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**Global Current and Best Practices -**

**Civil Society Development e-Education**

**and**

**Recommendations for the**

**ARGO/P4I CSO WebAcademy**

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**About the researcher:**

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**Introduction**

The Civil Society Development Association (ARGO) is a Kazakhstan based network organization that targets Central Asia, CIS and reaches into South Asia. ARGO’s mission is to efficiently plan and administer national, regional and international programs on social and economic development. ARGO has extensive experience implementing capacity building programs funded by international organizations.

Currently, ARGO is implementing the USAID funded, Partnership for Innovations program (P4I) with the goal to strengthen civil society in the partner countries of Azerbaijan, Kazakhstan, Kyrgyzstan, Turkmenistan and Tajikistan in a manner that is both sustainable and inclusive within and across national boundaries.

P4I is designed to create an advanced, professional civil society where the government and the public sector work together to solve social and economic problems through innovative capacity building approaches. The program will develop online and offline platforms connecting a wide-range of non-profit organizations, and encouraging their active learning and capacity building. One of the P4I program objectives is: “*Increasing resiliency of the CSO (civil society organization) community to adapt to a new and changing environment.”* Under this objective, P4I will establish the **CSO WebAcademy**, the first of its kind to be established in CIS using Russian and partner country local languages. This task is being fulfilled in partnership with KIMEP University, Kazakhstan.

The CSO WebAcademy will include four educational levels from basic to a post-graduate master’s level program. The education will be delivered through innovative approaches for capacity building through internet and distance learning education tools using local languages, thus reaching a greater audience, including disenfranchised groups. This self-funding resource will provide a more comprehensive and sustainable training approach than the traditional training models with only one-time, face-to-face training opportunities.

This report is a preparation tool for the WebAcademy. It contains best practices and recommendations for the WebAcademy structure, and the education levels with a specific focus on the advanced and master’s levels. The recommendations are based off of a survey of universities offering CSO management educational and international organizations committed to the advancement civil society and international organizations dedicated to best practices in distance and online education models. In addition, this researcher’s extensive knowledge and familiarity with the target countries also influenced the recommendations.

**Methodology**

This report is the product of internet-based desk research. It is a survey of universities and organizations actively involved in CSO management education and/or internet education. The data generated is based on the information published on the sources websites.

The survey covers 13 universities, seven relevant national and international civil society organizations, and 10 relevant education research centers from Australia, Europe, India and the United States. All sources were screened for quality, legitimacy, and relevance. Please appendixes C, D, and E for further details regarding the institution, location, and selection criteria.

The selected universities offer graduate education at the master’s level, post-graduate certification, or professional development certification in a relevant area, i.e. non-profit management, international development, philanthropic studies, and nonprofit leadership and management, and et al. The education delivery venue of the sample universities included those that offer internet based and/or campus based education. The research was conducted with the assumption that the delivery venue is irrelevant, as the educational goals and objectives should be the same, regardless of internet or campus based delivery methods.

The surveyed national and international civil society organizations included: a) development organizations, i.e. World Bank and UNESCO; b) organizations dedicated to open and distance education; and c) organizations dedicated to non-profit education and leadership development. These organizations provide additional insight into the current and best practices in the fields of internet based education and CSO management education.

The education research centers were selected based on their quality and/or comparability to ARGO and the target region. They serve as potential models for an ARGO education and research center.

**Recommended CSO WebAcademy Structure**

The goal of the CSO WebAcademy is to sustainably “*Increase resiliency of the CSO community to adapt to a new and changing environment.”* This is the first of its kind in CIS using Russian and partner country local languages. It will fill a resource vacuum, as one of the few available resources on the topic. The CSO WebAcademy will act as a learning and networking platform between civil society, academia, governments, and international organizations.

The following recommended structure for the CSO WebAcademy is based off the current and most popular practices of 13 universities located across the globe and recommendations from national and international civil society organizations specializing in relevant civil society development education and/or distance learning[[1]](#footnote-1) and regional assessment. Within the structure for the CSO WebAcademy, this chapter considers the frames for the four education levels, quality control mechanisms, accessibility, and sustainability.

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| **Recommended CSO WebAcademy Educational Levels** |

As planned, the CSO WebAcademy will consist of four educational levels: 1. Foundation; 2. Advanced; 3. Executive; and 4. Master’s degree in CSO Management. *It is recommended that the academy offers both professional development certification programs and post-graduate certification programs.* This will ensure that ARGO is able to reach the largest audience, targeting both professional and academics.

Professional Development certification programs do not provide any type of university education credits. They are practical programs designed to enhance student knowledge with skills that can be immediately applicable in the professional and volunteer sector. The certification provides the student with proof of their participation within the program, which can be used to enhance their professional standing. As a non-crediting, education institution, and the premier Education and Training Center in Central Asia and Azerbaijan, the CSO WebAcademy will be able to issue professional development certification with legitimacy. It is recommended that the Academy instill quality control mechanisms within the educational process, ensuring student progress and mastery of the professional development certification topic.

Post-Graduate certification programs are more intense in nature, requiring both theoretical and practical application of knowledge. These programs are eligible for post-graduate master’s credits. A post-graduate certification can be received prior to or in the process of earning a postgraduate, master’s diploma. ARGO and the partnering university, KIMEP will need to collaborate to establish the framework and requirements for the post-graduate certification in accordance to the accrediting body mandates.

The availability for professional development or post-graduate certifications are built into the recommended CSO WebAcademy educational levels. Please see the below detailed recommendations for each level.

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| **Level 1 - Foundation *(Russian, local languages)*** |

Focus: This level is open to any individual or organization wishing to gain a strong foundation in CSO competences of particular importance to young and/or weakly developed CSOs. The foundation level could offer professional development certification in topics such as: *CSO Management*, *Fundraising* and *Social Entrepreneurship*. The certification programs provide very general and practical information, giving the student an initial foundation in the subject area and tools that can be immediately applied in their volunteer and professional work.

Structure: An open course program, with pre-developed materials and classes available for free. The CSO WebAcademy could offer short-term courses, lasting from two weeks to one month in duration. The program is arranged without a set start or end date, so students may take courses at their own pace. The education is delivered in a non-staff intensive manner, such as the use of pre-recorded lectures and webinars. Student comprehension and understanding can be tested and ensured with the use of automatic testing following a section of information or unit, and following course completion. The testing process can also be used as a means of quality control, if ARGO chooses to issue actual certification at the foundation level.

Though the foundation level is not staff intensive, ARGO and the students would benefit from a course administrator to monitor discussions, accept and respond to feedback, and provide information and support to the students on an as needed or requested basis. The course administrator will not only benefit the students’ educational experience, he/she will also ensure that the student has a positive learning experience, encouraging the student to continue with the WebAcademy, improving their skills and work in the social sector, and taking free and fee-for-services courses.

Financial Considerations: As a means of financial sustainability and to offset the costs of the course administration and technical maintenance, it is suggested that ARGO charges a fee for students to receive certification once all required courses are completed with a satisfactory learning result.

Possible Course Topics:

a) Introduction to CSO management (CSO in community, project design, finance budget, strategic management, legal registration);

b) Basic fundraising and resources mobilization;

c) Art of facilitations and presentations;

d) Public relations (PR) skills and work with media;

e) Fundamentals of marketing and management;

f) Organizational behavior;

g) Conflicts resolution;

h) Use of social media in civil society; and

i) Use of innovative technology for fundraising, advocacy, or service provision, and etc.

