



# DEPAUL UNIVERSITY

## *SCHOOL OF PUBLIC SERVICE*

### International by Design

---

#### Course Details

**Course Number & Title:** MPS 611 Management of International NGOs

**Instructors:** Eric James, PhD

**Location/Time:** Lewis Center Room 1504, Wednesday 5:45 - 9pm

**Office Hours:** By appointment

DePaul University  
 School of Public Service  
 25 E. Jackson | 1250  
 Chicago, IL 60604  
 312.362.8441  
 312.362.5506 Fax  
<http://las.depaul.edu/sps/>

#### Course Description

At present, the failures of development, governance and military intervention are as pronounced as ever. In too many countries, development remains stillborn or is being undone by the challenges of economic crisis and resource scarcity, increased urbanization, the outbreak of disease and pandemics (including Avian flu, H1N1 and HIV/AIDS), a three year decline in political freedom worldwide and ever present violent conflict. Further, climate change has resulted in “natural” disasters (such as severe drought, desertification, flooding and rising sea levels) that are expected to generate 50 million displaced people by 2010 and have been linked, in 2007, to 14 out of 15 UN flash appeals for emergency funding. All of this has a profound influence on the future and meeting these challenges is perhaps the most important endeavor faced by practitioners, scholars and policy makers.

Into this mix, International Non-Governmental Organizations (INGOs) have become major global actors in addressing some of these challenges at the local, national and global levels. Indeed, INGOs have become the apparent “solution” or at least important catalysts for reducing human suffering, alleviating poverty, fostering sustainable development, promoting justice, good governance and spreading the respect of human rights. Yet, all too often critics claim that those involved in establishing and overseeing assistance programs are ill trained and unprepared to manage these programs effectively. For this reason, addressing these

issues call for collective action directed by well educated public service professionals who possess knowledge of both management and development principles.

This course examines management skills and trends of INGOs, through specific case studies in the fields of international public service, development and emergency contexts. Students learn about current techniques for effectively manage the organization, activities and relationships of INGOs working in international contexts.

## Prerequisites

An interest in the subject and related international topics.

## Learning Outcomes

The overall aim of this course is for students to learn and critically examine the evolution, functions, systems and challenges faced by international INGOs. Combing theory and practice, this course focuses on the skills a practitioner needs to formulate and manage programs in contexts spanning the relief to development continuum. Students will gain an understanding of key issues while introducing them to key tools and approaches used in managing INGOs. At the end of the course, students will be able to:

- Critically examine how INGOs are managed, how they function and the contexts and normative frameworks under which they work.
- Develop an appreciation of and skills in project management, coordination and diversity management.
- Understand common good practice, minimum standards and how to improve the effectiveness and accountability of program implementation.
- Learn a range of tools, techniques and skills for the effective management of organizational learning, strategy and change within INGOs.

The skills students develop and hone during the course include advocacy, verbal and written presentation, negotiation as well as programming and technical understanding. Importantly, the course also gives students the opportunity to adopt a broader scope of inquiry which offers an opportunity to consider critically the impact and consequences of international development in a comprehensive and illuminating way. Wary that a disproportionate concern with “how to,” rather than “why,” will tend to produce anodyne pragmatism and bland admonition, such an informed understanding is essential for getting beyond the technocratic mechanisms of organizing assistance programs and an attempt to reconnect humanitarian and development issues to broader disciplinary debates within public service and international relations. This will enable students to consider and analyze the difficult questions that confront those involved in the humanitarian, reconstruction and development endeavors. These questions include: what is the true role of INGOs and why do their efforts often fail or fall short? What is the difference between an effective program and potentially harmful program? And how can one steer through the veritable minefields of ethical, political and practical dilemmas INGOs face?

## Universal Design for Learning

MPS is committed to helping students achieve to their full potential by removing barriers to learning and making reasonable accommodation when appropriate. Please help us by identifying barriers and suggesting ways we can diminish or remove them.

## Course Reading Material

### Assigned text books:

Edwards, Michael and Fowler, Alan (eds.), 2002. *The Earthscan Reader on NGO Management*. London, Earthscan.

**The following texts are not required but students are likely to find them especially helpful in understanding the topic:**

Hudson, Mike, 1999. *Managing Without Profit: The Art of Managing Third-Sector Organizations*. London: Directory of Social Change.

