

COADY

INTERNATIONAL INSTITUTE
ST. FRANCIS XAVIER UNIVERSITY

Igniting Leadership



2011 Diploma Calendar



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IMPORTANT DATES ON THE 2011 DIPLOMA PROGRAM CALENDAR

The 19-week Diploma Program in Development Leadership officially begins on August 2 and ends on December 10, 2011. Successful participants will celebrate their achievements at the University's convocation on December 10th.

Term I (August 2- September 9)

July 30 & 31	Arrival of participants
Aug 2	Registration & orientation to StFX, Antigonish & the Coady Institute
August 4	Foundations in Leadership & Adult Education course (mandatory)
August 11	Welcoming Social
Aug 15 – 19	Interviews with Program Advisors to discuss individual program of study (select elective courses, specializations)
August 26	Indigenous Women in Community Leadership Graduation
August 30 – Sept 8	Globalization & Development course (mandatory)
September 5	Labour Day holiday (no classes)
September 9	Orientation to Cooperative Inquiry Seminars (mandatory)

Term II (September 12 – September 23)

September 7	Elective courses begin
Sept 15-16	Gender and Power (mandatory)
September 19	Co-operative Inquiry Seminars begin
September 21	International Day of Peace

Term III (September 26 – October 21)

September 24-25	Arrival of participants for first specialization block
September 26	Orientation for new arrivals
September 26	Specialization certificates begin (2:00pm)
October 10	Thanksgiving Holiday
October 14	Specialization certificates end
October 17/18	Participant Forum / Change Starts With Me (mandatory)
October 19	Integration Workshop I & Mid-Program Evaluation (mandatory)
October 20	Gender and Power (mandatory)

Term IV (October 24 – November 11)

October 22-23	Arrival of new participants for specialization certificates
October 24	Orientation for new arrivals
October 24	Second specialization block begins (2:00pm)
November 11	Second specialization certificate ends

Term V (November 14 – December 10)

November 14	Elective courses begin
November 28	Gender and Power (mandatory)
December 7	Integration Workshop II (mandatory)
December 8	Diploma program evaluation and re-entry exercises (mandatory)
December 9	Closing social
December 10	Convocation
December 11-12	Departure of Diploma graduates

DIPLOMA IN DEVELOPMENT LEADERSHIP: Citizen Engagement in a Changing Global Context

PURPOSE

The Diploma Program in Development Leadership is the main Canada-based offering of the Coady International Institute. The ultimate aim of the program is:

To contribute to bringing about a more just, inclusive and sustainable global society in which all people participate in shaping their own destinies.

The program goal is:

To strengthen organizations involved in community-driven development to achieve the above by providing high quality leadership development opportunities for mid and senior level staff.

Accordingly, the Diploma Program provides an applied professional development experience for practitioners, managers and leaders engaged in development action at various levels of operation, from the local to the global.

DEFINING COMMUNITY-DRIVEN DEVELOPMENT

Drawing on the principles of the Antigonish Movement, the Coady Institute works towards social and economic justice by strengthening the collective power of the disadvantaged and by drawing on the strengths of the larger community of which they are a part. Community-driven development is grounded in the belief that the common good is best served by opportunities for all to live well and responsibly, within the bounds of environmental sustainability. Fundamental to a community-driven approach is people organizing for change in their own communities and societies.

For the Coady Institute, a program of action for community-driven development is therefore one that:

- Employs community-based adult education to address the economic and social conditions of people's lives and enables them to mobilize their assets;
- Initiates and strengthens the various institutional forms of people organizing for change, so that people who have been marginalized can effectively control and manage their own livelihoods, and participate in the decisions that affect their lives;
- Links local initiatives to regional, national and global institutions and networks that further those interests; and
- Leads to a restructuring of economic, social and political systems that prejudice those interests at local, national and global levels.

PROGRAM OBJECTIVES

By the end of the Diploma Program, participants will:

- Strengthen their capacity to lead and support communities and groups in community-driven development;
- Strengthen their capacity to support and catalyze organizational learning and change in a sustainable and participatory manner;
- Reflect on the underlying values and philosophies of development and transformative leadership to strengthen their commitment to social justice;
- Explore conceptual linkages between participation, good governance, development and social change;
- Develop their capacity to act collectively through knowledge sharing, networking and multi-stakeholder processes to achieve greater impact at national and global levels;
- Develop practical competencies in self-directed research and learning, as well as inquiry-based processes for social learning at the organizational and community level.

PROSPECTIVE CANDIDATES

The program is designed primarily for experienced mid to senior level program managers and trainers working with intermediary development organizations either internationally or in Canada. Preferred candidates are leaders in indigenous and international non-government organizations, member-based organizations such as co-operative federations, faith-based organizations and government ministries involved in human and institutional development. A minimum of five years of working experience in development is preferred.

THE PROGRAM OF STUDY

GENERAL GUIDELINES

The women and men in this program can expect to learn a great deal from their international colleagues, as well as from the teaching staff of the Coady Institute and St. Francis Xavier University. To enable this learning, the program encourages a climate of tolerance and respect for the richness and diversity of cultures, traditions and faiths represented by participants. The experience of building a common “Coady community” from this diversity provides important learning opportunities for both participants and staff.

A variety of participatory educational methods are used during the program including co-operative inquiry seminars, structured experiential exercises, role plays, storytelling, learning journals, small group discussions, as well as short lecture inputs and presentations.

The program is organized into five terms within which the successful candidate must complete a combination of mandatory and elective courses, and specializations.

COURSES

In keeping with the learner-centered approach used by the Coady Institute, each participant is encouraged to select a personal mix of courses that are relevant to his/her responsibilities and situation. Program Advisors from the teaching team will facilitate the selection process during interviews held early in the program. Participants will also have the opportunity at other points in the program to meet with these advisors and discuss their progress.