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| **Level 2 - Advanced** *(Russian, local languages)* |

Focus: Target CSO community members with 3-5 years of professional or volunteer experience in the sector or those who completed relevant CSO WebAcademy Foundation level. The Advanced level could offer professional development certification in areas such as: *CSO* *Management*, *Leadership*, and *Fundraising[[2]](#footnote-2)*. The certification programs offer more in-depth, practical information on the subject matter, giving the student stronger and more applicable skills and knowledge.

Structure: An open course program, with pre-developed materials and classes available for free. ARGO could offer short-term courses, lasting from two weeks to one month. The program is arranged without a set start or end date, allowing students to take courses at their own pace. The education is delivered in a non-staff intensive manner, such as the use of pre-recorded lectures and webinars. Student comprehension and understanding can be tested and ensured through automatic testing following a unit, and following course completion. The testing process can also be used as a means of quality control, if ARGO chooses to issue actual certification at the Advanced level.

Though the advanced level is not staff intensive, ARGO and the students would benefit from a course administrator to monitor discussions, accept and respond to feedback, and provide information and support to the students on an as needed or requested basis. The course administrator will not only benefit the students’ educational experience, he/she will also ensure that the student has a positive learning experience, encouraging the student to continue with the CSO WebAcademy, improving their skills and work in the social sector.

Financial Considerations: As a means of financial sustainability and to offset the costs of course administration and technical maintenance, it is recommended that ARGO charge a fee for students to receive certification once all required courses are completed with a satisfactory learning result.

**Professional Development Certification - CSO Management**

Survey Summary: Eight of the 11 surveyed institutions, including India, the United Kingdom and the United States offer CSO management certification program. Four of these institutions offer professional development certification and four offer post-graduate certification.

* Admittance requirement: None
* Classes: 7 short-term required classes, lasting from 2 weeks - 1 month
* Possible course topics based on global survey results:
	+ Fundraising (general, grant writing, and social entrepreneurship);
	+ Human Resources;
	+ Financial Management;
	+ Organizational Governance;
	+ Program Evaluation, including Monitoring and Assessment;
	+ Leadership;
	+ Civil Society Overview;
	+ Marketing;
	+ Social Media;
	+ General Organizational Management; and
	+ Legal requirements and taxation for CSOs.

**Professional Development Certification - Leadership**

Survey Summary: Four of the 10 surveyed institutions, all from the United States offer leadership focused certification programs. 1 out of 4 programs offer a leadership focus at the graduate certificate level. Therefore it is recommended that a leadership focused certificate program only be available at the foundation and advanced levels. This is not a popular academic program. However, leadership is a much needed skill for the civil society sector to advance their agendas.

* Admittance requirement: None
* Course: 4 short-term required classes, lasting from 2 weeks - 1 month
* Possible class topics:
	+ Leadership Focused;
	+ General Organizational Management;
	+ Financial and Resource Management;
	+ Organizational Governance;
	+ Program Evaluation;
	+ Volunteer Development; and
	+ Team Building.

**Professional Development Certification - Fundraising**

Survey Summary: Five of the 10 surveyed institutions, one from Australia and four from the United States offer fundraising focused certification programs. Two of the five programs provide post-graduate level certification.

* Admittance requirement: None
* Course: 4 short-term required classes, lasting from 2 weeks - 1 month.
* Possible class topics:
	+ Fundraising Techniques, General;
	+ Social Entrepreneurship (including financial management);
	+ Grant Writing;
	+ Program Cycle (launch - evaluation, financial management); and
	+ Law and Ethical Considerations.

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| **Level 3 - Executive** *(Russian, English)* |

Focus: Target qualified degree and non-degree seeking top-CSO managers, professional experts, post-graduate students, and those who completed relevant advanced level, professional development certification. It is recommended that the executive level offer post-graduate certification in *CSO Management* and *Fundraising[[3]](#footnote-3)*. These programs are both theoretical and practical in nature giving the student the in-depth breadth of knowledge to understand their role and the role of civil society within a broader context.

Structure: Please note that all requirements for the post-graduate certifications must be established in partnership with and in compliance with the accrediting educational institution’s, i.e. KIMEP University, regulations.

Modeling the University of San Diego MA program,[[4]](#footnote-4) it is recommended that the executive level, post-graduate certification programs focus on *applied learning*, facilitating the transfer of knowledge from theory to practice. As a part of the majority of course content, students produce relevant, applicable projects, such as: organizational audits, governance documents, development plans, advocacy campaigns, design research-based programs and evaluation models, and create community-organizing campaigns, and etc. In the process students learn how to be politically and technically proficient in bringing best practices to CSOs. In addition, students produce materials that may be immediately applied to their volunteer or professional environment, thus providing hands-on learning and community impact. The best and most relevant projects can be housed in an online library of best practice resources at the WebAcademy resource center and used by practitioners within the target countries.

Financial Considerations: As the advanced level of the CSO WebAcademy offers courses that are eligible for graduate level academic credit, it will probably be necessary to charge students a fee for these courses and resulting academic credits. The actual cost of the courses and programs need to be determined in partnership with ARGO and KIMEP university. In addition, the required fees may also be used for sustainability purposes of the CSO WebAcademy and/or ARGO. To make the courses more financially available to a wider audience, ARGO may consider the option of awarding financial scholarships for offering reduced tuition for students to attend the advanced level courses, but not receive academic.

**Post-Graduate Certification - CSO Management**

Survey Summary: Eight of the 11 surveyed institutions, including India, the United Kingdom and the United States offer CSO management certification program. Four of these institutions offer professional development certification and four offer post-graduate certification.

* Admittance requirement: a 4-year Bachelor's degree or higher with a minimum of 3.0 GPA; or extensive field experience. Admittance requirements are dependent on KIMEP regulations.
* Classes: 5 required classes, 8-14 weeks in duration, following a traditional university semester system. Class content and requirements need to be determined in partnership between ARGO and the partner accrediting educational institution - KIMEP University.
* Possible class topics:
	+ Civil Society Overview (what is civil society and what is its role?);
	+ Fundraising (Grant Writing; General Fundraising; Social Entrepreneurship);
	+ Leadership Focused;
	+ Financial Management;
	+ Organizational Governance;
	+ General Organizational Management;
	+ Ethics; and
	+ Human Resources.

**Post-Graduate Certification - Fund Raising**

Survey Summary: Five of the 10 surveyed institutions, one from Australia and four from the United States offer fundraising focused certification programs. Two of the five programs provide post-graduate level certification.

* Admittance requirement: a 4-year Bachelor's degree or higher with a minimum of 3.0 GPA; or extensive field experience. Admittance requirements are dependent on KIMEP regulations.
* Classes: 5-8 required classes, 8-14 weeks in duration, following a traditional university semester system. Course content and requirements need to be determined in partnership between ARGO and the partner accrediting educational institution - KIMEP University.
* Possible class topics:
	+ Fundraising (General Fundraising; Social Entrepreneurship; Grant Writing);
	+ Ethics;
	+ Financial Management;
	+ General Organizational Management;
	+ Human Resources;
	+ Legal Considerations;
	+ Program Evaluation; and
	+ Organizational Governance.