Eade, Deborah, 2000. *Development and Management*. Oxford, Oxfam.

Florini, Ann (ed.), 2000. *The Third Force: The Rise of Transnational Civil Society*. Washington, Carnegie.

Fowler, Alan, 1997. *Striking a Balance: A Guide to Enhancing the Effectiveness of Non-Governmental Organisations in International Development*. London: Earthscan.

Lewis, David, 2001. *The Management of Non-Governmental Development Organizations*. London: Routledge.

In addition to the assigned reading noted above, students are strongly urged to be familiar with journals that are associated with INGO management and policy such as, but not limited to, *Development in Practice*, *Disasters: the Journal of Disasters Studies, Policy and Management*, *Journal of International Development*, *Nonprofit and Voluntary Sector Quarterly*, *Nonprofit Management and Leadership*, *Public Administration and Development*, *Third World Quarterly*, *World Development* and *Voluntas*. Specific reading for each class will be added to each lecture consisting mainly of scholarly articles but also policy papers and literature produced by organizations such as the Sphere Project and UNHCR as well as germane websites (such as those on page 14) will aid in mastering this subject.

## Course Outline

Class Summary			
#	Class	Topic	Assignment
1	17 June	Introduction and Review of the Course	
2	24 June	History and Ethics	
3	1 July	Structures, Roles and Growth of INGOs	
4	8 July	Project Design and Management	Presentation of “INGOs”
5	15 July	Resource Mobilization and Advocacy	
6	22 July	Partnership and Coordination	Paper 1: Concept Paper
7	29 July	Case-Study presentation	
8	5 August	Case-Study presentation	
9	12 August	Performance and Evaluation	
10	19 August	Governance and Accountability	Paper 2: Final Paper
11	26 August	Final Exam	

**Class                      Class Description**

**1) 17 June              Introduction and Review of the Course**

In this introductory class, students will be given an overview of INGO management. To introduce the themes of the course, the activities, organization and relationships of INGOs will be discussed within illustrative contexts using the instructor’s recent field experience. A key part of this introduction is the formation of students into mock “INGO” syndicates which will be used throughout the course’s group exercises (see below). This syllabus and course expectations will also be discussed.

***Required Reading:***

Edwards and Fowler, Chapter 1: 1-10

James, Chapter: 1-20

***Suggested Reading:***

Hudson, Preface and Chapter 1: xv-22

Lewis, Chapter 1: 1-25

Najam, A. (1996). Understanding the Third Sector: Revisiting the Prince, the Merchant, and the Citizen. *Nonprofit Management & Leadership*, 7(2), 203-219.

JHU Philanthropy Fellows Program. (1996). *Nonprofits and Development: The Challenge and the Opportunity*. Baltimore: Johns Hopkins Institute for Policy Studies. Available at: [www.jhu.edu/%7Ephilfellow/actionstatements/PDFs/prin3.html](http://www.jhu.edu/%7Ephilfellow/actionstatements/PDFs/prin3.html); also see for overview of comparative study: [http://www.ccss.jhu.edu/pdfs/CNP\\_Working\\_Papers/CNP\\_WP1\\_NPSector\\_1992.pdf](http://www.ccss.jhu.edu/pdfs/CNP_Working_Papers/CNP_WP1_NPSector_1992.pdf)

**2) 24 June              History and Ethics**

To provide a depth of understanding, this class will look at the historical beginnings of INGOs. Examination of early associations will be undertaken with a close look at two historical periods: 1860s during the formation of the Red Cross movement following the Battle of Solferino and the 1960s and Biafran War. In so doing, the foundation of normative systems that gave rise to “classical-” and “neo-humanitarian” approaches are examined where students consider the ethical dimensions of INGO programming. In the second half of the class, the explosion of INGOs and the aid community during the late 1980s to the present and its implications with investigation of contextual complex emergencies in Africa, the Balkans and Asia will be looked at.

***Required Reading:***

Edwards and Fowler, Chapter 8

Please also select at least three of the items below to read.

***Suggested Reading:***

Allan, T., and Styan, D., 2000. A Right to Interfere? Bernard Kouchner and the New Humanitarianism. *Journal of International Development*. 12, pp. 825-842.