In addition, the Coady will try to respond to requests from participants with a common, relevant learning need not covered in its existing program. Depending on the level of interest, and the time and resources available, the Coady will arrange for a workshop or seminar on the proposed topic. Normally a minimum of 10 people is required to proceed. Participants should present their proposals to the Manager of Educational Programs.

ADVISORS

To contribute to the conditions for effective learning, the Institute assigns two types of advisors depending on the individual’s program of study:

- A *Program Advisor* is assigned to each participant to advise him/her on selecting elective courses and areas of specialization suitable to their learning needs. The advisor is also available to meet with the participant from time to time throughout the program to monitor general progress, discuss any problems and to give feedback on aspects of a participant’s work.
- A *Study Advisor* is assigned to participants who choose the Independent Reading & Research option. The advisor will guide the participant through the process of completing the study, offering constructive critical feedback and suggestions for appropriate research materials.

SPECIALIZATION OPTIONS

During Terms III and V of the Diploma Program, participants may choose between several options according to their individual learning needs. Participants may choose either:

- two specializations OR
- one specialization and the independent reading & research option

A description of the various options appears below.

Specializations

These three-week specializations enable participants to deepen their learning and develop skills in particular aspects of development work. They are also offered as stand alone certificates to a limited number of external candidates. Eight specializations will be offered during the 2011 Diploma Program. A brief description of each follows:

Term III

- **Community-Based Conflict Transformation and Peacebuilding** – focuses on community-based approaches to conflict transformation, and developing knowledge and skills in building a culture of peace among various constituencies.
- **Community-Based Microfinance** – focuses on microfinance as a strategy for assisting the development of local economies.
- **Mobilizing Assets for Community-Driven Development** – focuses on identifying and using asset-based approaches to sustainable development which recognize the everyday experience, wisdom, skills and capacities that exist in all communities.
- **Facilitation and Training Approaches for Community Change** – focuses on new theories, principles, and practices in participatory adult education and training approaches.

Term V

- **Advocacy and Citizen Engagement** – focuses on enhancing the effectiveness of activists working for social change at the local, national and international levels.
- **Livelihoods & Markets** – focuses on sustainable livelihoods and market development approaches for the poor, and presents a detailed introduction to cluster, sub-sector and value chain approaches.
- **Organizational Learning and Change** – focuses on creating and effectively managing sustainable learning organizations.
- **Community-Based Natural Resource Management** - focuses on approaches and issues relating to the sustainable use of natural resources for the purpose of community (economic) development.

- **Independent Reading & Research**

This option helps participants explore an area of particular interest in depth, and links course learnings to their working context and organizational experience. Participants are expected to devote approximately 90 hours of independent work to this study. Those who choose this option will be assigned a Study Advisor to guide the learning process and produce a written paper. It is up to participants to set up regular appointments to meet with their advisors. Participants who choose this option must also complete the ½ credit Research Processes and Methods elective as well as the 1 credit Independent Study Time elective.

REQUIRED CREDITS

Credits are normally based on the number of in-class hours in any given course or workshop. A 30-hour course is worth 1 credit; a 15-hour course is worth ½ credit.

The total credits required to earn a Diploma in Development Leadership is 17.

Course Credits

Mandatory:

Foundations in Leadership & Adult Education.....	4
Globalization & Development	1
Gender and Power.....	1
1 st Co-operative Inquiry Seminar	1
Integration Workshops I and II.....	1
Participant Forum or Change Starts With Me.....	0.5

Electives:

Elective Courses.....	1.5-2.5
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Week 18 Electives:

2 nd Cooperative Inquiry or Skill building for Effective Communication or Independent Study Time.....	1
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Specializations (two required; each worth 3 credits)..... 6

- Specializations certificates
- Independent Reading & Research

Total credits17 to 18

* Note: Participants who choose the Independent Reading and Research Option will use the time from Tuesday, November 29 – Monday, December 5th for Independent Study Time and will present their research on Tuesday, December 6th.

ASSESSMENT, CERTIFICATION AND GENERAL POLICIES

The Diploma Program is designed with five basic components as follows:

- mandatory courses
- elective courses and integration workshops
- co-operative inquiry seminar
- specializations for in-depth learning in a particular area
- participation in community life, and in the participant forum.

Participants are expected to be involved in all of the above to the best of their ability.

Numerical grades based on 100 will be given for all Diploma courses, workshops and specializations. Grades for performance will be awarded as follows:

Excellent	90-100
Very Good	80-89
Good	70-79
Fair	50-69
Unsatisfactory	under 50

Instructors will inform participants of the requirements to successfully complete their respective courses and how individual performance will be assessed. **During the program, instructors will provide only constructive written comments, not numerical grades, on any assignment submitted to them for assessment.** This approach is intended to foster a co-operative learning community and to avoid competition among participants for grades.

Numerical grades will appear only on the final transcript that is mailed to the graduate shortly after the program ends. If requested, a copy can be forwarded to the graduate's organization, or to other educational institutions.

Participants are strongly urged to submit written assignments on time, as those submitted after deadlines will be subject to grading penalties. It is **Institute policy to deduct five points for each day the assignment is late.** In order not to disrupt the flow of the program, extensions of deadlines will not normally be granted. Participants will have one opportunity to rewrite any unsatisfactory assignment at the discretion of the instructor.

No grades will be given for participants' contributions to community life, however, acknowledgement of the individual's participation in such activities will appear on the final transcript.