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| **Master’s Degree - CSO Management** *(Russian, English)* |

Survey Summary: This survey reviewed nine post-graduate master programs from eight universities, including one university from each of the following countries: Australia, India, Germany, the United Kingdom and five universities from the United States. Seven of the post-graduate master programs focused specifically on the topic of CSO management, with varied combined focuses on CSR, business administration and leadership. Two of the programs, from Indiana University in the United States focused on philanthropic studies. These programs are an outlier to the overall trend within civil society development education. They were actually the only programs uncovered within an extensive internet search that offer a varied perspective. As posted on their website, the university boasts: “While other programs focus on the "how" of nonprofit management, we focus on the "why"—the social, cultural, political and economic roles philanthropy has played through history.[[5]](#footnote-5)” These two post-graduate programs in philanthropic studies were included in the survey to offer a richer context with a more well-rounded approach, giving ARGO the information to apply both practical and theoretical perspectives in their WebAcademy educational context[[6]](#footnote-6).

Focus: The program targets and is designed for working professionals. It offers a blend of theoretical and practical knowledge, giving the student the in-depth breadth of knowledge to understand their role and the role of civil society within a broader context.

Structure: Please note that all requirements for the post-graduate certifications must be established in partnership with and in compliance with the accrediting educational institution’s, i.e. KIMEP University, regulations.

Again, modeling the University of San Diego MA program,[[7]](#footnote-7) it is recommended that the CSO WebAcademy master’s degree in CSO Management focus on *applied learning*, facilitating the transfer of knowledge from theory to practice. As a part of the majority of course content, students produce relevant, applicable projects, such as: organizational audits, governance documents, development plans, advocacy campaigns, design research-based programs and evaluation models, and create community-organizing campaigns, and etc. In the process students learn how to be politically and technically proficient in bringing best practices to CSOs. In addition, students produce materials that may be immediately applied to their volunteer or professional environment, thus providing hands-on learning and community impact. The best and most relevant projects can be housed in an online library of best practice resources at the WebAcademy resource center and used by practitioners within the target countries.

Financial Considerations: As the advanced level of the CSO WebAcademy offers courses that are eligible for graduate level academic credit, it will probably be necessary to charge students a fee for these courses and resulting academic credits. The actual cost of the courses and programs need to be determined in partnership with ARGO and KIMEP university. In addition, the required fees may also be used for sustainability purposes of the CSO WebAcademy and/or ARGO. To make the courses more financially available to a wider audience, ARGO may consider the option of awarding financial scholarships for offering reduced tuition for students to attend the advanced level courses, but not receive academic.

**Master’s Degree - CSO Management**

* Admittance: It is recommended that the application process require at least:
	+ A 4-year Bachelor’s degree or equivalent education diploma;
	+ A minimum of three-years of relevant professional or extensive volunteer experience; and
	+ Three letters of reference from professional and academic sources.
* Classes: at least 11 accelerated classes, following a traditional university semester system.
* Capstone project: thesis, internship, or other directed project.
* Possible class topics:
	+ Fundraising;
	+ Theoretical Perspective of Civil Society;
	+ NGO or Organizational Management (General Management; Strategic Development/Planning);
	+ Financial and Resource Management;
	+ Human Resources;
	+ Leadership;
	+ Legal Issues; and
	+ Ethics.

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| **Other Best Practice Tools and Resources** |

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| **Curriculum Development Tools and Resources** |

1. **Queensland University of Technology, Australia.** Very good outlines of courses available online, including goal/objective/overview, etc. <https://www.qut.edu.au/study/study-areas/study-philanthropy-and-nonprofit-studies>
2. **Hochschule Bonn-Rhein-Sieg, University of Applied Sciences, Germany**
3. *MBA in CSR and CSO Management: Curriculum Handbook*, with complete curriculums are available online (English text beginning on page 5). <https://www.h-brs.de/files/related/modulhandbuch_mba_in_csrngo_management_2016_1.pdf>
4. *Examination Regulations for the Degree Program: Master of Business Administration (MBA) Corporate Social Responsibility (CSR) & Non Governmental Organisation (NGO) Management.* <https://www.h-brs.de/files/related/examination_regulation_mbacsrngo.pdf>
5. **Nonprofit Academic Centers Council: Curriculum Guide.** A comprehensive set of curricular guidelines for graduate and undergraduate study in nonprofit leadership, the nonprofit sector and philanthropy.

<https://static1.squarespace.com/static/569409d24bf11844ad28ed01/t/56bbdff1b654f965b7c93e1b/1455153140726/NACC_Curricular_Guidelines_100615.pdf>

1. **Nonprofit Leadership Alliance - *2012 Nonprofit Leadership Alliance Nonprofit Management and Leadership Competencies.*** Nonprofit management and leadership competencies ensure that certified students are meeting equivalent learning outcomes as part of their Certified Nonprofit Professional (CNP) credential. Each competency has an associated rubric with learning topics and learning outcomes that each Alliance campuses use within their programs. Standardizing the learning outcomes through rubrics also ensures that the CNP designation is recognized throughout the nonprofit sector as a trusted brand.

<https://www.nonprofitleadershipalliance.org/wp-content/uploads/2014/06/2012-Alliance-Nonprofit-Management-and-Leadership-Competencies.pdf>

1. **Nonprofit Leadership Alliance: *Building Curriculum for the Certified Nonprofit Professional.*** Outlines the learning outcome rubric each campus uses to support the development of competencies through their program. The rubric establishes empirical measures for the alliance core competencies. These standards mean that certified students are meeting equivalent learning outcomes as part of their Certified Nonprofit Professional credential.

<https://www.nonprofitleadershipalliance.org/wp-content/uploads/2014/06/Alliance-Rubric-Overview.pdf>

1. **UNESCO: *ICT competency framework for teachers***

<http://unesdoc.unesco.org/images/0021/002134/213475e.pdf>

1. **MOOCs and Open Educational Resources: A Handbook for Educators.** The guide is a step-by-step manual to how to produce and distribute educational video content under the freest of licenses, with an emphasis on Creative Commons. The Handbook situates educational video production in the context of more than 100 years of moving-image work at universities and beyond.

<http://intelligenttelevision.com/files/59-moocs_and_open_educational_resources_handbook_kaufman_100616.pdf>

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| **Quality Assurance Tools and Resources** |

In order to ensure that the CSO WebAcademy is having the maximum possible impact within the areas of education, research, and community development, it is necessary for the academy to implement quality control measures. It can be assumed that ARGO can depend on KIMEP University’s already established and implemented quality control measures for the joint components of the WebAcademy. It may also be possible to get quality control support from KIMEP University for other components of the CSO WebAcademy as well. However, the following already established tools and resources for best practices in civil society and distance/online education are included for ARGO’s consideration.

1. **Nonprofit Academic Centers Council: *Indicators of Quality in Nonprofit Education Centers***

The purpose of these quality indicators are to:

1. To improve the quality of the educational enterprise in the field of nonprofit and philanthropic studies.
2. To identify quality through reference points and benchmarks that can guide the development of the field and of academic centers and programs.
3. To enhance the legitimacy of the field of nonprofit and philanthropic studies.

[https://static1.squarespace.com/static/569409d24bf11844ad28ed01/t/56c66b0af699bb9171a325db/1457138457661/NACCPursuitExcellence+-+Final.pdf](https://static1.squarespace.com/static/569409d24bf11844ad28ed01/t/56c66b0af699bb9171a325db/1457138457661/NACCPursuitExcellence%2B-%2BFinal.pdf)

1. **International Council for Open and Distance Education - *Quality models in online and open education around the globe: State of the art and recommendations.*** Guidelines for communication, dissemination and valorisation activity on quality standards in open and distance learning with stakeholders.