Lewis, Chapter 2, pp. 44-61

Hutchinson, J., (1989). Rethinking the Origins of the Red Cross. *Bulletin of the History of Medicine*. Winter, 63(4).

Leader, N., (1998). “Proliferating Principles: or How to Sup with the Devil without Getting Eaten,” *Disasters*, Vol.22, No.4, pp. 288-308

Martone, G., (1998). Relentless Humanitarianism. *Global Governance*. #8, April, pp. 149-154.

Moorehead, C., 1998. *Dunant's Dream: War, Switzerland and the History of the Red Cross*. New York: Harper Collins Publishers. Chapters dealing with formation and WWII.

Macrae, J., (1998). “The Death of Humanitarianism?: An Anatomy of the Attack”, *Disasters*, Vol.22, No.4, pp.309-317.

Slim, H., (1997). “Relief Agencies and Moral Standing in War: Principles of Neutrality, Impartiality and Solidarity,” *Development in Practice*, Vol. 7.4, pp 342-352

Salamon, L. M., and Anheier, H. K. (1996). *Social Origins of Civil Society: Explaining the Nonprofit Sector Cross-Nationally* (Comparative Nonprofit Sector Project Working Paper 22). Baltimore: Johns Hopkins Center for Civil Society Studies. Available at: [www.jhu.edu/~ccss/publications/pdf/origins.pdf](http://www.jhu.edu/~ccss/publications/pdf/origins.pdf)

**3) 1 July Structures, Roles and Growth of INGOs**

To lay a foundation on which to understand the structure, roles and growth of INGOs, the first part of this class will be devoted to the structures and roles of INGOs and how they have formed. In the second part of this class, the role of civil society (including the different types of organizations) and structures such as federations and alliances will be discussed.

***Required Reading:***

Edwards and Fowler, Parts 2 and 3

James, Chapter 2: 21-88 (Chapters 15 suggested)

***Suggested Reading:***

Hudson, Chapter 2: 23-38 and Chapter 14: 355-382

Lewis, Chapter 2: 29-61

Keck and Sikkink, Chapters 1 and 2.

Goodhand, J. and Hulme, D, (2000) NGOs and Peace Building in Complex Political Emergencies, *IDPM Working Papers*  
<http://www.sed.manchester.ac.uk/idpm/publications/archive/cpe/index.htm>

***Guest Speaker via Skype/e-luminate:*** Shannon McGuire, Founder and Director, Coffee Connections

**4) 8 July      Project Design and Management**

Designing effective approaches to the broad range of possible interventions implemented by INGOs is a key to success. In the first part of this class, project cycle management and related tools will be presented with a view to their applicability to the work of INGOs. In the second part of the class, team work and crisis management will be discussed before students present their mock “INGOs” (see pages 10 below).

***Required Reading:***

Edwards and Fowler, Part 7

James, Chapter 9: 183-197

***Suggested Reading:***

Hudson, Chapter 6: 112-156

Additional sources will be provided on request and following discussion in class.

**5) 15 July      Resource Mobilization and HRM**

Bringing together the funds, materiel and staff needed to carry out an effective program is a mandatory skill of INGO managers. Further, building a multicultural and inclusive society where INGOs act as innovative examples and catalysts for change is critical. In the first half of this class, the theory and practice of fundraising from relevant case studies. In the second half of the class, human resource management will be critically examined.

***Required Reading:***

Edwards and Fowler, Parts 8-10

James, Chapter 8: 159-180 (Chapters 7, 10 and 11 suggested)

***Suggested Reading:***

Hudson, Chapter 12: 272-302

Fowler, Chapters 4 and 6

***Guest Speaker in Class:*** Dean Eitel, Assistant Director, School of Public Service, DePaul University

**6) 22 July Partnership and Coordination**

The management of partnerships and coordinating relationships is an essential component of modern managerial practices among INGOs. In the first part of this class, common models of partnership will be critically examined. Particular attention will be devoted to the “Cluster System” and other joint efforts. In the second half, the case of Afghanistan will be looked at where the INGO-military relationship have been particularly contentious.

