a) contribute to facilitate GPSA’s grantees and other CSOs’ access to relevant knowledge on social accountability, helping them to strengthen their capacities and work; b) be a useful space for GPSA’s grantees and other organizations to store materials on their own work (for example, the Repository might include several reports and case studies of a particular GPSA grantee or of other CSOs or organizations working on social accountability).

The Knowledge Repository is the space that will host and store relevant materials and information related to social accountability. Among the materials on social accountability it can include are: guides, case studies, policy briefs, toolkits, short videos, journal articles, documentaries, podcasts, information on past campaigns, relevant legal materials (regional and national rulings, laws, paradigmatic cases, etc.), conference proceedings.
To guide the mapping and selection of materials hosted in the Knowledge Repository, we will create a framework, which will identify the various topics (health, education, advocacy strategies, budget analysis methodologies, etc.) and types of materials (toolkits, case studies, reports, videos, etc.) that GPSA KP users might be interested in. This framework will be created taking into account the social accountability current state of the art, GPSA grantees’ knowledge and learning needs, and feedback provided by experts on social accountability. This framework, which will be shared with the WBI in due course for approval, will guide the mapping and assessment of materials contained in the Repository, ensuring that its content is relevant and strategic to potential users.

The materials contained in the Repository will come mainly from sixth different sources. The first is Fundar and the WB relevant materials on social accountability. The second source will be the materials produced by Fundar’s partners. As mentioned before, we are members of many international and regional networks and we participate in many international workshops and conferences. This gives us first-hand access to many materials (articles, books, reports, presentations, etc.) and we will bring those to the Knowledge Repository. The third source will come from the GPSA grantees, which will be asked to send us their own and their partners relevant materials. A fourth source will come from organizations requesting us to post their materials. To this end, in the Repository, we will enable an easy-to-use option allowing any user or organization to send us its materials. A fifth source of materials will come from those that the GPSA KP users post in the networking and knowledge exchange spaces and that we deem of quality to be brought to the Repository. A sixth source will come from the mapping of materials that Fundar staff will carry out using the framework developed beforehand. By relying on those six sources, we are maximizing the chances of bringing a fair pool of good materials into the Repository and we are reducing the amount of time needed to map the materials. It is important to note that all the materials mapped or sent to us by others will be assessed to ensure that they are useful, relevant and of good quality.

The Repository’s population of content and materials will be incremental and on-going. Initially, we will post a fair amount of relevant high-quality materials for each theme and category. Over time, we will be mapping and bringing more materials to the Repository, ensuring that there is always new knowledge available in it and that, at the beginning and throughout the GPSA KP implementation, we allocate equal or even more time for supporting networking and knowledge exchange activities.

The materials and information in the Repository will be organized and could be accessed through different categories, for example, “Type of Materials” -Toolkits, Guides, Case Studies-, “Regions” -South Asia, Latin America, Northern Africa-, “Themes” -health, poverty, water-, etc. The categories will facilitate the search of materials for those users looking for specific topics or type of information. Alternatively, the Repository

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4 The WB has already a wealth of materials and information on social accountability. We plan to work closely with it to bring those materials to the Repository.

5 Among the meetings, conferences and workshops Fundar staff have attended recently are: Revenue Watch’s Extractive Industries and Subnational Governments Workshop, International Budget Partnership’s Advanced Budget Training, International Budget Partnership’s Monitoring and Evaluation Workshop, Washington Office on Latin America’s Conference on Human Rights and Citizen Security, Open Parliaments Conference, Transparency and Accountability Initiative Meeting, Meeting of the Global Initiative on Fiscal Transparency, Open Government Partnership Meeting in Brasilia, Partner Initiative Meeting, etc.

6 The comprehensiveness of this mapping exercise will vary depending on the amount of good materials got from the other five sources.
will also have a search box (semantic search engine) where users can look for information using key words. To provide users with a way to assess if a particular material is useful to him/her, each material in the Repository will have a brief description of it.

As mentioned before, the Repository will not only be a place for users to search for materials, but will also be a space for GPSA grantees and other actors to store and disseminate their own materials. To facilitate this process and control the materials’ quality, there will be an option in the Repository allowing users to send us the materials they would like to post in this space. Additionally, and as part of the GPSA KP initial and on-going dissemination strategy, we will send emails to a few organizations producing high quality knowledge offering them the space to post their materials or participate in some of the other activities of the platform.

Finally, to provide users with greater access to other reputable and high quality sources of knowledge, the GPSA Repository might also include links to other knowledge repositories in existence.

b) Key tools included of the Knowledge Repository

For the Repository to meet its goals, we need to ensure that people are consulting it, and finding it easy-to-use and didactic. The Repository will include three key tools aiming to make easier users’ search for materials:

1. Search Box (semantic search engine): This will allow users to search in an easy and fast way the materials they are interested using key words. For example, by entering key words such as “India”, “civil society”, “social audit”, a user will get all the relevant materials that relate to those terms. This search tool will complement the information that is already grouped in categories.

2. Experience Locator: To ensure that users can access various social accountability campaigns, projects, initiatives, and organizations in a visually, effective and easy-to-use way, the Repository will contain an experience locator map.

3. Boxes to provide and link users to more related-information: The materials are a primary useful source of information; however, by providing users with extra resources related to those materials, we reinforce the learning and networking component of the platform and make it more valuable to users. The Knowledge Repository, then, will have “boxes” that will provide users with more information related to the materials they are searching. For example, if a person is reviewing a particular toolkit on social accountability, there will be a box providing him/her more information about the organization that developed this toolkit or about the cases in which this toolkit was used for. Users can click in those boxes and have a bigger picture of the social accountability experience, including the information on the organization or expert that developed the methodology, experience or material.

c) Key activities for building and designing the Knowledge Repository

1. Map social accountability materials -drawing on the six sources described before- and assess their usefulness, quality, and relevancy.
2. Write up a short description of those materials selected for the Repository.
3. Categorize those materials by type and theme.
4. Design and test the search box (search engine tool) and create an index of key words.
5. Map social accountability initiatives, experiences and projects to create an experience locator map and design and test this tool.
6. Summarize and systematize the information that will be included in the “boxes” of extra/additional information.
7. Gather regularly the Knowledge Repository.
8. Gather and follow up on the M&E results framework.
9. Implement changes and adjustments based on users’ feedback.

3.3.2 Module 2. Learning

a) Goals and Content

The main goal of the Learning module of the GPSA’s Knowledge Platform is to improve GPSA grantees and other CSOs knowledge through structured learning activities to increase their social accountability initiatives and work.