<http://www.icde.org/assets/WHAT_WE_DO/icdequalitymodels22.pdf>

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| **Educational Assessment** |

It is vital for the CSO WebAcademy to not only deliver quality education, but also ensure that learners are retaining the intended knowledge. The Academy’s and ARGO’s legitimacy and long-term sustainability is dependent upon the Academy’s level of quality and learner outcome. It is highly recommended that ARGO considers and implements educational assessment and learner development tools within the CSO WebAcademy structure.

1. **CommonWealth of Learning - *Guidelines for On-line Assessments for Educators.****[[8]](#footnote-8)*

These guidelines are developed specifically for developing countries and intended to support educators in critically examining the role of online assessment in their teaching, and to provide different strategies and tools that can be used for online assessment, thereby empowering educators to make informed decisions about how they use ICT for assessment. Best practices for on-line assessment can be found on page 22. In addition, the publication outlines resources and reviews of pre-made assessment options and free tools, including Microsoft Office package, social media, Google docs for education, and etc.

<http://oasis.col.org/bitstream/handle/11599/2446/2016_vdWesthuizen_Guidelines-Online-Assessment.pdf?sequence=1&isAllowed=y>

1. **Learning Analytics.**  It is recommended that ARGO work with the CSO WebAcademy IT specialist to employ a system of learning analytics within the educational delivery process. Learning analytics is data generated from user activity that may be used as a real-time and post course monitoring and assessment tool to determine and support student progress. Educators can use learning analytics to monitor the learning process, explore student data, identify problems, discover patterns, find early indicators for success, poor marks or drop-out, assess usefulness of learning materials, increase awareness, reflect and self-reflect, increase understanding of learning environments, intervene, supervise, advise and assist, and improve teaching, resources and the environment. Learners can use learning analytics to: monitor their own activities, interactions and learning process, compare their activity with that of others, increase awareness, reflect and self-reflect, improve discussion participation, learning behavior and performance to become better learners.
2. Publication: *Using student analytics for online course improvements.* Easy to read article that discusses four simple learning analytics as a means to monitor student progress, participation, understanding, and needs.

<http://www.facultyfocus.com/articles/online-education/using-student-analytics-online-course-improvement/>

1. Publication: *Learning Analytics Community Exchange: Specifications and standards - quick reference guide*[[9]](#footnote-9)

<http://www.laceproject.eu/wp-content/uploads/2014/11/3-Specifications-and-Standards-Quick-Reference-Guide.pdf>

1. **European Association** of Distance Teaching Universities - *Quality Assessment for E-learning: A Benchmarking Approach*.

<http://e-xcellencelabel.eadtu.eu/images/E-xcellence_manual_2016_third_edition.pdf>

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| **Universal Access to Information** |

In developing the CSO WebAcademy it is necessary to ensure that it is accessible to all potential students. This does not only include language and geographical considerations, but also considerations for people with disabilities. The following are resources, tools and recommendations to ensure universal accessibility to the CSO WebAcademy. ARGO should consider accessibility in the technological aspect of the CSO WebAcademy platform and within the education process itself.

1. **UNESCO - Access to Information.** This particular department of UNESCO is dedicated to promoting universal access to information and knowledge. It is recommended that the CSO WebAcademy frequently visit this source for updated resources and information. <http://en.unesco.org/themes/access-information>
2. **UNESCO - *Learning for All: Guidelines on the Inclusion of Learners with Disabilities in Open and Distance Learning.*** <http://unesdoc.unesco.org/images/0024/002443/244355e.pdf>
3. **BC Open Textbook Accessibility Toolkit.** The goal of the Accessibility Toolkit is to provide the resources needed so that each content creator, instructional designer, educational technologist, librarian, administrator, teaching assistant, etc. has the opportunity to create a truly open and accessible textbook. <https://opentextbc.ca/accessibilitytoolkit/>
4. **Accessibility Considerations.** Provides technological and pedagogical considerations, along with tools and resources.

<https://openeducationalresources.pbworks.com/w/page/25029246/Accessibility%20considerations>

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| **Copyright Considerations** |

In the development and publication of curriculum and course materials, ARGO will need to consider copy write options. This appears to be especially complicated considering the legal aspects associated with an internet platform that targets multiple countries. ARGO may consider consulting with a legal expert in regards to the development and enforcement of strict copyright restrictions. ARGO may also want to consider ‘Open Licensing’ for much of their CSO WebAcademy materials. The use of open licensing seems to be especially commonplace within civil society and open education.

1. **Legal Aspects of Open Education Resources.**

<https://openeducationalresources.pbworks.com/w/page/25308415/Legal%20Aspects%20of%20OER>

1. **Creative Commons - a type of open licensing.** <https://creativecommons.org/licenses/>
2. **Open Education Resources for Higher Education - specifically: ‘open licensing’ of course materials and curriculum.**

<http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/guidelines-for-open-educational-resources-oer-in-higher-education/>

|  |
| --- |
| **Professional Development Certification Options** |

1. **Deakin University, Australia - *Better 21C Credentials: Evaluating the promise, perils and disruptive potential of digital credentials*.** Comprehensive case study and recommendations for institutions offering credentials.

<http://www.assuringgraduatecapabilities.com/uploads/4/5/0/5/45053363/___better_21c_credentials.pdf>

1. **Open Badges**. In addition to issuing the traditional, paper-form of certifications for the non-accredited educational programs, ARGO may also want to consider issuing “Open Badges” (<https://openbadges.org>) as a means to provide learner recognition. This is especially relevant for the foundation and advanced level certifications. ARGO may also consider issuing “open badges” for ARGO network members or thematic network members. “Open Badges” are verifiable credentials represented in portable image files. It is a small, customized logo that visualizes achievement, affiliation or authorization that can be displayed via online CVs and social media.

**3. Other Certification Options**

It is possible to issue certificates for non-accredited programs, such as the professional development certifications discussed for the foundation and advanced levels. “One example of a certificate issuing institution is [FGV](http://www5.fgv.br/fgvonline/Cursos/Gratuitos) from Brazil. It offers a certificate of completion that a learner can print out, and more than one million has been issued. There is no data on how and where the certificates on self-learning are used. It really depends on individuals to use it to strengthen one’s resume[[10]](#footnote-10).”

Appendix A

**Findings and Analysis of Current Course Requirements** **- Certificate Programs**

**Findings - Overview and Methodology:**

This survey reviewed 11 universities (Australia - 1; India - 1; United Kingdom - 1; United States - 8) that offer professional development and/or post-graduate certification programs in areas relevant to CSO management, i.e. CSO management, leadership, and fundraising. Three of the universities offered multiple certification programs. The professional development certification programs include quality control measures ensuring student knowledge. These programs do not provide graduate level credits. Students taking the post-graduate certificate programs are taking actual graduate level courses and earn graduate level credits that can be applied to a master’s diploma.

The content for both the professional development and post-graduate certificate programs was analyzed by classifying the required and elective courses according to related topics. Please note that some courses were applicable in more than one topic such as the course, “Evaluation and Information Management,” was applicable to two topic areas, evaluation and communication.

**CSO Management Certificate programs**

Survey Summary: Eight of the 11 surveyed institutions, including India, the United Kingdom and the United States offer CSO management certification program. Four of these institutions offer professional development certification and four offer post-graduate certification.