***Required Reading:***

Edwards and Fowler, Chapters 2, 3 and 14

James, Chapter 20: 351-365

***Suggested Reading:***

Florini, Chapters 5 and 6

Lewis, Chapter 6

Chandler, D., (2001). “The Road to Military Humanitarianism: How the Human Rights NGOs Shaped a New Humanitarian Agenda”, *Human Rights Quarterly*, Vol.23: 678-700.

Goodhand, J., (2006). “Aiding Peace? The Role of NGOs in Armed Conflict,” Lynne Rienner for the International Peace Academy (in particular: chapters 1 and 8).

Brinkerhoff, J., (2002b). Government-Nonprofit Partnership: A Defining Framework. *Public*

*Administration and Development*. 22, pp. 19-30.

Charles, C., McNulty, S., and Pennell, J., (1998). *Partnering for Results: A User's Guide to Intersectoral Partnering*. Washington, DC: USAID. Available at: [www.usaid.gov/pubs/isp/handbook/PN-ACD-344.pdf](http://www.usaid.gov/pubs/isp/handbook/PN-ACD-344.pdf)

### **7) 29 July Case-Study presentation #1**

In this first presentation, students groups will provide background analysis for a pre-assigned case study including the historical, social, political, economic and other factors that contributes to the state of the problem in that particular country (see page 10 below). In this first presentation, students should assume they are discussing their case with the board members of their INGO with the reason to justify a new program intervention.

### **8) 5 August Case-Study presentation #2**

In this second presentation, student groups present their proposed response based on their analysis in the first presentation and in-line with Paper #1 (see page 10 below). In this second presentation, students should assume they are presenting their proposed activity to a donor organization.

### **9) 12 August Performance, Monitoring and Evaluation**

INGOs are often criticized for inadequate performance as well as poor monitoring and evaluation. Having clear indicators, monitoring mechanisms and a means to determine the effectiveness of activities is thus critical to sound INGO management. In this class, discussion of common tools and approaches, such as the Sphere Standards, will be presented and appraised.

#### ***Required Reading:***

Edwards and Fowler, Chapters 17, 18, 19 and 20

James, Chapter 19: 345-350

Sphere Project Handbook (please familiarize yourself with [www.sphere.org](http://www.sphere.org))

#### ***Suggested Reading:***

Fowler, Chapter 7

Hudson, Chapter 8: 171-204 (Chapters 10 and 13 are suggested)

Lewis, Chapter 6: 140-161

***Guest Speaker via Skype/e-luminate:*** Gillian Dunn, Board member of the Sphere Project and Director of the Emergency Preparedness and Response Unit, International Rescue Committee.

## 10) 19 August Governance and Accountability

At the higher levels of management, governance and accountability are important to the long-term sustainability of an organization. In this class, discussion of accountability will be carried out through a stake-holder analysis and exploration of mechanisms such as the Humanitarian Accountability Project (HAP). The issue will also be discussed critically by examining the film “Beyond Borders” (viewed outside class).

### ***Required Reading:***

Edwards and Fowler, Chapters 11, 12 and 13

### ***Suggested Reading:***

Hudson, Chapters 3-4: 39-92

Lewis, Chapter 7

Wyatt Marilyn, Zajazi Kelmend et al., "*A Handbook of NGO Governance*", ICNL, October 2004 [http://www.icnl.org/knowledge/pubs/Governance\\_Handbook.pdf](http://www.icnl.org/knowledge/pubs/Governance_Handbook.pdf)

***Guest Speaker via Skype/e-luminate:*** Farshad Rastegar, Executive Director, Relief International

## Grades

**Written work.** To help students meet graduate-level and SPS standards, we pay more-than-usual attention to writing as an academic and managerial skill. We judge papers on the understanding they reflect as well as on their organization, clarity and use of language. We value clarity and an economy of words. If you need help on this matter, please ask for it. We also recommend an old standard, Strunk and White, *Elements of Style* available online: <http://www.bartelby.net/141/>. Also, you may consider getting help from the DePaul University Writing Centers (available in person at Loop and Lincoln Park Campuses and on line).

We include written assignment instructions elsewhere.

- Double-space all papers;
- Use one inch margins;
- Use Arial, Bookman or Times New Roman font;
- Use 11 or 12 point;
- Paginate in the upper right hand corner.

Please note the due dates. Anticipate all possible contingencies (computer failure, family illness, heartbreak or heartburn). Papers received after the due date will receive grades no greater than the lowest grade given to papers received on time.