ASSESSING CANDIDATE PARTICIPATION

As democratic participation is fundamental to the Coady's approach to social change, all courses include participation as one of the dimensions on which participants are assessed. Participation may be assessed in different ways – by the instructor, by peers, by the participants themselves depending on the course. Normally, the assessment of participation will be no more than 20 per cent of the course grade. Instructors may develop other criteria with the collaboration of participants at the beginning of the course, but in most cases, the assessment of participation is based on the following criteria:

- The candidate is present and on time throughout scheduled classes and activities, unless duly authorized otherwise;
- The candidate is productively involved in the various work groups, taking part actively in all group tasks, such as acting as the moderator, recorder, evaluator, or group member;

Candidates are also expected to help create a positive learning environment for others during the Diploma Program. This includes full participation in the participant forum and various local activities which engage the University and the Antigonish community at large, and promote a respectful attitude of sharing and learning.

PROGRAM MONITORING AND EVALUATION

Participants, both individually and collectively, are encouraged to monitor the program and its suitability to their needs and interests on an ongoing basis. Formal sessions are structured within the program for individual and collective course and program evaluations. Through dialogue with Coady staff at these times, participants are invited to take part in shaping the Institute's ongoing and future programs. Feedback is welcome at any time.

DIPLOMA IN DEVELOPMENT LEADERSHIP

The Diploma in Development Leadership is awarded on the basis of performance. To qualify, a participant must:

1. Be present at the Institute for the entire Diploma Program (August 2-December 10) and attend all required classes, workshops and educational events.
2. Complete all written assignments satisfactorily.
3. Achieve at least "Fair" in each of the mandatory and elective courses, including specializations. (Note: In exceptional circumstances, a candidate who achieves only an *average* of "Fair" in his/her chosen electives may be considered for a Diploma).
4. Contribute positively to the creation of a learning community among participants.

CERTIFICATE OF ATTENDANCE

When a participant's performance does not merit the required criteria to earn a diploma, she / he may be granted a Certificate of Attendance at the discretion of the Committee of Studies.

POLICY REGARDING ATTENDANCE

The program is a residential one. Participants are expected to attend all classes, workshops, field programs, and other academic activities except those indicated as optional. Since the Institute's educational methods emphasize group participation, class attendance is essential for course credit. Absence from classes requires the **prior approval** of the Manager of Educational Programs, and the instructor(s) of the course(s) affected.

POLICY REGARDING DISMISSAL

A participant may be dismissed if:

1. S/he gives evidence of serious infringement of one or more of the above requirements; and/or,
2. S/he infringes the University's policy on harassment or does not follow the residence regulations outlined in the Information Book provided to participants. The Institute reserves the right to dismiss participants for any behaviour that seriously affects the emotional, psychological or physical security of others.

POLICY REGARDING PLAGIARISM

Plagiarism is a serious offence that may result in failure in the course or in dismissal from the program. The St. Francis Xavier University calendar states:

“Plagiarism is defined as: “The act of appropriating the literary composition of another, or parts or passages of his [or her] writings, or the ideas or language of the same, and passing them off as the product of one's own mind.” (Black, H.C., *Black's Law Dictionary*)

Plagiarism involves the deliberate intent of the participant to defraud by presenting as his/her own, without credit, the work of others. The best way of avoiding the risk of plagiarism is by making sure that ideas borrowed from someone else are clearly credited so that they do not appear as the participant's own thought or work.

POLICY REGARDING INCLUSIVE LANGUAGE

Given the Institute's commitment to social justice, participants are requested to use verbal and written language that includes both genders when referring to both men and women. For example, the term “man” or “mankind” is not acceptable if the speaker or writer is actually referring to both men and women. In such a case, it would be better to use an inclusive term such as “people,” “humankind,” “folks,” and so forth. If necessary, teaching staff can help participants to identify appropriate inclusive terms. Written assignments may be returned for rewriting if gender-inclusive language is not used.

LIST OF SCHEDULED COURSES AND INSTRUCTORS 2011 DIPLOMA PROGRAM

Mandatory Courses, Workshops & Seminars		
Orientation		David Fletcher Student Services Team
Foundations in Leadership and Adult Education	4 credits	Colleen Cameron, David Fletcher, Behrang Foroughi, Olga Gladkikh, Alison Mathie
Globalization & Development	1 credit	Santo Dodaro
Gender and Power	1 credit	Colleen Cameron, Olga Gladkikh, David Fletcher, Wilf Bean
Co-operative Inquiry Seminar I	1 credit	Teaching staff
Integration Workshops I, & II	1 credit	David Fletcher, Tammy Bernasky
Midterm and Final Evaluations		David Fletcher, Shelagh Savage, Tammy Bernasky
Participant Forum / Change Starts With Me	.5 credit	Behrang Foroughi, TBD
Specializations		
Advocacy & Citizen Engagement	3 credits	Olga Gladkikh, Nani Ram Subedi
Community-Based Conflict Transformation & Peacebuilding	3 credits	Thomas Mark Turay, Maureen St. Clair-Ryan
Community-Based Microfinance	3 credits	Anuj Jain, CS Reddy
Mobilizing Assets for Community-Driven Development	3 credits	Gord Cunningham, Alison Mathie, Brianna Peters
Organizational Learning & Change	3 credits	Debbie Castle, Balakrishna Venkatesh
Livelihoods & Markets	3 credits	Yogesh Ghore, Farouk Jiwa
Facilitation & Training Approaches for Community Change	3 credits	David Fletcher, eloise burke
Community-Based Natural Resource Management	3 credits	Bernard Guri, TBC
Independent Reading & Research	3 credits	Teaching staff
Elective Courses		
Capacity Building for Community-Based Development	1 credit	Behrang Foroughi, TBC
Confronting Food Security & Climate Change Issues	1 credit	Blane Harvey, Bernard Guri
Community Development & Health	1 credit	Colleen Cameron
Communications for Development	½ credit	Olga Gladkikh
Community Economic Analysis and Market-Led Approaches	½ credit	Yogesh Ghore, Gord Cunningham
Co-operative Inquiry Seminar 2	1 credit	Teaching Staff
Independent Study Time	1 credit	Teaching Staff
Participatory Monitoring & Evaluation	1 credit	Alison Mathie, Behrang Foroughi
Participatory Project Planning & Management	1 credit	Behrang Foroughi, Alison Mathie
Partnerships in a Multi-Stakeholder Environment	1 credit	Anuj Jain, Shelagh Savage
Research Processes & Methods	½ credit	Catherine Irving
Skill-building for Effective Communication	1 credit	Denise Davies

MANDATORY COURSES

FOUNDATIONS IN LEADERSHIP & ADULT EDUCATION *(Mandatory: 4 credits)*

Teaching team

Purpose

The Foundations course is designed to enable participants to explore their own understanding of leadership and the role of adult education in motivating and supporting change at various levels of practice.