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| **CSO Management****Professional Development Certificate Programs - Survey Results** |
| **University Information:** | * # of universities surveyed - 8
* # of Professional Development certificate programs - 4
 |
| **Certificate Program Requirements** | * Avg. # of courses required for completion - 7
* Admittance requirements:
	+ 3 programs do not have admittance requirements; 1 program requires 3 years of professional experience.
 |
| **Course Topics** (includes both required and elective courses; sorted in order of popularity) | * Fundraising - 7 courses; 4 schools
	+ General Fundraising - 4 courses; 3 schools
	+ Grant Writing - 2 courses; 1 school
	+ Social Entrepreneurship - 1 courses; 1 school
* Human Resources - 5 courses; 3 schools
* Financial Management - 3 courses; 3 schools
* Organizational Governance - 3 courses; 3 schools
* Program Evaluation - 3 courses; 3 schools
* Leadership Focused - 3 courses; 2 schools
* Civil Society Overview - 2 courses; 2 schools
* Marketing - 2 courses; 2 schools
* Social Media - 2 courses; 2 schools
* General Organizational Management - 2 courses; 1 school
* Ethics Focus - 1 course; 1 schools
* Legal Focus - 1 course; 1 school
* Collaboration Strategies - 1 course; 1 school
 |

\*Three of the four programs do not offer elective choices. One program required students to take specific courses, and select additional elective courses from a specific list; thus giving students the opportunity to pursue their own interests.

Surveyed Institutions:

1. Indira Gandhi National Open University - Certificate in NGO Management;
2. Louisiana State University in Shreveport - Certificate in Nonprofit Administration;
3. Arizona State University - Nonprofit Management Certificate; and
4. University of San Diego - Nonprofit Management Certificate

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| **CSO MANAGEMENT****Post-Graduate Certificate Programs - Survey Results** |
| **University Information:** | * # of universities relevant certification - 8
* # of Post-Graduate certificate programs - 4
 |
| **Certificate Program Requirements** | * Avg. # of courses required for completion - 5\*
* Admittance requirements:
	+ All universities require 4-year Bachelor's degree or higher with a minimum of 3.0GPA; 2 of the programs require some field experience.
 |
| **Course Topics** (includes both required and elective courses; sorted in order of popularity) | * Civil Society Overview - 9 courses; 3 schools
* Fundraising - 6 courses; 4 schools
	+ Grant Writing - 1 courses; 1 school
	+ General Fundraising - 4 courses; 4 schools
	+ Social Entrepreneurship - 1 courses; 1 school
* Leadership Focused - 4 courses; 3 schools
* Financial Management - 3 courses; 3 schools
* Organizational Governance - 3 courses; 3 schools
* General Organizational Management - 3 courses; 2 schools;
* Ethics Focus - 3 courses; 2 schools
* Human Resources - 3 courses; 2 schools
* Legal focus - 2 courses; 2 schools
* Program Evaluation - 2 courses; 2 schools
* History - 2 courses; 1 school
* Cross-cultural focus - 1 course; 1 school
* Religion and Philanthropy - 1 course; 1 school
* International Non-Governmental Organizations - 1 course; 1 school
 |

\*One program did not offer elective choices. Three programs required students to take specific courses, and select additional elective courses from a specific list; thus giving students the opportunity to pursue their own interests.

Surveyed Institutions:

1. Cass Business School, City University of London - NGO Management, Post-Graduate Diploma;
2. Indiana University - Graduate Certificate in Philanthropic Studies;
3. Johns Hopkins - Certificate in Nonprofit Management; and
4. University of Arizona - Nonprofit Leadership and Management Certificate.

**Leadership Professional Development Certification Programs**

Survey Summary: Four of the 10 surveyed institutions, all from the United States offer leadership focused certification programs. Only 1 out of 4 programs offered a leadership focus at the graduate certificate level. Therefore it is recommended that a leadership focused certificate program only be made available at the basic and intermediate levels. According to the survey results, this is not a popular academic program. However, leadership is a much needed skill to advance any agenda.

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| **LEADERSHIP FOCUSED****Professional Development Certificate Programs - Survey Results** |
| **University Information:** | * # of universities surveyed - 10
* # of post-graduate certificate programs - 4
* # of professional development certificate programs - 3
 |
| **Certificate Program Requirements** | * Avg. # of courses required for completion - 4
* Admittance requirements: 1 university requires several years of professional or management experience within the nonprofit sector; 2 do not have admittance requirements
 |
| **Course Topics** (includes both required and elective courses; sorted in order of popularity) | * Leadership Focused - 5 courses; 3 schools
* General Organizational Management - 2 courses; 2 schools
* Financial and Resource Management - 2 courses; 2 schools
* Organizational Governance - 2 courses; 2 schools
* Program Evaluation - 2 courses; 2 schools
* Social Entrepreneurship - 1 course; 1 school
* Sustainability - 1 course; 1 school
* Ethics - 1 course; 1 school
* Legal Focused - 1 course; 1 school
* Fundraising - 1 course; 1 school
 |

\*Two programs do not offer elective choices. Two programs required students to take specific courses, and select additional elective courses from a specific list; thus giving students the opportunity to pursue their own interests.

Surveyed Institutions:

1. Harvard Kennedy School, Executive Education - Executive Education Online Leadership Series;
2. Indiana University, Lilly Family School of Philanthropy: The FundRaising School - Certificate in Nonprofit Executive Leadership; and
3. Arizona State University, Nonprofit Management Institute - Executive Leadership Certificate.

**Fundraising Certificate programs**

Survey Summary: Five of the 10 surveyed institutions, one from Australia and four from the United states offer fundraising focused certification programs. Two of the five programs provide post-graduate level certification.

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| --- |
| **Fundraising****Professional Development Certificate Programs - Survey Results** |
| **University Information:** | * # of universities with certificates in fundraising - 5
* # of Professional Development certificate programs - 3
 |
| **Certificate Program Requirements** | * Avg. # of courses required for completion - 4
* Admittance requirements:
	+ Non specified
 |
| **Course Topics** (includes both required and elective courses; sorted in order of popularity) | * Grant writing - 7 courses; 2 schools
* Fundraising - 5 courses; 1 school
	+ Fundraising Techniques, General - 2 courses
	+ Major Donor Development - 3 courses
* Financial management - 1 course; 1 school
 |

\*Two programs do not offer elective choices. One program required students to take specific courses, and select additional elective courses from a specific list; thus giving students the opportunity to pursue their own interests.

Survey Observation: The professional development certificate programs in fundraising appear to be very practical in nature, with a strong focus on grant writing and major donor development. These programs focus on donor dependency, rather than self-sustainability. Donor dependency is not an option for the target region.

Surveyed Institutions:

1. Indiana University, Lilly Family School of Philanthropy: The FundRaising School - Certificate in Fundraising Management;
2. Arizona State University - Grant Development and Proposal Writing Certificate - Introduction; and
3. Arizona State University - Grant Development and Proposal Writing Certificate - Advanced.