All assignments should include the class name and number, the assignment name or number, student name, and the date the assignment is due. The only exception to this is when we specify a format for a particular assignment.

Unless notified otherwise, send all assignments to **Blackboard** via the digital drop box.

All assignments are due by the start of class on the day assigned.

### **Assignments/Basis for Final Grade:**

- 1) **Attendance and participation** (10%): Active participation is expected in discussion of readings and management issues during the course. In Class 4, in no more than 10 minutes, students are expected to present the mock “INGO” their group has created. Please feel free to be creative and take full advantage visual aids. This will include a mission statement, vision, target population, activities, organization and structure, and funding sought.
- 2) **Paper 1** (15%): Due by Class 6 (22 July), a Concept Paper based on data from an actual case study. This paper is to be written in the mock NGO and be between 6-10 pages in length. Students are expected to analyze data accurately and assess the main problems with a proposed activity. The outline should follow the proposal format provided in James (2008) pages 151 - 153 (but without a full budget). Feedback will be given on each Concept Paper to help students prepare for the case study presentations in Class 8.
- 3) **Case Study Presentations** (10%): During Class 7 (29 July), students will present a case study of a particular emergency or reconstruction/development problem. During Class 8 (5 August), students will present and defend their proposed intervention. Each presentation should be no longer than 20 minutes in duration. Each student in the class is expected to participate in the preparation and have contributed to any visual aids created (e.g. flip-charts, PowerPoint, handouts). At the start of each presentation, a handout containing an outline and references used should be made available to every member of class.

**Paper 2** (35%): Due by Class 10 (19 August), a book review which critically appraises a critique of the NGO and aid business. Far from being a “book review” of the type perhaps done in earlier education, a book review done at this level evaluates and situates the book within contemporary debates, its position vis-à-vis other literature (hence this book review may require additional reading) and historical context (if appropriate). It is important that it evaluates the book’s contribution to the field of theory and practice. It may be helpful to comment on the experience or epistemological perspective of the author. It may also be helpful to read academic book reviews available in the better journals to provide an idea of the structure, tone

and depth of analysis. The review should be done on an individual basis and be a minimum of five pages.

For this assignment, one of the following should be chosen:

- Duffield, M., *Global Governance and the New Wars* (2001)
- De Waal, A., *Famine Crimes* (1998)
- Maren, M., *The Road to Hell* (2002)
- Reiff, D., *A Bed for the Night* (1999)
- Terry, F., *Condemned to Repeat?* (2002)

- 5) **Final Exam** (30%): Short answer and essay

## Grading Criteria

**The A (above average) level paper** is unique, original, engaging, and full. It will have virtually no grammatical, usage, punctuation, or spelling errors. It is an original contribution and speaks with authority and clarity. It is rich in detail, showing a clear understanding of differences in levels of specificity; it provides justification or support for all general assertions. It addresses all aspects of the assignment including specific requirements and excels in writing structure, clarity, focus, style, analytical systematization, critical analysis and creativity. It often includes unique or unusual perspectives.

**The B (meets expectations) level paper** falls short of an A paper usually in style, depth and analytical development. It has some errors in grammar, usage, punctuation, or spelling, but usually few; or it has some awkward phrases--but in neither case enough to impede the reading of the paper. Its development is consistently strong, with detail and support present in most, but perhaps not every, instance. Its sense of audience is clear. The B paper addresses the assignment directly and satisfies almost all requirements.

**The C (below expectations) level paper** addresses the assignment relatively clearly but without significant depth or clarity. Stylistic errors may be noticeably present, but not in such quantity as to impede the reading in a significant way. A C paper generally provides some support for assertions, but not enough to give the impression of complete thoroughness. The tone and voice of a C paper usually lack a sense of individuality of author or sense of authority. The C paper often has an anonymous quality to it, restating standard opinion or assertions without going into significant depth.

**The grade of D** is available for students who completely miss the specific requirements or submit incomplete or vague responses.

**The grade of F** is reserved for students who fail to turn in assignments or turn in assignments that demonstrate basic incomprehension of the assigned topics and an insufficient effort to overcome these problems.