The activities in this module can include:

1. Short online courses (3 over the course of the project prepared specifically by the Knowledge Platform)
2. Webinars (11 over the course of the project)
3. Chat rooms with experts (6 over the course of the project). These chat rooms will be linked up and complement the webinars. This is to say, the expert of the webinar will potentially be the same expert participating in the chat room.

The activities listed above will be designed by Fundar in close collaboration with the World Bank Institute (WBI) taking into account primarily GPSA grantees learning needs. Although some of these activities will be delivered by Fundar in-house experts, we will also seek to engage experts and practitioners from the WBI, the GPSA Global Partners, Fundar’s partners, the GPSA grantees themselves, and organizations with proven expertise.

The technological solution we are designing for the Learning Module allows for these activities (online courses, chat rooms, and webinars) to be delivered within the GPSA KP platform. This brings at least three advantages. The first is that we can deliver our own learning activities within the platform without the need for additional technical systems.

7 Drawing on Fundar’s experience with online learning platforms, we consider that these numbers and type of learning activities are the right amount for engaged users, given that they might be busy people and can only be engaged in targeted periodic activities. Also, our experience reveals that the organization, advertisement, delivery, and follow up of all these activities imply a lot of time and effort, thus, the need to be realistic on the amount that can be provided within an eighteen-month period.

8 We are envisioning short online courses of four to six weeks with approximately 100 participants. These courses will be focused on relevant aspects of social accountability. These courses will help to strengthen and enhance participants’ knowledge and capacities. As such, we are envisioning engaging experts in them.
need to resort to external technological solutions, which also eases the process of collecting the website’s analytics or solving technological issues arising. The second advantage is that we can partner with other organizations to deliver these activities and use our own space to carry them out. Finally, we can also offer our space to reputable organizations that want to deliver a particular learning activity, but that do not have a space themselves.

Finally, to provide GPSA KP users with access to other learning opportunities, we will also post and disseminate information on learning activities delivered by other organizations and initiatives that Fundar participates in or that is aware of. For example, if the International Budget Partnership, one of our key partners, develops an online course of webinar relevant to social accountability, we will advertise it in the KP and encourage users to sign up for it. This way, we will not only provide access to our own learning activities, but to the ones of other relevant organizations.

b) Key principles of the Learning Module

The Learning Module will operate under four key principles. First, it will be user-based meaning that we will choose and design the contents of the learning activities primarily by taking into account GPSA grantees and other potential users learning needs. Second, as mentioned before, the learning platform activities will be delivered by social accountability experts coming from Fundar, but also seeking to engage experts and practitioners from the WBI, the GPSA Global Partners, Fundar’s partners, and organizations with proven expertise. Third, the learning activities will also be designed by experts on online learning and drawing on Fundar’s past experience. This will ensure that appropriate pedagogic methodologies are used and that participants have incentives to engage in the learning activities until completion. Fourth, all learning activities will have an adequate follow up and be assessed by users to identify outcomes, usefulness, aspects to improve, etc. We envision surveys to be applied during and after completion of the learning activities.

c) Key activities for building and designing the Learning Module

1. Get potential users’, primarily the GPSA grantees, input on topics and issues they need and want to learn from.
2. Design learning activities taking into account users’ identified learning needs and, where possible, in collaboration or partnerships with experts and partners from other organizations.
3. Build, design, and test the technological interface for the learning activities to ensure that is user friendly and easy to use, improving it over time taking into account users’ input.

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9 Once the platform for the Learning Module is created, it is easy to create any partner an account, so that he or she can deliver a learning activity in the GPSA KP learning space.
10 See Annex 2 for a list of the relevant global/regional and thematic networks Fundar is member of and participates in.
11 As the Independent Assessment of the Learning Alliance on Citizen Oversight of ELLA revealed it is important to apply pedagogic methodologies and periodically gather users’ feedback and adjust them if needed. The core tasks of the moderator of the ELLA Learning Alliance were to invite, inspire, and facilitate active member participation online, summarizing discussions, and drawing out lessons. These tasks and role were praised by participants of the Alliance, as well as Fundar’s use of technology in multiple ways, as it helped advance learning and engaged them in the platform. For more information on the moderation of the ELLA Learning Alliance on Citizen Oversight see Annex 3.
4. Identify and implement innovative learning methodologies drawing on our own experience and by mapping others.
5. Map, contact, and engage experts that can participate or deliver these learning activities.
6. Advertise the learning activities and register participants.
7. Apply surveys during the delivery of the learning activities and at the end of them.
8. Gather and follow up on the M&E results framework for this module.
9. Monitoring users’ behavior
10. Implement changes and adjustments based on users’ feedback
11. Identify and advertise learning activities implemented by other reputable organizations in the GPSA KP (ongoing)

3.3.3 Module 3. Networking

Module 3. Networking

a) Goals and Content

The goal of the Networking module is to provide users of the KP with improved access to other social accountability peers and experts and to opportunities for collaboration and interaction with them. The module can include the following contents:

1. Thematic online forums on social accountability topics or areas (for example, on advocacy, methodologies, etc). These forums will be created at users’ demand and we envision having a maximum of four over the course of the project.
2. Blogs written by GPSA grantees, other users of the KP, and experts (28 over the course of the project or one every two weeks)
3. A calendar highlighting events and activities of the KP, but also of other relevant networks. This calendar can be updated by any user of the platform.
4. Links to relevant organizations, networks, and experts working on social accountability. We are proposing that each organization, peer, and network listed in the portal will have a brief description of it, allowing users to find commonalities between them and the organizations, experts, and networks described.
5. A members’ directory containing users’ basic information, areas of interest and photo. Drawing on our experience with the learning platform of the project ELLA, this directory should be linked to other social and professional networks, for example, Facebook, twitter, linked in, etc.
6. A board where users can post materials or information (for example, videos, documents, information on conferences, articles, etc.) and can make comments about these. Other users can then consult the materials or information posted, or comment the post.
7. A chat room for users will also enable them to communicate among each other at different times by groups or individually.

b) Key principles of the Networking Module

The Networking Module will operate under three principles. First, through specific activities and tools, it will encourage participation, contribution, and collaboration among KP users. For example, if an issue on
social accountability suddenly becomes a “hot” topic, the person moderating the networking can post information about it and inviting members to comment on it. Also, the moderator can promote that participants talk and interact with each other (for example, by identifying a particular organization that can collaborate with other due to similar themes). To accomplish this, it is crucial that the networking is regularly updated and moderated by Fundar. Second, the networking space should be easy-to-use, didactic and accessible, allowing users to post or interact with others. Third, we will promote that the KP users link-up and take advantage of Fundar’s regional and international networks and the GPSA and WBI global partners. We will do so by bringing experts from those networks and partners to the space and by promoting linkages and interactions between users and the particular network or partner.