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| --- |
| **Fundraising****Post-Graduate Certificate Programs - Survey Results** |
| **University Information:** | * # of universities surveyed with certificates in fundraising - 5
* # of Post-Graduate certificate programs - 2
 |
| **Certificate Program Requirements** | * Avg. # of courses required for completion - 6.5
* Admittance requirements:
	+ All require a 4-year Bachelor's degree or higher with a minimum of 3.0GPA; 1 program has the option of 7 years professional experience in lieu of BA degree
 |
| **Course Topics** (includes both required and elective courses; sorted in order of popularity) | * Fundraising - 4 courses; 2 schools
	+ Fundraising Techniques, General - 2 courses
	+ Social Entrepreneurship - 2 courses
* Ethics - 1 course; 1 school
* Financial management - 1 course; 1 school
* General Organizational Management - 1 course; 1 school
* Grant writing - 1 course; 1 school
* Human Resources - 1 course; 1 school
* Legal Focused - 1 course; 1 school
* Program evaluation - 1 course; 1 school
* Organizational governance - 1 course; 1 school
 |

\*One program does not offer elective choices. One program required students to take specific courses, and select additional elective courses from a specific list; thus giving students the opportunity to pursue their own interests.

Survey Observations: The only trend between the two universities that offer post-graduate certification in fundraising is the fundraising courses. The complementary courses are vastly different between the two universities, with them not sharing any other common course. In addition, these certificate programs appear to be more practical in nature by not offering any theoretical or perspective focused courses.

Surveyed Institutions:

1. Queensland University of Technology - Graduate Certificate in Business (philanthropy and nonprofit studies); and
2. University of Arizona - Social Entrepreneurship and Community Development Certificate.

Appendix B

**Findings and Analysis**

**Universities - Master’s Programs**

**Findings Overview and Methodology:**

This survey reviewed nine post-graduate master programs from eight universities, including one university from: Australia, India, Germany, the United Kingdom and five universities from the United States. Seven of the post-graduate master programs focused specifically on the topic of CSO management, with varied combined focuses on CSR, business administration and leadership. Two of the programs, from Indiana University in the United States focused on philanthropic studies. These programs are an outlier to the overall trend within civil society development education. They were the only programs uncovered that offer a varied perspective. As posted on their website, the university boasts: “While other programs focus on the "how" of nonprofit management, we focus on the "why"—the social, cultural, political and economic roles philanthropy has played through history.” These two post-graduate programs in philanthropic studies were included in the survey to offer a richer context with a more well-rounded approach, giving ARGO the information to apply both practical and theoretical perspectives in their WebAcademy educational context.

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| **CSO Management****Master’s Programs - Survey Results** |
| **University Information:** | * # of universities surveyed - 8
* # of CSO management master’s programs - 9
 |
| **Certificate Program Requirements** | * Estimated Avg. # of courses required for completion - 11
* # of Thesis or Capstone project requirements: 6 - 8
* Overall program duration: - 1 ½ - 3 years (depending on full-time or part-time attendance)
* Program type: the programs with a more practical approach were generally geared to working professionals offering shorter-term, intensive courses or online options.
* Admittance requirements:
	+ 8 programs required a 4-year Bachelor's degree or higher with a minimum of 3.0 GPA;
	+ 4 of the 9 programs required professional experience in addition to the Bachelor’s education.
	+ Almost all programs required an application process, and 3 reference letters.
 |
| **Course Topics** (includes both required and elective courses; sorted in order of popularity) | * General Fundraising - 7
* Grant Making - 3
* Social Entrepreneurship - 3
* Resource Development - 3
* Grant Proposal Writing - 2
* Planned Giving - 2
* Fundraising and Marketing - 2
 |
| **Civil Society Overview, Theoretical** - 19 courses; 7 programs* Theoretical Perspective of Civil Society - 14
* History and Civil Society - 3
* United Nations and NGOs - 1
* Community and Social Innovations - 1
 |
| **NGO or Organizational Management** - 10 courses; 6 programs* Basic Management - 4
* Strategic Development/Planning - 3
* Development Philanthropy and Nonprofit Organizations - 1
* Nonprofit Administration Theory and Research - 1
* Structure and Process in Nonprofit Administration - 1
 |
| **Financial and Resource Management** - 9 courses; 7 programs* General Finance - 4
* Accounting - 2
* Resource Management, general - 2
* Investment and Finance - 1
* Statistics - 1
 |
| **Human Resources** - 8 courses; 5 programs* Human Resource Management - 5
* Volunteer Management - 2
* Legal Issues, Human Resources and Risk Management - 1
 |
| **Leadership** - 8 courses; 4 programs* Leadership and Human Resources - 3
* General Leadership - 2
* Leadership and Ethics - 2
* Leadership and Governance - 1
 |
| **Legal Issues** - 6 courses; 6 programs* Law and nonprofit organizations - 5
* Law and human resources - 1
 |
| **Ethics** - 6 courses; 6 programs* Ethics in Philanthropy and Nonprofit Organizations - 3
* Leadership and Ethics - 2
* External Environment: Politics and Ethics - 1
 |
| **Governance** - 5 courses; 5 programs |
| **Evaluation and Research** - 5 courses; 5 programs* Program Monitoring and Evaluation - 3
* Research Methods for Administration - 2
 |
| **Information/Communication** - 7 courses; 3 programs* Reporting - 2
* Public Speaking - 1
* Information and Communication - 1
* Communication and Negotiation skills - 1
* Collaboration - 1
* Advocacy - 1
 |
| **Special Topics*** Civil Society with a Geographical Focus - 3
* Economics and Civil Society - 3
* Human Rights - 2
* Preparatory Course, Academic Writing - 1

**(Special Topics - continued)*** Logistics and Quality Management - 1
* Cross-Cultural Dimensions of Philanthropy - 1
* Region and Philanthropy - 1
* International NGOs - 1
* Community Partnership and Civic Engagement - 1
 |

Surveyed Institutions:

1. Queensland University of Technology, Australia - Master of Business (philanthropy and nonprofit studies);
2. The Global Open University, India - Master of Science (M.Sc.) in NGO Management;
3. Hochschule Bonn-Rhein-Sieg, University of Applied Sciences, Germany - Master of Business Administration in CSR and NGO Management;
4. Cass Business School, City University of London, Great Britian - MSc NGO Management;
5. Indiana University, United States - Master of Arts in Philanthropic Studies;
6. Indiana University, United States - Executive MA in Philanthropic Studies (applied studies);
7. Louisiana State University in Shreveport - Master of Science in Nonprofit Administration;
8. University of Arizona - Masters of Nonprofit Leadership and Management; and
9. University of San Diego - Masters of Nonprofit Leadership and Management.

