



# CHARTER

## Version history

- **First** version endorsed at the Annual Meeting on June 3, 2010
- Revised version endorsed at the Annual Meeting on June 18, 2014
- Second revision endorsed at the Annual Meeting on June 17, 2016
- Third revision according to Annual Meeting 2017 and new communication channel
- Fourth revision according to CG 2022 – edited
- Current version –\_March 2023



## 1. Background

After decades of experience in development co-operation, the international donor community is increasingly aware of **the need for more effective international cooperation**. Multi-stakeholder partnerships, donor harmonisation and alignment with country policies and procedures are an essential part of this. A broad common policy framework has been developed over the years both at the country level and internationally, which includes:

- the Poverty Reduction Strategy approach;
- the Millennium Declaration and the Millennium Development Goals;
- the Monterrey Consensus for Increased Aid Effectiveness;
- the Rome Declaration on Harmonisation;
- the DAC Good Practice Paper, “Harmonising Donor Practices for Effective Aid Delivery”;
- the Paris Declaration and the following High Level Forums in Accra and Busan including Partnership for Effective Development Cooperation;
- the agenda 2030 with the interlinked and universal Sustainable Development Goals in 2015:

### **Partnerships among multiple stakeholders play an important role in the implementation of the SDGs.**

Sustainable Development Goal 17 “Strengthen the means of implementation and revitalize the global partnership for sustainable development” is crucial as a means to deliver all SDGs. It recognizes multi-stakeholder partnerships as important vehicles for mobilizing and sharing knowledge, expertise, technologies and financial resources and capacity building to support the achievement of the sustainable development goals.



This new international development architecture presents all actors, including donors and development agencies, with **challenges and opportunities that require to develop competences in a wide range of areas and at different levels**. This can be **realized more effectively by pooling expertise**; sharing, learning and continuous professional development of expertise and by using materials and financial resources through joint initiatives.

Joint competence development not only helps development practitioners share resources and experiences, but also creates a common understanding and language in development co-operation and fosters harmonisation among network members.

“Partnerships as a means of implementation have never before in the history of international cooperation been more important.

A revitalized Global Partnership to deliver on all the Sustainable Development Goals will facilitate an intensive global engagement, bringing together Governments, civil society, the private sector, the United Nations system and other actors, and mobilizing and utilizing all available resources, to transform the world for the better by 2030.”

(Partnerships for Sustainable Development: A legacy review towards realizing the 2030 Agenda (UN))

This is why the Learn4dev network was created in 2004.



## 2. Vision, mission and working principles of the Learn4dev network

### Vision

The vision of the learn4dev network is to contribute to **development cooperation's effectiveness** for the implementation of the Sustainable Development Goals **through enhanced cooperation in the field of competence development and learning.**

### Mission

The network's mission is to **add value as a facilitator of joint learning, open to different stakeholders, in areas of high priority for development cooperation, by:**

- facilitating knowledge sharing and the exchange of experiences on effective approaches to training and learning between member organisations
- facilitating networking and collaboration between members around specific topics linked to learning and training (thematic or geographical topics, challenges, etc)
- facilitating the development and delivery of joint learning activities and resources
- offering a space to members to promote and share open courses and learning opportunities; priority of open seats will be given to member organisations where possible

### How do we work together?

- Members are committed to the framework and objectives of the Agenda 2030 and to alignment and harmonization of development services.
- Economies of scale are used to maximise value for money.
- Learn4dev is an open and flexible network in which all can contribute and personal involvement matters.
- Contributions of members and member organisations (time and resources) are voluntary, but key to the existence of the network.
- Participation in learn4dev is possible by engaging in Learning Initiatives (discussions, webinars, knowledge sharing,...), attending and/or contributing to the Annual Meeting, taking on a role as Focal point, being part of the Core Group.
- All jointly developed learning materials are available as public goods.

## 3. Structure and organisation of learn4dev

3 key elements are part of the governance of the network:

1. Learn4dev is steered by a Core Group composed of representatives from member organisations.
2. Each member organisation appoints a Focal Point that will be the link between the Core Group and member organisations (in both directions).
3. A communication team is responsible for specific communication activities to support the network.