3.3.4 Module 4. Knowledge Exchange

a) Goals and Content
The goal of the Knowledge Exchange module is to promote peer knowledge exchange to strengthen participants’ capacities and work. The Knowledge Exchange module will take advantage of some of the features and tools of the networking and learning space and of the offline activities (described in the previous sections). The underlying principle of the knowledge exchange module is that participants with the same interests share their experiences and learn from each other. Some of the tools that participants can make use of to do so are: chat rooms, thematic discussion groups and the offline activities. For the knowledge exchange to be effective, the space should be adequately moderated, inviting members to share among each other or consult their peers. The knowledge exchange will also be user-driven, meaning that participants should be the one defining the themes to learn from their peers.

b) Key activities for running the Knowledge Exchange Module
1. Encourage members to use the existing online and offline tools of the KP for peer exchange.
2. Make sure that the online and offline tools are working fine and moderating them if need arises.
3. Identify organizations, experts, and networks working on social accountability, prepare all their descriptions, and put this information available to promote the knowledge exchange.
4. Apply regular surveys to measure the usefulness of the tools and method for knowledge exchange.
5. Gather and follow up on the M&E results framework for this module.
6. Monitoring users’ behavior
7. Implement changes and adjustments based on users’ feedback

4. Offline Activities

A knowledge platform often puts efforts into translating online activities and technological processes into offline activities to improve learning and developing linkages between users. Fundar’s experience has shown that offline activities reinforce the online engagement but in a more personal and practical way. For example, by attending specialized events, forums or activities where on-line users can meet together and interact, it is possible to create global groups or communities about social accountability and foster networking and joint collaboration opportunities.

Evidence has also shown that high profile users cannot engage with long on-line courses since their knowledge needs are based on targeted courses of the hottest topics on social accountability. Targeted offline activities between high profile peers\textsuperscript{12} are an efficient method for learning and exchange knowledge for users aiming to a) increase their access to global knowledge about social accountability, b) know from first-hand experiences about the implementation on social accountability initiatives, and c) increase possibilities of networking. Even if offline activities are not being considered within the grant and as a task to be developed by Fundar, in this project, we present and propose the following offline activities to complement the GPSA’s KP:

- **Conferences**: High-level meetings gathering governments, civil society, and potentially donors will be organized to reinforce the KP’s modules and strategic objectives. The GPSA’s Secretariat will in itself organize conferences. High-level panels or small group sessions focused on sharing best practices and policies to drive innovation around social accountability and governance are some examples of this type of activities. The KP will collect the experience of participants, notes and documents of interest from those conferences and will incorporate them in the Knowledge Repository or post them as news in the networking space. This way, we will take advantage of the inputs from these conferences to enrich the KP. Fundar has proven expertise on organizing international conferences,\textsuperscript{13} so if needed, we can provide help with the organization and delivery of the offline activities the GPSA will organize. We can also disseminate and inform users of the platform of offline activities organized by other relevant organizations, for example, the Open Government Partnership.

- **Exchanges between peers**: Evidence has shown that the learning process among high profile users has to be conducted from a horizontal model highlighting peer exchange and building trust among them. Fundar has planned and delivered three high-profile peer learning exchanges in collaboration

\textsuperscript{12} By peer we understand experts in the same field and with the same level of knowledge.

\textsuperscript{13} For example, on August 2012, we organize an International Conference on Human Rights, Budgets and the Judiciary. Academics and experts on issues related to human rights and budgets from different Latin American Countries met at the UNAM (National University Autonomous of Mexico) bringing new and innovative discussions about public policy design with a human rights approach.
Training Workshops: High-level seminars can be provided to senior or mid-level participants. These workshops are useful for providing them with updates and recent developments in the social accountability field, as well as for reinforcing and strengthening previous knowledge they might have. Fundar has experience in organizing and delivering these workshops like the high-level training workshop on Open Government organized by Fundar and other CSOs in 2012. If needed, we can also provide support with this kind of activities.

4. Overall KP’s Strategy

Historically, development funding and support from donors has been done in a vertical way, with donors trying to transfer knowledge and lessons learned from the north to their grantees located in the global south. However, due to the fact that contexts in the south do not resemble northern contexts and realities, in recent years, there has been a push for south-south exchange initiatives. These new models encourage practitioners from developing countries who face similar development challenges to share ideas and strategies on how to overcome these and promote greater governance and accountability. The International Budget Partnership, the Mac Arthur Foundation, The Open Society Foundation, the Open Government Partnership, the Think Tank Initiative, or the ELLA Project (which Fundar manages) have all implemented peer-learning exchange activities among practitioners in the global south.

Fundar has been a pioneer Mexican Civil Society Organisation participating in Knowledge Management Initiatives of Social Accountability, Access to Information and Citizen Oversight. These are some of the existing on-line platforms for learning exchange in which Fundar has been involved:

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Responsible</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transparency and Accountability Initiative</td>
<td>Open Society Foundation</td>
<td>Expand the impact and scale of transparency and accountability Interventions by supporting policy change. It works in three major areas: 1) Impact Learning; 2) New Technologies and 3) Policy Innovations</td>
</tr>
</tbody>
</table>

14 For more information please consult Annex 2.
15 Fundar has also provided the International Seminar on Budget and Farm Subsidies organised in 2010 with the UNAM, the Inter-American Development Bank and the World Bank. Since 2007, Fundar co-organizes with the Institute for Transparency and Access to Information in Mexico City, the International Seminar on Transparency and Access to Information providing a space for Latin American experts and CSOs working for the advancement of this right and exchanging good experiences.
16 Other experiences which Fundar has participated in are: Curso Regional de Transparencia, Accountabilidad y Combate a la Corrupción (Regional Course on Transparency, Accountability and Corruption Fight); Taller Global de Investigación-Acción para Defensores de Derechos Humanos (Global Workshop for Applied Research for Human Rights’ Defenders) and the XII International Human Rights Colloquium.
<table>
<thead>
<tr>
<th>Initiative</th>
<th>Lead Organization</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Government Experience Locator</td>
<td>Open Government Partnership; the International Budget Integrity</td>
<td>Open government initiatives seek greater access to document experiences; link partners with resources; facilitate knowledge exchange and complement the OGP Networking Mechanisms.</td>
</tr>
<tr>
<td>Evidence and Lessons from Latin America (ELLA)</td>
<td>UK Department for International Development; Practical Action Consulting</td>
<td>Shares knowledge of recent Latin American experiences on selected economic, environmental and governance issues. It also provides a learning and networking platform between Latin American, African and South Asian countries to link individuals from those regions to Latin American experts.</td>
</tr>
<tr>
<td>Partnership Initiative</td>
<td>International Budget Partnership (IBP)</td>
<td>This Platform seeks to enhance the impact of budget work in selected countries in sub-Saharan Africa, Asia, and Latin America. The PI is focused on developing or strengthening the work of over 35 civil society organizations (CSOs) to analyze budgets, monitor government programs, and increase the positive outcomes of public budgets on poor communities in their countries.</td>
</tr>
<tr>
<td>The Open Budgets Game</td>
<td>International Budget Partnership (IBP)</td>
<td>By an on-line learning game, the IBP offers training and knowledge resources, supporting civil society organisations and focusing on budget advocacy and monitoring.</td>
</tr>
</tbody>
</table>