Appendix C

**List of Surveyed Universities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **Institution** | **Relevant Education** | **Venue** | **Location** | **Selection Reasoning** |
| 1 | Queensland University of Technology<https://www.qut.edu.au/study/study-areas/study-philanthropy-and-nonprofit-studies> | Master of Business (philanthropy and nonprofit studies)\*Graduate Certificate in Business (philanthropy and nonprofit studies)\*  | On-line & campus | Australia | Globally ranked university; Accredited member of NonProfit Academic Centers Council |
| 2 | Indira Gandhi National Open University <http://www.ignou.ac.in/ignou/aboutignou/school/soms/programmes/detail/201/2INDIA> | Certificate in NGO Management | On-line | India | Hosts the Secretariats of the [SAARC Consortium on Open and Distance Learning](https://en.wikipedia.org/wiki/SAARC_Consortium_on_Open_and_Distance_Learning) and the Global Mega Universities Network  |
| 3 | The Global Open University<http://nagaland.net.in/mangomanagement.htm> | Master of Science (M.Sc.) in NGO Management  | On-line | India | Nationally Accredited |
| 4 | Hochschule Bonn-Rhein-Sieg, University of Applied Sciences <https://www.h-brs.de/en/wiwi/csr-ngo-management-mba> | Master of Business Administration in CSR and NGO management\*  | Campus | Germany | Nationally accredited institution; received several national and international certificates |
| 5 | Cass Business School, City University of London <http://www.cass.city.ac.uk/courses/masters/charity-courses/ngo-management> | NGO Management, Post-Graduate Diploma (1-year course, before master’s diploma)MSc NGO Management | Campus | United Kingdom | Nationally accredited institution; “... one of the only management courses in Europe to focus on the specific needs of the staff, trustees and volunteers working in international NGOs” |
| 6 | Harvard Kennedy School, Executive Education<https://exed.hks.harvard.edu/landing/npngoeeonline.aspx> | Certificate - Executive Education Online Leadership Series | Online | USA | Nationally accredited; globally prestigious university |
| 7 | Indiana University<http://bulletins.iu.edu/iupui/2014-2016/schools/philanthropy/graduate/index.shtml> | Master of Arts in Philanthropic Studies Executive MA in Philanthropic Studies (applied studies) Graduate Certificate in Philanthropic Studies  | CampusHybrid Both | USA | Member of: NonProfit Academic Centers Council and Nonprofit Leadership Alliance |
| 8 | Indiana University Lilly Family School of Philanthropy: The Fund Raising School <https://philanthropy.iupui.edu/professional-development/fundraisingschool/index.html> | Certificate in Fundraising Management Certificate in Nonprofit Executive Leadership  | Both | USA | Member of: NonProfit Academic Centers Council and Nonprofit Leadership Alliance |
| 9 | Johns Hopkins University<http://advanced.jhu.edu/academics/certificate-programs/nonprofit-management/> | Certificate in Nonprofit Management | Online | USA | Nationally accredited; globally prestigious university |
| 10 | Louisiana State University in Shreveport<http://www.lsus.edu/offices-and-services/community-outreach/institute-for-nonprofit-administration-and-research> | Master of Science in Nonprofit AdministrationCertificate in Nonprofit Administration Nonprofit Leadership Certificate Program (Nonprofit Leadership Alliance) *not valid for survey purposes* | OnlineOnline | USA | Member of: NonProfit Academic Centers Council and Nonprofit Leadership Alliance |
| 11 | Arizona State University, NonProfit Management Institute  <https://lodestar.asu.edu/content/nonprofit-management-institute-nmi> | Nonprofit Executive Leadership CertificateNonprofit Management CertificateGrant Development and Proposal Writing Certificate - introduction Grant Development and Proposal Writing Certificate - advanced Nonprofit Leadership Alliance’s exclusive Certified Nonprofit Professional (CNP) credential *(not valid for survey purposes)* | HybridBothOnlineOnlineOnline | USA | Member of: NonProfit Academic Centers Council and Nonprofit Leadership Alliance |
| 12 | University of Arizona <https://lodestar.asu.edu> | Masters of Nonprofit Leadership and ManagementNonprofit Leadership and Management Certificate Social Entrepreneurship and Community Development Certificate  | CampusCampus | USA | Member of: NonProfit Academic Centers Council and Nonprofit Leadership Alliance |
| 13 | University of San Diego <https://www.sandiego.edu/soles/academics/> | Masters of  Nonprofit Leadership and Management\*Nonprofit Management Certificate\* | CampusOnline | USA | Member of: NonProfit Academic Centers Council and Nonprofit Leadership Alliance |

\* Syllabi available online

 Appendix D

**List of Surveyed National and International Organizations**

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Institution** | **Description** | **Location** |
| 1 | CommonWealth of Learning<http://www.col.org> | The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies. | Global, located in Canada |
| 2 | International Council for Open and Distance Education<http://www.icde.org> | The International Council for Open and Distance Education (ICDE) is the leading global membership organization for open, distance, flexible and online education, including e-learning, and draws its membership from institutions, educational authorities, commercial actors, and individuals. members from over 60 countries worldwide.* Enables change to technology enhanced quality education across the globe.
* Advocates for access, equity and quality learning through online, open and flexible learning.
* A dynamic platform for cooperation on innovation and development, featuring key regional actors and leading experts.
* Access to thousands of higher education institutions, networks and systems.
* A key partner for UNESCO.
* Part-funded by the Government of Norway.
 | Global, located in Norway |
| 3 | Nonprofit Academic Centers Council<http://www.nonprofit-academic-centers-council.org> | A membership association comprised of academic centers or programs at accredited colleges and universities that are devoted to the study of the nonprofit sector, philanthropy and voluntary action to advance education, research, and practice that increase the nonprofit sector's ability to enhance civic engagement, democracy, and human welfare.The first group entirely dedicated to the networking and support of centers that provide education and research about, and academically-based service for, the nonprofit / nongovernmental sector and philanthropy. | USA |
| 4 | Nonprofit Leadership Alliance<https://www.nonprofitleadershipalliance.org> | The largest network in the country working to strengthen the social sector with a talented and prepared workforce through a Certified Nonprofit Professional credential. It is the only national credential that combines critical skills and knowledge, practical experience and a national perspective. It is available through the Alliance’s network of 40 universities and colleges.  | USA |
| 5 | Open Education Consortium<http://www.oeconsortium.org/> | A global network of educational institutions, individuals and organizations that support an approach to education based on openness, including collaboration, innovation and collective development and use of open educational materials. The Open Education Consortium is a non-profit, social benefit organization registered in the United States and operating worldwide. | Global, located in USA |
| 6 | UNESCO: Access to Information <http://en.unesco.org/themes/access-information> | Providing recommendations and tools to promote multilingualism and universal access in cyberspace.  | Global |
| 7 | UNESCO - Institute for Information Technology in Education<http://iite.unesco.org> | The Institute contributes to the design and implementation of the programes of the Organization in regard to application of information and communication technologies in education. The Organization provides open education tools and resources. | Moscow |