Objectives

By the end of the section on leadership, participants will:

- Consider how they can become more effective leaders of social change;
- Develop an analysis of transformative leadership including concepts such as rights, power, privilege and voice;
- Strengthen interpersonal communication skills;
- Appreciate the importance of personal reflection for leadership;
- Experience the co-operative adult education approach to transformative learning used at the Coady Institute;
- Develop a greater appreciation for divergent perspectives.

By the end of the section on adult education, participants can expect to:

- Develop a deeper understanding of transformative adult education, including awareness of the relationship between adult education and community-driven development;
- Reflect critically on their backgrounds, work, values and views of adult education and community-driven development;
- Increase understanding of the principles and practices of the Antigonish Movement and their relevance to contemporary adult education and development theory and practice;
- Experience a variety of methods of transformative adult education;
- Explore different philosophies of adult education and development and how they relate to their own context and realities;
- Develop a greater commitment to holistic development and social justice through transformative adult education.

Methods

A variety of participatory, experiential learning methods will be used during the five-week foundations course. These include role plays, socio-metric exercises, codes, lifelines, video case studies, popular theatre techniques, structured exercises, short lectures, and small group discussions.

Assessment

To assess their performance in the foundations course, participants will be required to submit three individual assignments including:

- a personal reflection on how gender affects leadership
- a critical analysis of two readings about adult education / development

The remaining portion of the grade will be awarded on the basis of individual contributions to building the Coady learning community.

GLOBALIZATION & DEVELOPMENT *(Mandatory: 1 credit)*

Santo Dodaro

Purpose

This course is designed to increase participants' awareness of some of the most important issues and dimensions of the global economy that impact both directly and indirectly on developing countries, at the national, regional and community levels.

Objectives

As a result of the course, participants will have a better understanding of the forces behind the push towards globalization. In particular, they will gain a better understanding of issues such as:

- The role of various international institutions, such as the International Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO) in the global economy and the process of development;
- The important features of various policies, such as structural adjustment, poverty reduction strategy papers (PRSPs), etc., the reasons for their implementation (including the persistent debt problem), and their impacts;
- Some of the most important components of international trade (including trade strategies such as import substitution, trade liberalization, regional trade arrangements and trading blocs, South-South trade and commodity issues), the international monetary system (including financial and foreign exchange markets, and issues pertaining to financial liberalization, foreign aid and the role of multinational corporations (MNCs), etc.

These will form the basis for the exploration of possible responses to promote development, particularly at the community level.

Method

The workshop will consist of brief lectures (at times supplemented by videos and other presentations), group discussions dealing with specific issues and questions, and general discussions and debates.

Evaluation

Evaluation will be based on participation in group and class discussions, as well as an assignment.

GENDER AND POWER ANALYSIS *(Mandatory: 1 credit)*

Colleen Cameron / David Fletcher
Olga Gladkikh / Wilf Bean

Purpose

What determines who has more power and who has less power in society and development processes?

In the last 20 years, many social movements have focused on fighting prejudice and barriers derived from people's identity based on gender, race, class, ethnicity and religion among others. These factors combine in different ways in different contexts to determine who shapes meaning; who makes decisions; and who accesses and controls the resources, benefits and opportunities in our societies.

This course examines factors related to exclusion, dominance and subordination, as well as invisible and visible mechanisms of power over which can socialize people into accepting an inferior role in society; or affirm feelings of entitlement in others.

During the course, participants will apply various tools to deepen their analysis of power as a dynamic process which affects women and men differently. The course will also introduce participants to a variety of gender sensitive planning tools which will enable them to develop analytical skills for gendered policy analysis.

Objectives

As a result of this course, participants can expect to gain:

- Appreciation of the conceptual link between identity, power and oppression;
- A deeper analysis of 'power over' in our societies and its impact;
- Familiarity with a variety of gender sensitive planning tools;
- Greater understanding of the relevance of gender analysis to community development and why it is important;
- Skills in incorporating gender analysis into program design.

Method

The course will use interactive presentations and small group discussions.

Assessment

Course evaluation will be based on an individual presentation of an assigned reading, and a written assignment in which participants will reflect on the challenges they face as a man or as a woman and how they will address those challenges in light of their new learnings when they return to their working contexts, both personally and professionally.

CO-OPERATIVE INQUIRY SEMINAR *(Mandatory, 1 Credit)**

Teaching Team

Purpose

Being able to draw insight from experience is critical for individual practitioners, successful organizations and social change initiatives at all levels. During the Diploma Program participants will be given **two** opportunities to explore questions of common concern about development and development practice through co-operative inquiry seminars. The seminars draw upon the experience of members to generate new insights into the topic under consideration by the group, and enable participants to strengthen their communication and critical thinking skills.

Objectives

As a result of the seminars, participants will:

- Explore questions relevant to their own development practice and context;
- Gain experience in the use of inquiry-based methods of social learning;
- Further develop their research and critical thinking skills;
- Enhance skills in active listening, facilitation and communication;
- Gain new insights into issues of common concern.

Method

Co-operative inquiry is a small group participatory research method. Facilitated by Coady teaching staff and associates, all members of the group have a say in deciding what questions are to be addressed and what ideas may be of help. Everyone contributes to thinking about how to explore the questions; is involved in the activity that is being researched; and has a say in whatever conclusions the co-operative inquiry group may reach. Participants will receive an orientation to the use of this approach by the teaching team.