All these initiatives have revealed that there are certain key features that need to be in place to ensure their success such as: being driven by the peer group learning and knowledge needs; being implemented in an environment of confidence and trust; build on other existing networks; being adequately disseminated and advertised; resort to technologies that suit users’ varying technological realities; and being designed bearing in mind users’ potential incentives for participation. For the successful implementation of the GPSA KP, we will take into account these key features. We envision having a good dissemination strategy, a user-centered technological design and selection of content, a good mapping of potential users’ incentives, and a strategic partnership approach. All these elements will help us in branding the GPSA KP and ensuring that is a reputable, relevant, and easy-to-use knowledge and networking platform.

When implementing all four modules of the GPSA KP, we will have an organic and incremental approach. We foresee all these four modules to be mutually reinforcing and complementary. As such, we will put an emphasis in stressing and promoting the interrelationships among them to ensure that participants are learning, networking, exchanging and getting access to new knowledge and experiences. For this to happen, we will ensure that all modules are implemented at the same time (concurrent) and that the networking and knowledge exchange activities are the main drivers of interaction within the platform. By
offering participants a wide range of quality activities to benefit from, we will seek as well to brand and differentiate the GPSA KP from other knowledge platforms in existence.

As mentioned before, to adequately support the KP’s design, implementation and delivery, we will pursue four key strategies: user-engagement strategy; strategic partnership approach; communication strategy; and technological strategy.

5.1 User Engagement Strategy

To ensure that participants are engaged and take advantage of the GPSA KP, it is necessary to design the website’s contents and technology by taking into account potential users’ needs and incentives for participation. As mentioned before, the GPSA KP’s design and content will be user-driven, this is to say, potential users’ input will be considered for the development of the website, ensuring that the contents, tools and methods, and also the technologies used meet users’ demands. In terms of contents, as explained earlier, GPSA grantees’ knowledge and learning needs will be the foundation for selecting the thematic contents of the platform. In terms of the technological design, as it is explained in section 5.4, a beta version will be created before launching the platform for user’s feedback and assessment of its usefulness, usability, relevance, and overall appealing. Changes to the platform can be done at this pre-launching stage based on this feedback, to ensure that from the beginning the GPSA KP responds to primary users needs.

Surveying users will be one source of information for the platform’s design; however, a second source that we will use at this initial stage relates to identifying potential users’ incentives for participation and engagement. Taking into account these incentives is relevant as they provide valuable feedback on the tools, information, and content that can bring potential users to the GPSA KP. The following table presents the different potential audiences of the website and their possible incentives for participation:

<table>
<thead>
<tr>
<th>Audience</th>
<th>Incentives for bringing their materials and expertise to the platform</th>
<th>Incentives for using the features of platform and interacting with others in it</th>
</tr>
</thead>
</table>
| GPSA selected grantees (primary audience) | - Prestige/Reputation  
- Increase their materials’ dissemination  
- Reach out new audiences (diversification of constituencies and partners)  
- Contact and access to actors involved in and with expertise on social accountability issues  
- Meet their commitment to bring | - Access to a private space to manage their projects (only for GPSA grantees)  
- Update knowledge and tools through high quality, targeted, and free learning activities  
- Access to high quality materials  
- Certification  
- Optimization of time and resources to find solutions to social accountability issues  
- Access to social accountability evidence, tools, proven experiences, good practices, and |

17 We envision granting certificates of participation to those people engaged to a certain minimum in learning activities. In our experience, these certificates have great value, especially for junior or middle level practitioners.
<table>
<thead>
<tr>
<th>Audience</th>
<th>Incentives for bringing their materials and expertise to the platform</th>
<th>Incentives for using the features of platform and interacting with others in it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>materials to the platform, as specified in the learning and knowledge component of their GPSA grant agreement</td>
<td>challenges and bottlenecks</td>
</tr>
<tr>
<td></td>
<td>- Access to systematized critical reflection</td>
<td>- Access to systematized critical reflection</td>
</tr>
<tr>
<td></td>
<td>- Access and membership to a community of practice</td>
<td>- Access and membership to a community of practice</td>
</tr>
<tr>
<td></td>
<td>- Access to experts, networks, and peers</td>
<td>- Access to experts, networks, and peers</td>
</tr>
<tr>
<td></td>
<td>- Access to potential donors participating in the platform</td>
<td>- Access to potential donors participating in the platform</td>
</tr>
<tr>
<td>GPSA non-successful applicants</td>
<td>- Prestige/Reputation</td>
<td>- Update knowledge and tools through high quality, targeted, and free learning activities</td>
</tr>
<tr>
<td></td>
<td>- Increase their materials’ dissemination</td>
<td>- Access to high quality materials</td>
</tr>
<tr>
<td></td>
<td>- Reach out new audiences (diversification of constituencies and partners)</td>
<td>- Certification</td>
</tr>
<tr>
<td></td>
<td>- Contact and access to actors involved in and with expertise on social accountability issues</td>
<td>- Optimization of time and resources to find solutions to social accountability issues</td>
</tr>
<tr>
<td>Other CSOs working on social accountability</td>
<td>- Prestige/Reputation</td>
<td>- Access to social accountability evidence, tools, proven experiences, good practices, and challenges and bottlenecks</td>
</tr>
<tr>
<td></td>
<td>- Increase their materials’ dissemination</td>
<td>- Access to systematized critical reflection</td>
</tr>
<tr>
<td></td>
<td>- Reach out new audiences (diversification of constituencies and partners)</td>
<td>- Access and membership to a community of practice</td>
</tr>
<tr>
<td></td>
<td>- Contact and access to actors involved in and with expertise on social accountability issues</td>
<td>- Access to experts, networks, and peers</td>
</tr>
<tr>
<td></td>
<td>- Access to potential donors participating in the platform</td>
<td>- Access to potential donors participating in the platform</td>
</tr>
<tr>
<td>GPSA Global Partners and</td>
<td>- Prestige/Reputation</td>
<td>- Update knowledge and tools through high quality, targeted, and free learning activities</td>
</tr>
<tr>
<td>other CSOs working on social accountability</td>
<td>- Increase their materials’ dissemination</td>
<td>- Access to high quality materials</td>
</tr>
<tr>
<td></td>
<td>- Reach out new audiences (diversification of constituencies and partners)</td>
<td>- Certification</td>
</tr>
<tr>
<td></td>
<td>- Contact and access to actors involved in and with expertise on social accountability issues</td>
<td>- Optimization of time and resources to find solutions to social accountability issues</td>
</tr>
<tr>
<td></td>
<td>- Access to social accountability evidence, tools, proven experiences, good practices, and challenges and bottlenecks</td>
<td>- Access to social accountability evidence, tools, proven experiences, good practices, and challenges and bottlenecks</td>
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<td></td>
<td>- Access to systematized critical reflection</td>
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</tr>
<tr>
<td>Audience</td>
<td>Incentives for bringing their materials and expertise to the platform</td>
<td>Incentives for using the features of platform and interacting with others in it</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fundar’s Partners (influential actors and organizations)</td>
<td>dissemination -Reach out new audiences (diversification of constituencies and partners) -Contact and access to actors involved in and with expertise on social accountability issues</td>
<td>-Access to high quality materials -Certification (for those junior or middle level practitioners) -Optimization of time and resources to find solutions to social accountability issues -Access to social accountability evidence, tools, proven experiences, good practices, and challenges and bottlenecks -Access to systematized critical reflection -Access and membership to a community of practice -Access to experts, networks, and peers -Access to potential donors/grantees participating in the platform</td>
</tr>
<tr>
<td>Donors (influential actors)</td>
<td>-Prestige/Reputation -Increase their materials’ dissemination -Reach out new audiences (diversification of constituencies and partners) -Contact and access to actors involved in and with expertise on social accountability issues -Access to potential grantees participating in the platform</td>
<td>-Update knowledge and tools through high quality, targeted, and free learning activities -Access to high quality materials -Access to social accountability evidence, tools, proven experiences, good practices, and challenges and bottlenecks -Access to systematized critical reflection -Access and membership to a community of practice -Access to experts, networks, and peers -Access to potential donors/grantees participating in the platform</td>
</tr>
<tr>
<td>Well regarded experts and practitioners on social accountability (influential actors)</td>
<td>-Increase their materials’ dissemination -Reach out new audiences (diversification of constituencies and partners) -Contact and access to actors involved in and with expertise on social accountability issues</td>
<td>-Access to high quality materials -Access to social accountability evidence, tools, proven experiences, good practices, and challenges and bottlenecks -Access to systematized critical reflection -Access and membership to a community of practice -Access to experts, networks, and peers -Access to potential donors participating in the platform</td>
</tr>
</tbody>
</table>