Appendix E

**List of Surveyed Civil Society Focused Education and Research Centers**

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Institution** | **Description** | **Location** |
| 1 | Australian Centre for Philanthropy and Nonprofit Studies, Queensland University of Technology <https://www.qut.edu.au/business/about/research-centres/australian-centre-for-philanthropy-and-nonprofit-studies/about/about-the-centre> | The center aims to bring to the community the benefits of teaching, research, technology and service relevant to philanthropic and nonprofit communities.Goals:1. Teaching and learning: to ensure that students in philanthropy and nonprofit studies possess an education that enhances the capacity of the philanthropic and nonprofit sector.2. Research: to advance and apply knowledge germane to the philanthropic and nonprofit community in order to assist in policy reform, the creation of social capital and to enhance civil society.3. Technology: to bring the benefits of appropriate technology to the philanthropic and nonprofit sector.4. Community engagement: to contribute to the professionalism, effectiveness and international reputation of the Australian philanthropic and nonprofit sector by providing professional service and participating in policy reform relevant to philanthropy and the nonprofit sector. | Australia |
| 2 | Bond <https://www.bond.org.uk/learning> | A UK membership body for organizations working in international development or supporting those through funding, research, training and other services. Host events, groups and web spaces, where members can network, engage, share knowledge and expertise, and work collaboratively; including an online hub for learning, sharing and collaboration.Provide fee-for-service specialized workshops/trainings.  | United Kingdom |
| 3 | Caster Family Center for Nonprofit and Philanthropic Research, University of San Diego <http://www.sandiego.edu/soles/caster-center/> | The mission is to provide research, evaluation and consulting services that build the leadership and strategic- and evaluative-thinking capacity of local nonprofits as well as to be the leading source of information, data and research on the local nonprofit sector.Information Center: database of nonprofit activity throughout California within San Diego County; Annual reports updating the “vital statistics” of the sector; A library of reference materials and best-practice projects completed by students in the program: sample board manuals, personnel policy manuals, volunteer manuals, by-laws, etc.; Periodicals pertaining to nonprofit research, management, and leadership.Fee-for-Services: customized research, program evaluation, environmental scans, and consulting  | USA |
| 4 | Center for Social Initiatives and Management <http://csim.in> | CSIM is a pioneer in offering social entrepreneurship\* training programs in India that ensures, and enhances the quality of delivery in social change agents. CSIM pursues this mission by offering a wide range of training programs that advocates the principles and practices of social entrepreneurship. CSIM also provides: CSR support for businesses; and Social Audits, i.e. organizational development activities that work to improve the performance of organizations, and helping them to understand its impact on the community and be accountable to stakeholders. \* Please note: 1) The term “social entrepreneurship” within this context has the same meaning as CSO. 2) One of the organizational programs is supported by the United Way, lending legitimacy to the organization.  | India |
| 5 | CommonWealth of Learning<http://www.col.org> | The Commonwealth of Learning (COL) is an intergovernmental organization created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies.Services include: 1. eLearning for International Organizations; 2. Knowledge management and technology; and 3. Professional development and training, including: secondment/sabbatical opportunities for senior officials / academics/civil society representatives to work on projects related to COL mandates; internship support; conference organization; conference attendance financial support; hosting and providing resources to visiting professionals. | Global, located in Canada |
| 6 | Indiana University Lilly Family School of Philanthropy: The Fund Raising School <https://philanthropy.iupui.edu/professional-development/fundraisingschool/index.html> | The Fund Raising School provides customized trainings, certificate programs, seminars, conferences, webinars, and individual courses on a fee-for-services or sponsorship basis for individuals, local and national nonprofits, foundations, colleges and universities, associations, and other organizations courses for fundraising staff, grantees, and members. Some of the services are provided online and face-to-face. | USA |
| 7 | Institute for Nonprofit Administration and Research, Louisiana State University in Shreveport <http://www.lsus.edu/offices-and-services/community-outreach/institute-for-nonprofit-administration-and-research> | We offer nonprofit education programs, professional development seminars, and quality research and statistical analysis to clients. The Institute offers several academic and non credit programs including the [Nonprofit Leadership Certificate Program](http://www.lsus.edu/offices-and-services/community-outreach/institute-for-human-services-and-public-policy/academic-programs), the [Master of Science in Nonprofit Administration](http://online.lsus.edu/Programs/1232/Master-of-Science-Nonprofit-Administration), and the [Certificate in Nonprofit Administration](http://www.lsus.edu/offices-and-services/community-outreach/institute-for-human-services-and-public-policy/non-credit-programs).  Students enjoy the convenience of 100% online learning. The Institute also specializes in conducting survey research and statistical analysis for businesses, nonprofit organizations, and government entities. We provide a variety of research services including program evaluations, focus groups, and consumer/patient and employee satisfaction surveys. We work with organizations to evaluate the influences that service programs have on the community and provide recommendations for sustainability and improvement. | USA |
| 8 | NGO Association of India<http://www.nai.org.in> | The sole objective of NAI is to create a strong platform for NGOs across the country. NAI is one of the leading Association that works for NGOs and Volunteer Associations. NAI sponsors and organizes seminars, workshops and awareness camps to encourage and motivate NGO members. NAI also provides online NGO management and social entrepreneurship courses. NAI institutes awards in efficient categories through Nation Excellence Awards(NEA) for those performing better in their respective orientation.\*Please note: This association was selected because the platform and mission are comparable to ARGO, so as it may be possible to use NAI as a model to expand ARGO resource center. | India |
| 9 | NonProfit and Philanthropic Institute, University of San Diego <https://www.sandiego.edu/soles/nonprofit/> | The Nonprofit and Philanthropic Institute educates leaders and advances best practices in the nonprofit and philanthropic community through academic excellence, applied learning and research that examines issues of strategic importance to the sector.The Nonprofit and Philanthropic Institute carries out its work through four program areas:* Graduate programs at the master’s and doctoral level in nonprofit leadership and management
* Undergraduate minor and certificate program focusing on nonprofit practice and education
* Community education offered in the form of a certificate program, conferences and seminars
	+ Certificate in [Nonprofit Management](http://www.sandiego.edu/nonprofitmanagement/) through the Division of Professional and Continuing Education
	+ [Annual Nonprofit Governance Symposium](https://www.sandiego.edu/soles/nonprofit/events/nonprofit-governance-symposium/index.php)
	+ [Annual State of Nonprofits Summit](https://www.sandiego.edu/soles/nonprofit/events/state-of-nonprofits-annual-summit.php)
 | USA |
| 10 | NonProfit Management Institute, Arizona State University <https://lodestar.asu.edu/content/nonprofit-management-institute-nmi> | The center offers: 1. Education and training; 2. Services for organizations, including a) strategic planning and support services; b) principles of effectiveness services; c) culture of evaluation workshop for organizations; d) “ask a nonprofit expert” e-mail/phone service; e) database to advertise and search for employees and grants; and 3. Commissioned research projects and reports. | USA |
| 11 | The Swedish Fundraising Control<http://www.insamlingskontroll.se> | The aim of The Swedish Fundraising Control is to ensure that fundraising activities among CSO account holders is safely monitored, that collections are not burdened with excessive costs, that sound marketing techniques are used in fundraising activities and appropriate methods for fundraising control is developed. Approved organizations are given our logotype for donor confirmation. Our standards and instructions must be followed by all the organizations that we have approved as 90-account holders. We provide information for the public regarding the organizations that has a 90-account. | Sweden |

\*\*The **US** research centers were selected based on a cross comparison of (NACC & nonprofit leadership alliance member).

1. For more detailed information regarding the surveyed institutions and aggregated data please see the methodology section of this paper and appendixes A, B, C and D. [↑](#footnote-ref-1)
2. Recommendations based on the aggregated data detailed in appendix A. [↑](#footnote-ref-2)
3. Post-graduate certificate programs, recommendations based on the aggregated data detailed in appendix A. [↑](#footnote-ref-3)
4. University of San Diego; <https://www.sandiego.edu/soles/academics/ma-nonprofit-leadership-management/> [↑](#footnote-ref-4)
5. http://bulletins.iu.edu/iupui/2014-2016/schools/philanthropy/graduate/masters.shtml [↑](#footnote-ref-5)
6. Master’s Degree, findings based on the aggregated survey data are detailed in appendix B. [↑](#footnote-ref-6)
7. University of San Diego; https://www.sandiego.edu/soles/academics/ma-nonprofit-leadership-management/ [↑](#footnote-ref-7)
8. It is this researcher’s opinion that this publication is an especially excellent and helpful resource. ARGO is highly recommended to refer to this document. [↑](#footnote-ref-8)
9. Technical guidelines and resources, relevant for the CSO WebAcademy IT specialist. [↑](#footnote-ref-9)
10. Open Education Consortium (<http://www.oeconsortium.org/info-center/topic/certification-and-accreditation-admin/>) [↑](#footnote-ref-10)