Assessment

Participants in the co-operative inquiry group will produce an individual reflection paper (worth 45%) with suggestions for future action, and take part in a group activity to be shared in plenary (worth 15%) on the final day, presenting their shared conclusions around the question(s) under consideration. Forty per cent of the overall grade will be awarded for participation based on a combination of peer, facilitator and self-assessments of individual group members' contributions to the learning community.

Note

*All participants can also take a second co-operative inquiry seminar which is offered in week 18 of the program.

INTEGRATION WORKSHOPS I, & II (Mandatory: 1 credit for both integration workshops)

David Fletcher
Tammy Bernasky

Purpose

Integration workshops are conducted twice during the Diploma Program to provide an opportunity for participants to reflect on and share their learnings with others.

Objectives

By the end of the workshops participants will be able to:

- Identify key learnings from mandatory and elective courses, theme seminars, and specializations;
- Indicate how they will apply their learnings in their working context.

Method

Individual reflection and small group methods will be used in the one and two-day workshop format.

Assessment

Drawing on their individual learning journals, participants will be required to write a brief description of their personal learnings, including changes in knowledge, skills and attitudes during the Diploma Program. Participants will also be asked to reflect on the implications of these changes for themselves as individuals, and for their work as development practitioners in their organizations.

PARTICIPANT FORUM (Mandatory participation ½ Credit)

Behrang Foroughi
Participant Led

A space has been created near the end of the Diploma program for participants to plan, organize and direct their own educational forum for the larger University and local community. This is in response to feedback from previous participants calling for an opportunity to share their work in social justice, the realities of their regional or national contexts and cultures, and to share their learning with Coady's Canadian constituents. It is a chance for participants to engage in dialogue with one another, Coady colleagues and the community at large.

A component of the Participant Forum is *Change Starts with Me: An Interactive Day of Learning at the Coady*. This event was first hosted in 2008 with the intention of providing an opportunity for interaction and participatory learning between students from across the Strait Regional School Board and a group of Coady participants.

Monday, October 17 has been set aside within the Diploma Program for the forum. The forum is expected to be entirely participant-driven, and the group as a whole is responsible for setting a realistic agenda for the event. The forum will provide enhanced skills in public speaking and event planning. All members of the Diploma Program are expected to play a role in planning and preparations for the forum. Assistance will be provided by Coady Senior Program Staff member Behrang Foroughi, Youth Programs Coordinator and the Communications support team. Discussions regarding the forum are expected to begin early in the program, and a tangible outline for the general forum and *Change Starts with Me* are to be coordinated with Behrang and the Youth Program Coordinator in the weeks to follow.

SPECIALIZATIONS

ADVOCACY AND CITIZEN ENGAGEMENT *(Specialization: 3 credits)*

Olga Gladkikh
NaniRam Subedi

Purpose

Wherever change needs to occur, advocacy has a role to play. Development practitioners and civil society actors around the world are increasingly finding the need to be actively engaged in influencing the policies, programs and laws that affect their work at the grassroots level. Whether the goal is to protect a threatened watershed, get funding for a health clinic, enact laws to make buildings accessible for people with disabilities, or change policies which discriminate against women, advocacy can help to accomplish those goals.

This three-week specialization explores advocacy as a political act. It is designed to enhance the capacity of civil society actors to influence decision-makers and policy makers by building the constituency for change and mobilizing public opinion around issues of common concern. The program explores the theoretical foundations of advocacy, key elements of advocacy planning, strategies for action and critical issues affecting advocacy work today. This program is designed to strengthen participants' capacity to critically reflect on previous advocacy experiences, and to enhance their knowledge and skills in the use of strategic planning tools to create more effective advocacy campaigns in future. The program is intended for civil society actors who are either currently engaged in or are interested in pursuing development solutions through the political process at different levels.

Objectives

By the end of this three-week specialization, participants will gain:

- An appreciation for the role of advocacy in civil society and why it is important;
- A deeper understanding of key concepts underlying advocacy work—power, politics, participation, democracy and good governance;
- Skills in planning effective advocacy campaigns;
- Skills in influencing public policy and public opinion;
- Insights into building and strengthening the capacity of people, especially disadvantaged communities, to undertake their own advocacy initiatives;
- Knowledge about various advocacy strategies, tactics and tools used around the world to achieve social, economic and political change;
- Knowledge about key issues related to collaborating for change at different levels from local to global;
- Skills in evaluating the impact of advocacy campaigns;
- Insights from the sharing of experiences about key issues related in advocacy.

Method

The program will be learner-centered. The workshop format will emphasize active participation and exchange among participants within a collaborative learning environment. Short lecture inputs, video and written case studies, and experiential group exercises will be combined with individual readings and in-depth group discussions. Participants will have an opportunity to apply the advocacy planning process in interest-based issue groups throughout the three-week program.

Assessment

Assessment of participant learning will be based on participation (20%) and the completion of an individual learning project (80%) focused on an advocacy issue of their choosing. The project consists of three parts:

- a two-page fact sheet tailored to a decision-maker who has the power to make the desired change happen;
- a poster to inform and raise public awareness, interest in the selected issue;
- a five-minute speech to motivate and persuade people who are affected by the issue (the constituency) , as well as potential allies, to become actively involved.

COMMUNITY-BASED CONFLICT TRANSFORMATION AND PEACEBUILDING *(Specialization: 3 credits)*

**Thomas Mark Turay
Maureen St. Clair-Ryan**

Purpose

This specialization will focus on community-based conflict transformation and peacebuilding approaches designed to enable participants to improve their capacity to build intra-community and organizational cultures of peace.