A final input for the GPSA KP’s initial design is to think about the value-added that the portal will provide to users and that will help them in branding and differentiating it from other portals in existence. Evidence
shows that participants are more likely to initially use and keep using a website over time if it offers them some sort of value-added or links them to other relevant related information. For this reason, the GPSA KP will present users with additional relevant information related to the one they are searching for. For example, if a user is looking at the description of a toolkit to assess if this is relevant, in the same screen, other related materials and information will appear, such as the organization and expert that make this toolkit, other relevant toolkits, etc. This way, the user will not only have access to the specific toolkit he/she is searching, but will also have access to other related and additional relevant information. Once the portal is launched, participants’ input will be continuously gathered and incorporated into the functioning of it.

As can be seen in the following chart, all the processes described before will help us in creating a portal’s design that is user-centered, relevant and appealing.

5.2 Strategic Partnership

Currently, there are various international initiatives that aim to advance particular reform and governmental innovation trends. Many of these multi actor initiatives are focused on social accountability and in them participate a wide range of actors such as governments, civil society organizations, multilateral institutions, foundations, and international donors, etc.

As a civil society organization with strong experience in implementing social accountability projects and in promoting peer learning and knowledge exchange, Fundar has participated in many of these initiatives, achieving to consolidate its capacity and structure to become a resource center for various organizations and social actors, taking advantage –at the same time– of these partner organizations’ resources. These peer learning exchange experiences and opportunities have emerged as strategic alternatives for increasing civil society organizations’ intervention capacity and for enhancing the use of knowledge as a resource for their advocacy efforts.

Drawing on our experience in participating in these international initiatives on social accountability, Fundar has identified three collaborative working methods that would allow KP’s users to replicate and
implement experiences by using the information and knowledge from the GPSA’s KP. It is important to highlight that, from our perspective, strategic partnerships help to speed up learning, potentiate capacities, reduce costs, and increase the knowledge capital of decision makers and the political power of social actors and organizations. The impact users are looking to enhance can indeed be increased by having greater access to resources and experiences.

**Working method 1: Creating Adequate Environments for Exchanging**

This method emphasizes articulation and the development of linkages. In this method various actors with information and knowledge already systematized and ready to be shared are connected and bring together. To implement this method, we only take advantage or develop tools for the dissemination of online knowledge and learning. With this, we create bridges between knowledge and practice; and between supply and demand. The Open Government Partnership Partnership Meeting in March 2012 followed this method. In this meeting we facilitated the creation of spaces for exchange in which groups with greater experience on open government at the national and international level could share with other less experienced their knowledge and lessons learned so far. This method was also a core component of the ELLA Learning Alliances that Fundar managed. The moderator encouraged more experienced members to share with others their lessons learned in implementing citizen oversight or human rights initiatives.

It is important to highlight that this method will draw on Fundar’s political capital and built relationships of trust. These two components seemed to be perceived as subjective aspects by the more traditional methodologies; however, in our experience, these are key conditions for ensuring the success of these initiatives. Our participation in many networks, and international initiatives, workshops and forums and the linkages we have developed with a range of stakeholders can help in drawing people to the GPSA’s KP repository, learning activities and networking space.

**Working method 2: Taking Advantage of Articulation Processes**

Articulation processes are spaces that emerged at the initiative of various organizations that share similar thematic goals or institutional design and that are interested in creating collective knowledge to develop plans or proposals for implementation. The collective knowledge that is created in these articulation processes enriches the learning and capacities of all actors involved in them. The outputs of these groups (implementation or actions plans or proposals) are also valuable sources of knowledge and information. It is important to note that articulation processes usually emerged as a particular situation in the context demands it. As such, articulation processes are not as stable as networks, which are sustained over time.

An example of an articulation process in which Fundar participated in was the group of CSOs that gathered to discuss and made a proposal about the reform of the Inter American Human Rights System. In the last five years, Fundar has actively participated in and many of such articulation processes. As such, we envision taking advantage of being part of these processes by disseminating them and their outputs in the GPSA’s KP or even by forming a partnership with them.