### 1. Core Group

The Core Group comprises one or two representatives of the host organisations of the previous, present and future Annual Meetings and the role of the (co)-chair, with a maximum of 12



representatives. Other network members may be appointed to form part of the Core Group as needed.

The formal appointment of the new Core Group occurs at the end of the Annual Meeting. The formal handover of responsibilities takes place at the first meeting of the new Core Group (directly after the Annual Meeting).

The Core Group under the lead of the Core Group Chair(s) is responsible for:

1. steering the network;
2. ensuring that the network's activities are agreed upon, aligned and meet the needs identified;
3. monitoring the progress of the organisation of the Annual Meeting and the Learning Initiatives;
4. providing guidance and support to the organisers of the Annual Meeting and Learning Initiatives when needed;
5. maintaining contact with existing members
6. promoting the network's activities and achievements in light of potential membership
7. managing membership within the network (such as setting membership conditions and requirements);
8. communication and knowledge management within the network;

Decisions are made by consensus within the group concerned and facilitated by the chair(s) if applicable.

There are 3 key roles in the Core Group: the Chair(s) and the Learning initiatives facilitator.

- The Chair is elected at the Annual Meeting from the member organisations for a year-long term and can be re-elected for a second term. The chair can also be shared between member organisations as co-chairing
- The Learning Initiatives facilitator(s) is approved by the Core Group members.
- Communication lead is approved by the Core group members and part of the core group and coordinates the different communication activities and members involved.

Other positions, if needed, can be defined by the Core Group.

The **Learning Initiative Facilitator(s)** are responsible for:

- Keeping stock of Learning Initiatives within the network.
- Ensuring good communication between different Learning Initiatives and the Core Group.
- Collect updates on objectives, progress or lessons learned by Learning Initiatives for the Core Group meetings and the Annual Meeting.
- Give advice and support to Learning Initiatives in formulating and achieving their objectives.

## 2. Communication team

The communication team exists of representatives taking an active role in the communication actions of the network, such as maintaining social media accounts, manage the website (public and internal), develop and send newsletters, design promotional material,....

They present their planning and progress regularly to the Core Group.

(Online) Information sharing and communication take mainly place through:

- the network's website (<https://www.learn4dev.eu/>)
- the network's twitter channel <https://twitter.com/Learn4D>
- and the newsletter



### 3. Focal points within member organisations

The member organisations identify one representative as a Focal Point for learn4dev within their organisation and who is the contact person for the Core Group and the communication team.

Focal Points are responsible for:

1. ensuring visibility of learning activities and resources developed by his/her organisation and open for the learn4dev members (for example by publishing the information on the learn4dev website);
2. disseminating information about learning opportunities provided by other learn4dev members among the colleagues of his/her organisation;
3. motivating colleagues to participate in network activities (such as the Annual Meeting or one or more of the Learning Initiatives);
4. coordinating contributions of their organisation to Learning Initiatives, including proposals of new burning issues;

### 4. Key activities within the network

Every year the network organises an Annual Meeting and Learning Initiatives. These are the core activities of the network.

#### Annual meeting

All member organisations of learn4dev, are invited to the Annual meeting.

This event has 2 functions. It serves as a 'learning initiative' where learning practitioners can exchange and learn from each other; but it also functions as a governance moment for the network to:

- decide on the priorities of the network and specific areas of cooperation according to the needs identified by the member organisations.
- elect the next Chair(s) of the Core Group.

Member organisations take turns to host the Annual Meeting.

Non-member organisations can be present at the Annual Meeting on invitation by the Core Group or hosts.

#### Voting rules (during the Annual meeting)

Members will vote by country, where each country has one vote. One vote is reserved for the multilateral member organisations of the UN System. All other multilateral organisations or institutions have each one vote.

#### Learning Initiatives

Each year the network facilitates or organises different Learning Initiatives. The Learning Initiatives form the backbone of the network.

These Initiatives can take different forms depending on the needs of the members. They can range from thematic groups to promote knowledge exchange on a specific topic for several years, to a 1 year group that works around a specific challenge or joint learning product or a 1 time initiative.