Objectives

As a result of this three-week specialization, participants will gain:

- A deeper understanding of the theories and practices of community-based conflict transformation and peacebuilding;
- Knowledge about the role of the media in peacebuilding;
- A deeper understanding of gender-peacebuilding approaches;
- Values and attitudes that nurture a culture of peace and non-violence;
- Knowledge of how to build constituencies for building a culture of peace;
- A deeper understanding of the theories and practices of peace movements and nonviolence;
- Skills in influencing public policy on transforming violent conflicts and building a culture of peace;
- Skills in analyzing the root causes of intra-family, community, organizational, state and global conflicts;
- Skills in interest-based negotiation and mediation;

- A deeper understanding of participatory approaches to conflict transformation and peacebuilding;
- Skills in designing and delivering formal and non-formal conflict transformation and peacebuilding educational programs.

Method

The program will be learner-centered. The workshop format will emphasize active participation and interchange among the participants within a collaborative learning environment. To build on these experiences the teaching staff will among other things, also give short lectures, provide reading materials, facilitate in-depth small and large group discussions, and organize a field trip. The program will also include a “learning laboratory” that will give participants an opportunity to experience conflict and practice conflict negotiation and mediation techniques.

Assessment

Assessment will be based on participation in group and class discussions, group work and written assignments to be discussed further in class.

COMMUNITY-BASED MICROFINANCE *(Specialization: 3 credits)*

Anuj Jain
CS Reddy

Purpose

Today about 600 million people in the world lack access to basic financial services to help build assets for their households and communities. This three-week specialization aims to enhance the skills and strategies of mid to senior level microfinance managers and practitioners working to address these needs. The program focuses on innovative community-based microfinance initiatives that have significant potential, not only for broad outreach, but for improved leadership capacity and self-reliance with an emphasis on equity and asset-building as well as credit. It also explores governance, social intermediation, self-reliance, leadership and the combination of financial services with social programs such as health or education.

The program supports the premise that community development is a community-driven process, which has at its core "assembling collective will." Drawing on participant's own experiences, the program examines the potential issues and problems involved in establishing sustainable community-based microfinance organizations or initiatives. It also encourages the practical application of the content to the individual's own work environment.

Objectives

As a result of this specialization, participants will be able to:

- Identify innovative strategies in the leadership and management of microfinance programs in the areas of participatory governance, financial management and sustainability, staff and leadership development, household livelihood analysis and product development;
- Develop a critical analysis of the broader issues and environment in which microfinance programs are based;
- Gain exposure to skills in microfinance programming, financial analysis, monitoring, strategic

planning, problem solving, comparative analysis and scenario building;

- Better analyze and adapt current sound practices from international experience to their own context.

Method

This specialization program will be learner-centered, and will emphasize active problem solving and case study analysis drawing from international innovations and exploring a current community-based microfinance innovation in some depth.

Assessment

Assessment will be based on participants' contributions to the learning process and the application of their learnings through an assignment/presentation to be discussed further in class.

LIVELIHOODS & MARKETS *(Specialization: 3 Credits)*

**Yogesh Ghore &
Farouk Jiwa**

Purpose

For poor producers around the world globalization has meant more competition and less ability to increase the value of their products. Organizations that support such producers (largely micro and small entrepreneurs) need to understand how best to prepare their target groups for this change and to enhance access to markets. This three-week specialization focuses on sustainable livelihoods and market development approaches for the poor and presents a detailed introduction to cluster, sub-sector and value chain approaches. It will also share the latest methodologies and practices for sub-sector and value-chain analysis, strategies and programs.

Participants will learn how these approaches help address key constraints for micro and small producers such as market access, input supply, technology/product development, management training, policy reform, and access to finance. Participants will share and learn about experiences where community-based and member-owned institutions have contributed to ensuring greater distributive justice in value chains (rewards/profits are distributed fairly among all value chain partners). The program will suit both those who want a strong introduction to this growing field, and practitioners from the area of micro and small enterprises who may be looking to design programs that incorporate the latest thinking in value chain and market development.

Objectives

As a result of the specialization participants will:

- Place 'local' in a 'global' context and better understand the relationship between global markets and livelihoods of the poor;
- Understand how sub-sector, cluster development and value chain approaches are related and how these in turn differ from conventional approaches to livelihoods development;
- Know how to conduct sub-sector and value chain analysis through market assessments;
- Identify opportunities and constraints from a selection of cases from Latin America, Africa and Asia;

- Evolve a range of market driven strategies that enable micro and small enterprises to gain a competitive advantage, i.e. differentiation, building inter firm or business unit relationships, technology, outsourcing, embedded services, etc., which can build on or address identified constraints and opportunities.

Method

The program will draw on participants' own experiences to examine potential issues and problems involved in making markets work for poor producers. It will also use a case study approach and problem-based learning to investigate key issues which learners must solve in groups or individually. Online discussions with experts, and case studies and videos on market-led approaches will be shared from across the globe. Field visits to producer cooperatives in Nova Scotia, Canada, will also be organized as part of the course.

Assessment

The program assessment will be based on participation in groups, class discussions and presentations.

MOBILIZING ASSETS FOR COMMUNITY-DRIVEN DEVELOPMENT (Specialization: 3 credits)

**Gord Cunningham
Alison Mathie
Brienne Peters**

Purpose

The purpose of this program is to provide mid to senior level development practitioners with an overview of the principles and practice of asset-based approaches to citizen-driven development. Asset-based approaches recognize the everyday experience, wisdom, skills and capacity that exist in all communities. Recognizing all types of assets -- human, financial, social, physical and natural, we explore how people access, organize and mobilize assets to move their agenda forward. Fostering active citizen engagement, building a stronger civil society, and creating local economic opportunity are central to asset-based approaches.