**Working method 3: Taking Advantage of International and Regional Thematic Networks**

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18The organizations participating in an articulation process can share thematic common goals (for example, an interest in advancing the right to health), can be immersed or affected by the same regional or international process (for example, the movement in favor of open government), or can share the same the institutional design (for example, have a customary law or a presidential system)
International and Regional Thematic Networks that work as alliances tend to be more stable than articulation processes because the actors that participate in them usually share long term goals and a strategic approach. This is the case in the work that we have done in the last months to identify common areas of opportunity between the OGP’s agenda and other networks in which we participate in such as the Latin American Network for Budget Transparency, Latin American Network for Legislative Transparency, Regional Alliance for the Freedom of Expression and Information. In this case, results include collective statements regarding a specific claim (for example: real and effective participation in the OGP action plans that have been done all over Latin America) or to point out a topic in the political agenda which has not been included and that needs a different correlation of forces (for example, the inclusion of countries that have not been foreseen in the OGP’s selection criteria).

As mentioned, for the GPSA’s KP we will take advantage of being part of several international and regional networks –for example the Extractive Industries Transparency Initiative, the Regional Network of Civil Organizations for the Migrations, the Latin American Network for Legislative Transparency, the Latin American Network for Budget Transparency, The Regional Alliance for the Freedom of Expression and Information, the Initiative on Transparency, Participation and Accountability around Supreme Audit Institutions (SAIs), etc.-- and articulation processes –Open Government Partnership, for example–. We will disseminate the GPSA’s KP and its different activities and materials among participants of these networks and articulation processes. We will also invite them to take part of our knowledge platform as participants, users or experts of it, just as we did for the two online courses we delivered as part of ELLA.

Our strategy will include as well developing strategic partnerships with other networks and articulation processes we are not part of, but that we are aware of and that can be useful for the GPSA’s KP. We will disseminate their learning, knowledge exchange and networking activities in the KP and we will invite their members to visit our site and participate in it.

5.3 Communication Strategy

In order to ensure that the Knowledge Platform is being known and accessed by relevant stakeholders, several communication tools and dissemination strategies will be used such as:

- A bi-weekly newsletter- will showcase new publications, videos, blogs on the Repository, information about learning activities to start soon, access to key organizations working on social accountability, expert opinion pieces, relevant networks, etc. This newsletter will be sent to everyone signing up for it in the KP or through emails or social networks. In offline events and conferences, in which the Platform is advertised we can also sign up people for the newsletter.

- Social Networks- We will create Facebook and twitter accounts and the updates and releases from the Repository, Learning, Knowledge Exchange and Networking will be announced in these social networks, along with information on the offline activities. The ELLA Project and Fundar’s own experience has revealed that social networks are an effective way to draw people to another portal and to sign them up for the newsletter.

- Dissemination in face-to-face events: The KP will also be announced and disseminated in relevant face-to-face events that Fundar staff attends. We will also make sure to ask to some strategic partners to
disseminate it in events they go to. We envision to prepare some printed materials and a short video showcasing and explaining what the KP is and its aims.

- Dissemination through strategic partnerships and by using Fundar’s existing networks: As mentioned in the previous section, we will build strategic partnerships with key organizations and we will resort to our own networks and connections and ask them to disseminate the KP among their audiences.

- Dissemination through other communication means such as Vimeo, Youtube, Scribd: By uploading relevant materials on the KP in these channels we can disseminate the KP and its activities, at the same time that we draw people to the portal.

5.4 Technological strategy

Fundar currently has the in-house resources to develop and maintain any kind of web platform, including those related to learning objectives. Among these resources are three web developers with wide experience in developing scalable systems on cloud based architectures and four members that have managed online platforms and facilitated peer learning and exchange activities.

The GPSA KP will be developed as a custom designed platform that takes into account the modularity of the different sections described before. We will harness development tools such as programming frameworks that will aid in shorten the development cycle. The architecture will be approached in modules that will integrate naturally in the front and backend. The graphic design, web architecture and coding practices will ensure a light-weight pages that will be friendly to slow internet connections such as those expected in many of the GPSA grantees, our main target audience.

The website will be designed and implemented by using an agile methodology. This kind of methodology uses an adaptive approach, by acknowledging the changing nature of many requirements in a development cycle. Agile methods break tasks into small increments with minimal planning and do not directly involve long-term planning. Iterations are short time frames (timeboxes) that typically last from one to four weeks. Each iteration involves a cross functional team working in all functions: planning, requirements analysis, design, coding, unit testing, and acceptance testing. The core values of the method are its flexibility, sensibility, and focus on achievement of objectives.

Formal methods, in contrast to agile methods, focus on computer science theory with a wide array of types of provers. A formal method, such as the more traditional one, called “waterfall model” attempts to prove the absence of errors with some level of determinism, is heavily regulated, regimented, micromanged and approaches in an overly incremental way to development. In contrast, the most important aspect of the agile methodology we are going to adopt for the GPSA KP is that it creates a very user-driven product by iterating the review of requirements and focusing primarily on the user experience and usable software interfaces. As such, the agile development method considers creating a technological prototype (beta version) at an initial stage of the project for users’ feedback on usability, accessibility, and overall appeal. Agile methodology has been used in several successful web portals developed by Fundar.
For the part of the platform related to learning activities, we will evaluate different instances of Open Source Software Platforms designed specifically for massive online learning experiences (known as MOOC, Massive Online Open Course). This will greatly accelerate development times towards the achievement of learning objectives and the delivery of activities.\textsuperscript{19}

The platform for the online learning activities module must have the following characteristics:

- **Open Source license.** An open source license, such as GPL, will allow us to modify the software as required without legal limitations. Additionally, such license allows the further development of the customization by other organizations or individuals.
- **Scalable architecture.** The technical design of the platform must allow the indefinite growth of users, courses and materials, and must not drop its performance under heavy traffic scenarios.
- **Thorough documentation.** Good documentation of the code allows a fast appropriation of the platform by the technical staff.
- **Standard learning features.** It is important that features, such as user management, assignments, syllabus, chats, video conference, etc. are already implemented in the platform for it to be as efficient as possible in the customization. This aspect is relevant as MOOC allows having and delivering many of the networking activities of the GPSA KP within the platform itself (for example, the chat rooms or discussion forums).
- **Preference for open standards.** The platform must be W3C compliant; this means that the platform must work with only an up-to-date browser usable on common browsers (IE 7/8, Firefox, Chrome, Safari) and a reasonably fast internet connection. Additional plugins or other software requirements must be minimal and only in cases where browser technologies are not enough to support the learning experience.