## DePaul University

### School of Public Service Policies

#### 1. Policy on Grade of IN (Incomplete)

According to DePaul University's incomplete policy, the "IN" grade is a temporary grade indicating the student has a satisfactory record of work completed, but for unusual or unforeseeable circumstances not encountered by other students, and acceptable to the instructor, the student cannot complete course requirements on time. The student must formally request the incomplete grade and the instructor must approve it. At the end of the term following the term in which the instructor assigned the incomplete grade, the IN grade automatically convert to "F" grades. Students requesting the IN grade should present a plan and schedule to complete the course along with the formal request for the IN grade. Students should work out the plan with the instructor, usually scheduling completion within a few weeks of the end of the term in which the IN grade occurs.

#### 2. Academic Integrity

Students in this course, and in all courses where independent research and writing play a vital role in the requirements, must be aware of the strong sanctions carried out as a result of plagiarism, as stated in the DePaul University's Code of Student Responsibility (<http://studentaffairs.depaul.edu/handbook>).

Instructors are able to check each paper with Turn-It-In: Plagiarism Detection Software. If proven, a charge of plagiarism could result in an automatic "F" in the course and possible expulsion. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials, be sure to consult the instructor. Please check Blackboard's link to Academic Integrity for details.

#### Violations of Academic Integrity

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources--alteration or falsification of academic records; academic misconduct; and complicity. This policy applies to all courses, programs, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs internships, student teaching and the like. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion (cf. Section Q). Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university Conduct that is punishable under the Academic Integrity Policy could result in criminal or civil prosecution.

1. **Cheating:** Cheating is any action that violates University norms or instructor's guidelines for the preparation and submission of assignments. This includes but is not limited to unauthorized access to examination materials prior to the examination itself, use or possession of unauthorized materials during the examination or quiz; having someone take an examination in one's place-copying from another student; unauthorized assistance to another student; or acceptance of such assistance.
2. **Plagiarism:** Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:
  - The direct copying of any source, such as written and oral material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
  - Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
  - Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
  - The paraphrasing of another's work or ideas without proper acknowledgement.

### 3. Attendance Policy

Class attendance is mandatory. Students who must miss class for personal or professional reasons should inform the instructor via written communication. We may require students who must miss a class session must write a three-page paper on the topic of the class missed.

Students who miss more than 30 percent of the course are likely to fail and should drop the course.

### 4. Special Needs

Students with special learning needs or who are in circumstances which necessitate special consideration, must contact the instructor at the beginning of the course or earlier. Students with a documented disability who wish to discuss academic accommodations should contact the instructor as soon as possible and immediately contact the DePaul University's Office of Students with Disability at <http://studentaffairs.depaul.edu/studentswithdisabilities/>.

DePaul also provides the Productive Learning Strategies (PLuS) Program a year-round comprehensive program designed to meet the needs of DePaul University students with specific learning disabilities and/or attention deficit disorders. Contact PLuS at 773-325-1677 or <http://studentaffairs.depaul.edu/plus/index.asp>

## Student Resources

Academic Resource Center	773-325-4525
Adult Services	312-362-6216
Career Center (Adult Learners)	312-362-5712
Counseling Services	773-325-7779
Multicultural Student Affairs	312-362-8476
Office of Students with Disabilities	773-325-7290 (voice) 773-325-7296 (TTY)
PLuS (Productive Learning Strategies)	773-325-7166
Sexual Harassment (Report)	312-362-7554
Student Affairs	773-325-7290

## Other

Useful Websites: There are a number of useful websites listed at the end of James, pp. 395-397. The following sites might also be helpful.

[www.un.org/dpi/ngosection](http://www.un.org/dpi/ngosection)  
[www.globalpolicy.org/ngos/index.htm](http://www.globalpolicy.org/ngos/index.htm)  
[www.ngos.net](http://www.ngos.net)  
[www.un-ngls.org/ngorelations.htm](http://www.un-ngls.org/ngorelations.htm)  
[www.ngomanager.org](http://www.ngomanager.org)

[topics.developmentgateway.org/ngo?goo=182](http://topics.developmentgateway.org/ngo?goo=182)  
[www.gdrc.org/ngo](http://www.gdrc.org/ngo)  
[www.ngowatch.org](http://www.ngowatch.org)  
[www.ngo-monitor.org](http://www.ngo-monitor.org)