This course draws on case studies, action-research and participants' own experiences to profile communities where people have been able to successfully drive their own development. These communities have designed, built and managed rural electrification systems, recreational facilities, community centres, and water reservoirs. They have secured basic services from government and the private sector. They have organized to improve their local economies through diversified agricultural production or through the development of new cooperatives, new social enterprises, or member-owned financial institutions. They offer insights into the dynamics of genuine citizen-driven development and the role played by organizations working with them.

Shifting the focus away from deficits and problems and on to people's assets and strengths, this course explores methods and popular education tools that organizations can use to help communities map assets and identify opportunity, and in the process stimulate, support and enhance citizen-driven development. At the community level, this means recognizing what works, identifying how people have successfully organized in the past and in the present, and the particular strengths and resources people can mobilize to improve their quality of life.

Objectives

As a result of this program, participants will be able to:

- Differentiate externally-driven development from citizen-driven development;
- Understand how their own behaviour and attitudes, and the culture of the institutions they represent, affect their capacity to facilitate citizen-driven development;
- Understand the theory behind asset-based approaches to community development;
- Design and apply tools for communities to identify and mobilize their own assets;
- Critically evaluate the linkages between community-level practice and the policy and institutional context in terms of community members being able to control and sustain the development process;
- Understand the basic principles of participatory planning, monitoring and evaluation, and the monitoring and evaluation interests of different stakeholders.

Method

This course will combine discussion of articles, cases studies and participant experience with in-class exercises in using asset-based community development popular education tools. A simulation of a community planning process will also be used.

Assessment

Participants will be assessed on the basis of an individual assignment, a group assignment and participation in class.

ORGANIZATIONAL LEARNING & CHANGE *(Specialization: 3 credits)*

Debbie Castle
Balakrishna Venkatesh

Purpose

This three week specialization is designed to introduce participants to the key concepts and practices in learning organization theory and change. The course focuses on three key areas of learning organization theory: organizational assessment, organizational learning and organizational change. The specialization will introduce participants to the theories, practices and tools useful to the development practitioner's role. Approaches to nurture and guide organizations towards continued relevance and sustainability will be explored using change interventions and learning-focused strategies. Content will focus on internal and external issues that are triggering change in participants' organizations. Participants will experiment with effective, sustainable ways to move forward for the good of the organization and the people for whom it exists.

Objectives

As a result of the program, participants will be able to do the following:

Organizational Assessment

- Identify the internal and external drivers for change in the organization's environment and networks;

- Determine the sources of internal organizational strength and stability during times of change;
- Analyze the current capacities of their organizations to address change relative to the environment in which they operate;
- Increase the awareness of the implications of change and the variety of ways it affects the people in their organization and network.

Organizational Change

- Appreciate the nature and dimensions of organizational change and transitions;
- Build a framework for change everyone in the organization can relate to based on the vision and values to which the organization aspires;
- Transform internal organizational strengths and assets into strategic action for organizational renewal;
- Design organizational action plans for continuous relevance and quality;
- Inform decision-making in transition times in 3 strategic areas – communication, support systems and organizational culture;
- Integrate mainstreaming approaches to enhanced organizational performance in areas of gender equality, HIV and AIDS, environment, culture, etc.

Organizational Learning

- Learn ‘how to learn’ in complex situations;
- Create a culture of learning within the organization – maintaining focus, commitment and energy for renewal;
- Identify strategies to alleviate limits and barriers to learning within the organizational structures and climate;
- Build leadership skills to facilitate others through change – motivational impact, frustrations, stress, etc.;
- Institutionalize learning and change as natural to development organization practice.

Method

The course will provide a forum for participants to discuss the practice of learning, change and leadership in their organizations. Participants will be expected to contribute lessons learned through participation and reflection on critical incidents during the course and its relevance to their own work. Topics will be introduced through readings and lectures and developed through interactive group exercises and plenary discussions. Throughout the course, participants will be expected to participate in and analyze classroom-simulated experimental organizations and their own institutions using the tools and concepts introduced. Toward the final days of the course each participant will present and discuss strategies for learning and change, and barriers to implementing them, in the context of their own organizations.

Assessment

Assessment will be based on participants' contributions to the learning process. There will be four assignments - all easily managed within the class time of the course. This will include:

- a pre-test/post-test on course readings;
- a Knowledge Management practicum to bring out the essence of our group learning in one day of the course;
- one reading assignment related to organizational learning and change in organizations, and then leading a dialogue session based on the new concepts; and
- participation in a full class assignment in which lessons learned in the course are applied in a living organizational context.

FACILITATION AND TRAINING APPROACHES FOR COMMUNITY CHANGE *(Specialization: 3 credits)*

David Fletcher
eloise burke

The dynamic global context regularly presents new opportunities and challenges for development practitioners, trainers, and educators aspiring to influence positive change in communities. Learning is essential in this change process. Individuals and organizations must constantly be learning in order to understand and analyze local and global contexts and to act courageously, effectively, and constructively for change. Facilitators and trainers who can catalyze this learning in new and creative ways can be major contributors towards social transformation and people centered development. Facilitators and trainers who can develop and implement participatory approaches to education based on local contexts and the capabilities and educational needs, dreams, hopes, and fears of their learners have a role to play in all development initiatives.

This program is designed primarily for experienced facilitators and trainers, and those who do a significant amount of facilitation in their work, who want to explore new theories, principles, and practices in participatory adult education and training approaches. The course will provide the opportunity for participants to improve their train the trainer skills and competencies with a focus on transformative processes and strategies, and to design and implement process facilitation within their community and organizational contexts. Participants will have the opportunity to practice what they have learned in a number of mini-sessions where they will facilitate activities with a group. Course participants will be encouraged to act as coaches to each other in a trustful, interactive peer environment.