We will test the following candidates for the online courses module:

**Open Mooc - openmooc.org**

- Simple interface, 100\% open source solution (Apache 2 Licence)
- Video integration with documents and teacher’s remarks
- Extremely simple course creation interface
- Self-assessment progress
- Social discussion forum
- Follow-up on own/others’ questions
- No need to stream videos from a local platform (uses YouTube)
- WYSIWYG interface for content creation
- Medals (badges) for assessing your social behavior in the forum
- Federation of identities based on standard (SAML2)

**EdX**

- Full open source solution by June 1 2013
- Self-paced learning,

\textsuperscript{19} In contrast, developing the code for the learning module from scratch, will be time-consuming and will take many programming hours and efforts.
Online discussion groups,
Wiki-based collaborative learning,
Assessment of learning as a student progresses through a course,
Online laboratories

Moodle (http://moodle.org)
Open Source (GPL License)
Drag and Drop Interfaces
Video embedding
Granular permissions to access course assets
Self-grading quizzes
Graded assignments
Workshops
Progress tracking
Customizable dashboards for students and instructors

Although Fundar’s programmers will build the platform, we will hire a web design company to work on the overall appealing and design of the website. In bidding and hiring these services, we will abide by the World Bank Procurement policies and guidelines.

Infrastructure

In order to host the platform Fundar will use Amazon Web Services (AWS). Currently we use AWS to host many Fundar projects that require complex web infrastructure requirements. AWS provides optimal flexibility and scalability for ambitious web projects.

Implementation of the GPSA KP platform

As mentioned before, before launching the portal, we will create a technological prototype (beta version) for users’ feedback on usability, accessibility, and overall appeal. Based on this feedback we will come up with the platform’s design. However, given that for the whole GPSA KP we are adopting an organic and incremental approach, in terms of the technological design, we will also be developing an initial minimum viable product (MVP) with possibility to add new features over time.

The following image shows a possible landing page of the GPSA KP prepared by Fundar in collaboration with the WBI:

![Possible landing page of the GPSA KP](http://www.fundar.org.mx)
6. Overall Approach to Social Accountability Experiences

Since its inception, Fundar has stressed the importance of documenting our own processes, achievements, and failures. This has helped us to identify lessons learned, opportunities, challenges, and bottlenecks and to improve our work by reflection and analysis. We consider that the GPSA KP approach to learning should include the discussion and reflection not only on good practices, but also on challenges and bottlenecks faced by CSO in the global south when implementing their social accountability projects. In our experience, this type of information is the one that CSO are seeking to learn from. As such, the different learning, knowledge exchange, and networking activities of the GPSA KP will stress this comprehensive approach to social accountability.

7. How the GPSA KP Differentiates from the ELLA Project

Since 2011, Fundar coordinates the ELLA project which has two main activities. First, it documents successful Latin American experiences in guides, briefs and lists of publications and disseminates them among practitioners in South Asia and Sub Saharan Africa. Second, it promotes that these practitioners learn from Latin American experiences and network with Latin American experts through off-line and online activities. With regards to this last aspect, the ELLA project has a Learning Alliance (LEA) on Citizen Oversight, an online learning platform offering courses and a knowledge exchange and networking space to members of it. The LEA on Citizen Oversight has currently 265 members. Although the online course is over, the platform remains as an open space for networking and knowledge exchange.

It is worth mentioning that, even though both the LEA on Citizen Oversight and the GPSA KP are online knowledge platforms, there are significant differences among them:

1. For the LEA on Citizen Oversight we produced materials documenting various Latin American experiences on citizen oversight, which then were shared in the online platform for a unidirectional knowledge exchange, as our aim was for participants to learn from Latin America. This is to say, in the LEA on Citizen Oversight, Latin American knowledge was always the foundation and input for discussion. The GPSA KP, in contrast, will be a two-way-exchange among practitioners in the global south. People from all the regions will have a chance to interact and learn from the others.

2. In the LEA on Citizen Oversight, Fundar decided on the content to be included in the online learning activities, which was always about Latin America. For the GPSA KP, we will take into account GPSA selected and non-selected grantees’ learning and knowledge needs. This is to say, for the GPSA KP, we will have a more tailored approach to learning.

3. The LEA on Citizen Oversight aimed to create a community of practice and promote networking, and achieved it to a certain extent. However, given that the emphasis of the LEA on Citizen Oversight was always on the structured online learning, only a few resources were put into the networking part. The GPSA KP, as mentioned before, will put an emphasis on networking and knowledge exchange from the beginning and will ensure enough resources are allocated for this.
This will be done because the GPSA KP puts more value into creating a community of practice and promoting networking and knowledge exchange than into delivering learning activities.

4. The technology chosen for the LEA on Citizen Oversight was determined more by financial constraints than by a user-centered design. The platform’s design was commissioned by a third party. Due to these financial limitations, it was also not possible to implement many changes or adjustments to the platform over time. As Fundar will be in charge of designing the GPSA KP, as mentioned, we will adopt a user-centered design, will think better in potential users’ incentives for participation and will explore various technological solutions reflecting on their potentialities and limits.

8. Implementation Plan
The GPSA’s Knowledge Platform will be implemented as follow:
An initial scouting and mapping of materials, initiatives and projects on social accountability will be made in the first one month and a half of the project. After this, the mapping and scouting will be ongoing.

<table>
<thead>
<tr>
<th>Knowledge Repository</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mapping of social accountability materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Map social accountability initiatives, experiences and projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categorize materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematize and organize materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update the Repository (ongoing activity)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Platform</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of a beta version prototype and undertake a focus groups among potential users (two months and a half)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come up with a minimum viable version to launch the portal that takes into account users’ previous feedback (one month and a half later depending on the extent of users’ feedback)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create the experience locator tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify users’ demand and learning needs on social accountability topics and issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and test the search tool and create an index of key words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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20 An initial scouting and mapping of materials, initiatives and projects on social accountability will be made in the first one month and a half of the project. After this, the mapping and scouting will be ongoing.
Design and test the launching website version

Official launch of the GPSA KP

**Learning**

<table>
<thead>
<tr>
<th>Task</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial design of activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Map, contact, and engage experts that can participate in these learning activities (to be done at the initial stage and ongoing after the launching of the website)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>User engagement strategy approved and launched</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft the initial lists and calendar of short on-line courses, webinars, and chat rooms(^{21})</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery of online courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery of webinars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery of chat rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Networking**

<table>
<thead>
<tr>
<th>Task</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build, design, and test a technological interface for the networking activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directory of partnerships, networks and potential users</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify organizations, experts, and networks working on social accountability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruit users and engage them into the platform</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{21}\) These lists and calendar can be modified if required.
| Advertise the networking tools: blog spaces, thematic on-line. |   |   |   |   |   |   |   |   |   |
| Update the networking contents |   |   |   |   |   |   |   |   |   |
| Moderate the networking space |   |   |   |   |   |   |   |   |   |