- Types of initiatives: Activities can take different forms, such as (not exhaustive) knowledge sharing through webinars, mail exchanges, discussions on the websites forum, development of a specific tool or learning product, co-hosting of a training or learning activity, etc



- Learning Initiatives can be initiated by members during the year or at the Annual Meeting by posting a call for collaboration on for example the website. At least two member organisations need to join to form a Learning Initiatives. Participating in a Learning Initiative is on a voluntary basis.
- A Learning Initiative nominates one or more members as 'lead' of the Initiative to facilitate the setting of objectives and the Initiatives activities. The lead will also be the contact person for the Learning Initiatives Facilitator and the Core Group.
- The minutes, products and results developed by the Learning Initiative are shared with all the members of the network by preference via the website of the network. Updates on progress are given regularly to the Core Group and during the Annual Meeting.

**A Learning Initiative Lead** is responsible for:

- Facilitating the setting of realistic objectives for the Initiative in the call for collaboration published on the learn4dev website.
- Oversee the progress of the Learning initiative and work together with other contributors on its realisation.
- Stimulating active contribution of members to the Learning Initiative.
- Ensuring effective communication within the Learning Initiative, with the Learning Initiative Facilitator or with the wider network (for example share the results on the website).

**Participants/contributors to a Learning Initiative** are responsible for:

- Participating fully in the Learning Initiative activities and discussions, and contributing to the output.
- Participating in decision-making.
- Ensuring that they are mandated by their organisation and have the necessary resources (time, travel budget,...) to participate in the Learning Initiative

## 5. Membership in the network

### Regular members

The learn4dev Network is an open platform for organisations which are committed to the network's objectives and working principles.

Membership is open to all donor ministries and agencies, multilateral organisations and implementing, training or research institutions founded or funded by official donors that make a substantial financial, technical or scientific contribution to development co-operation and that meet the following conditions:

- Subscribe to the overall objective of the network.
- Endorse the international policy framework described above and its underlying principles.
- Consider competence development and staff training to be important ingredients in a professional approach to development co-operation and have developed experience in these fields.



- Agree to participate in Learning Initiatives and contribute their own experience and/or resources.
- Have an open attitude to co-operation and are willing to open up their programmes to participation by other members of the network where possible.
- Be prepared to (co)-organise and (co)- fund (in turns) the Annual Meeting (or to contribute substantially to the organisation of the meeting), take on the role of (co)-Chair of the network or learning initiative lead.

The member organisations are represented by staff members that take an active role in the network.

- They are mainly working in either training and research departments/institutions or technical and policy departments/institutions.
- They should have a mandate to speak on behalf of the organisation that they represent.
- It is essential that the network is composed of a balanced mix of representatives of different entities to ensure dynamics and good performance.

### Ad hoc participation of non-members

Development challenges have become more complex in often fast changing environments. They require the use of multi-disciplinary and crosscutting approaches. Besides bilateral and multilateral donor institutions and international development organisations they also involve a broad range of other stakeholders, such as private non-profit foundations, research institutions, academia, civil society, and—of course—partner countries. In acknowledging this, the network seeks a close collaboration with different stakeholders and will open up certain activities to non-member organisations if relevant.

### Observer status

**Temporary observer status** can be granted to interested donors, multilateral organisations and institutions to prepare them for full membership. Special consideration is given to countries in the process of developing or establishing an implementing organisation.

**Permanent observer status** can be granted to agencies, institutions and networks based on their participation in Learning Initiatives or the need to develop a strong functional partnership with these actors. Observer status gives access to the membership part of the website on simple request to the Core Group Chair.

## 6. Financial and other supportive arrangements

The network doesn't have a specific budget or staff members. Certain costs will be taken on by member organisations or core group members as a contribution to the network within their own financial system. For example hosting a core group meeting, costs for the annual meeting, hosting of the website.

Certain activities developed by the network can be supported by participating members through joint financing arrangements. The financial arrangements fall directly under the responsibility of the member organisations involved.

Members can also contribute to learning activities through scientific, technical or any other form of support.