**Knowledge exchange**

| Identify organizations, experts, and networks working on social accountability |   |   |   |   |   |   |   |   |   |
| Identify and disseminate external events on social accountability (ongoing) |   |   |   |   |   |   |   |   |   |
| Disseminate events in the bulletin board (ongoing) |   |   |   |   |   |   |   |   |   |

**Final Assessment**

| Produce quarterly reports |   |   |   |   |   |   |   |   |   |
| Submit site traffic reports and customized reports on user activity (quarterly) |   |   |   |   |   |   |   |   |   |
| Submit final report |   |   |   |   |   |   |   |   |   |
8. Results Framework: M&E system

Fundar’s experience has showed that it is very difficult to measure the impact of peer learning and knowledge exchange activities on policy reforms, due to the fact that reforms and social change depend a lot on contexts and on the many other variables that can influence them (for instance, the implementation of a specific reform can be facilitated by a change in the political party in power). In light of this, the Results Framework we suggest below focuses on process indicators (for instance, the number of people accessing the repository) that can be measured. Likewise, these indicators reflect the GPSA’s belief that, if the organizations’ knowledge is deepened and improved, this will enhance their social accountability initiatives and advocacy efforts. Nevertheless, as we have done in the ELLA project, we will make the effort to capture the KP activities’ impacts on participants’ local and national processes.

It is worth clarifying that, as shown in the implementation plan, the initial design, testing and adjusting phase of the platform will take approximately four months. This is because two months and a half are required for creating a beta version prototype. Depending on users’ feedback and comments on the beta version, six additional weeks are required to make the changes and adjustments and to test and launch the website. For this reason, the M&E framework we propose starts in January 2014, when the website will be launched. The following table presents the M&E system:
<table>
<thead>
<tr>
<th>Module</th>
<th>M&amp;E indicators</th>
<th>Expected quarterly benchmarks</th>
<th>Benchmarks for the KP’s timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Repository</td>
<td>Quantitative Indicators</td>
<td>1,500</td>
<td>1,500</td>
</tr>
<tr>
<td></td>
<td>Number of people accessing the Repository</td>
<td>1,500</td>
<td>1,500</td>
</tr>
<tr>
<td></td>
<td>Number of views of the materials in the Repository</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Qualitative Indicators</td>
<td>Users’ perception of the quality of the knowledge repository (through, user surveys and targeted interviews)</td>
<td>Positive feedback on the knowledge repository</td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td>Quantitative Indicators</td>
<td>100 potential participants</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Number of people attending the courses</td>
<td>100</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Amount of people successfully completing the online courses.</td>
<td>60</td>
<td>NA</td>
</tr>
<tr>
<td>Module</td>
<td>M&amp;E indicators</td>
<td>Expected quarterly benchmarks</td>
<td>Benchmarks for the KP’s timeframe</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q1: January-March 2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q2: April-June 2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q3: July-September 2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q4: October-December 2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>January-February 2015</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of people attending the webinars</td>
<td>165</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>Number of people participating in the chat rooms</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Number of downloads of the courses or webinars ’ materials</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>Qualitative Indicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Users’ perception of the quality of the learning module (through, user surveys and targeted interviews)</td>
<td>Positive feedback on learning from experts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Networking</td>
<td>Quantitative Indicators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of Thematic Online Forums created</td>
<td>4 over the course if the project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of people participating in the thematic online forums</td>
<td>80^{22}</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of comments posted on the forums</td>
<td>80 comments per Thematic Online Forum, or 320 comments in total</td>
<td></td>
</tr>
</tbody>
</table>

^{22} As explained in the proposal, these thematic online forums will be created at users’ demand.
<table>
<thead>
<tr>
<th>Module</th>
<th>M&amp;E indicators</th>
<th>Expected quarterly benchmarks</th>
<th>Benchmarks for the KP’s timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of blog articles posted in the networking</td>
<td>6 6 6 6 4 28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of comments made to blog articles</td>
<td>48 comments to blog articles (or 8 8 comments per article)</td>
<td>48</td>
</tr>
</tbody>
</table>

Qualitative Indicators

Users’ perception of the quality of the networking tools (through, user surveys and targeted interviews)

Positive feedback on the opportunity provided to connect with peers/experts or form networks

Knowledge Exchange

Quantitative Indicators

Number of posts by participants on the bulletin board (uploads of videos, comments, questions, etc.)

45 45 45 45 30 210

Qualitative Indicators

Users’ perception of the quality of the knowledge exchange feature (through user surveys and targeted interviews)

Positive feedback on learning experience from peers

Strategic

Quantitative indicators
<table>
<thead>
<tr>
<th>Module</th>
<th>M&amp;E indicators</th>
<th>Expected quarterly benchmarks</th>
<th>Benchmarks for the KP’s timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnerships</td>
<td>Number of MoUs signed with coordinators of thematic networks to contribute to the GPSA KP contents, to help in the GPSA KP dissemination, to provide us feedback on the usability of the GPSA KP, etc.</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Number of GPSA Global Partners that formally agree to contribute as experts and bring knowledge into the platform</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Number of organizations and experts that we are able to bring as contributors to the GPSA KP different components (experts in webinars, writers of blogs, experts in chat rooms, etc.). In this case, the arrangement with these experts will be less formal and done on a case by case basis</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Number of online courses, webinars and chat rooms given in partnership with other actors</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Module</td>
<td>M&amp;E indicators</td>
<td>Expected quarterly benchmarks</td>
<td>Benchmarks for the KP’s timeframe</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td></td>
<td>Number of organizations that formally request us to upload their materials in the repository</td>
<td>Q1: January-March 2014</td>
<td>Q2: April-June 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Notes:**
- Q1: January-March 2014
- Q2: April-June 2014
- Q3: July-September 2014
- Q4: October-December 2014
- January-February 2015
Outputs

- 1 experience locator map providing users with access to selected social accountability practices
- 3 Short online courses over the course of the project
- 11 Webinars over the course of the project
- 6 chat rooms with experts over the course of the project
- 4 Thematic online forums on social accountability topics or areas. These groups will be created at users’ demand.
- 28 blog articles written by GPSA grantees, other users of the KP, and experts (2 per month)
- 1 calendar updated regularly highlighting events and activities of the KP, but also of other relevant networks.
- A members’ directory containing users basic information, areas of interest and photo
- 1 board or place where users can post materials or information and can make comments
- Reports assessing participants’ behavior and the impact of the KP activities (quarterly reports)