Objectives

Participants will:

- Enhance their capacity to design and facilitate learning using participatory design and facilitation techniques;
- Strengthen their existing knowledge of the theories, principles, and practices of transformative, emancipatory adult education and participatory training;
- Recognize and demonstrate different curriculum design theories and practices with particular emphasis on participatory approaches;

- Analyze issues and challenges they have experienced in facilitation and training in the field and identify creative ways to deal with such challenges;
- Identify local and international strategies for inter-agency collaboration and networking in participatory education and training.

COMMUNITY-BASED NATURAL RESOURCE MANAGEMENT *(Specialization: 3 credits)*

Bernard Guri
TBC

Wherever we live today, in rural or urban, centre or periphery, the dynamics between our natural resources and our people raises concerns in our world today. Thus, we need to better understand the reciprocity between the status of our development and the state of our environmental resources. More recently, inclusive and integrative approaches are introduced to promote sustainable use of our natural resources while securing the economic prosperity of our communities.

This multidisciplinary course is designed to develop the participants' understanding and skills related to community-based natural resource management (CBNRM). Through this course, participants will have an opportunity to explore approaches and issues relating to the sustainable use of natural resources for the purpose of community (economic) development. In this course, participants will examine different asset-based community development tools and methods, community organizing principles and multi-stakeholder collaborative structures used in a variety of CBNRM initiatives. The course will also help participants develop a critical understanding of the appropriateness of these principles and methods in different cultural and geographical contexts.

The program is designed to be a participatory and collaborative learning experience. There will be focused activities to help participants also develop their own specific personal learning objectives for the course.

Learning Objectives

As a result of this course, participants can expect to:

- Gain an understanding of “community”, “development”, and “governance” in the context of natural resource management;
- Gain an understanding of the importance of CBNRM as an integrating force in poverty alleviation, social development and ecological sustainability;
- Be able to examine the concept of social inclusion and how it applies to CBNRM practices;
- Have an understanding of the methods, tools and skills required in pursuing collaborative management of natural resources;
- Have an understanding of the role of local and traditional knowledge in CBNRM;
- Through a number of case studies, identify and analyze strategies for collaborative and integrated management of natural resources.

Method

A variety of experiential methods will be used in this course including mini-lectures, interactive discussions, peer learning groups, structured exercises, guest speakers, field visits and analyses of several case studies.

Assessment

Assessment will be based on participation in class, group work and a written position paper that tailors the CBNRM approach to a real context relevant to the participant's current or previous experience.

INDEPENDENT READING & RESEARCH (*Specialization: 3 credits*)

Teaching staff

Purpose

The Independent Reading and Research option allows participants to explore an area of particular interest in depth, and link course learnings to their working context and organizational experience.

Objectives

By researching and writing the study, participants can expect to develop:

- A deeper understanding of a specific development problem or opportunity of relevance to the individual's practice and/or their organization;
- Experience in using various methods and sources of information to research this issue;
- Critical analysis of recent development information pertaining to the issue;
- Integration and application of key course learnings;
- Concrete recommendations for ways in which their organization can improve programming;
- Skills in presenting their perspectives in a clear, concise and well-organized manner.

Requirements

Participants who choose this option are required to take the elective course in *Research Processes and Methods* offered during the Diploma Program. In addition to classroom sessions on research methods and sources of information, the course will provide practical guidance to the process of structuring the written study. With this option the participant is also required to take *The Independent Study Time*, which is allocated space during week 18 (The same time as the Co-op Inquiry II) to do additional reading and research related to your independent study work. This additional time will include some guided library research seminars. It is worth one additional credit. Each participant will be assigned a Study Advisor to guide the learning process. Participants will also be expected to give a short presentation of the results of their research on December 6th.

Method

Participants may conduct library-based research and/or relevant field studies in the community to explore their topic.

Assessment

Assessment of learnings will be based on the completed written study submitted to the advisor.

ELECTIVE COURSES

COMMUNICATIONS FOR DEVELOPMENT

Olga Gladkikh

(Elective: ½ credit)

Purpose

The communication of accurate and timely information can mean the difference between life and death, or between action and inaction in many contexts. This course aims to explore the important role communication plays in community development and the democratic process, and to examine the issues facing development practitioners and planners today. The course also emphasizes how communication can be used as a strategy to empower disadvantaged people to create their own channels of communication through which to raise their voices and share information. This course is recommended as a prerequisite for those taking the Skill-building for Effective Communication elective.

Objectives

By the end of the course, participants will have a better understanding of:

- The process of communication and the variables which affect it;
- Different approaches to communication in development and social change processes;
- The role of communication in creating meaning, influencing thought and changing behaviour;
- The influence of people, their relationships and the context on communication choices;
- Participatory communication as a strategy for empowerment;
- Media literacy and media monitoring;
- Information resource centres and information activism;
- Communication rights and ethical issues related to communication choices.

Method

This 18-hour course will draw upon participants' own experience and upon materials presented by the instructor. Methods such as brief lectures, videos, structured exercises and small group discussion will be used.

Assessment

The assessment of participant learning will be based on participation and performance in group activities during the course, as well as on an individual assignment.

RESEARCH PROCESSES & METHODS *(Elective: ½ credit) **

Catherine Irving

Purpose

This course aims to introduce and enhance participants' research skills in the context of both field inquiry and formal research papers. This is a pre-requisite course for participants who intend to do one of the following specializations:

- Independent Reading and Research
- Master of Adult Education Foundations Institute

Objectives

As a result of this specialization, participants can expect to:

- Distinguish between a variety of research methods;
- Practice exercises central to the process of data collection and analysis;
- Gain skills on searching, critically assessing and citing sources of information;
- Gain insights and practice on structuring and writing a research study;
- Improve academic writing skills to present their knowledge in a clear, concise, organized and well-written manner;
- Critically analyse current development literature;
- Gain insights and practice on how to apply research skills within their own work.

Methodology

This course will be participant-centred and will focus on skill development, critical thinking and practical exercises. Course material will draw from literature on research methods including qualitative, quantitative and participatory research methods. Exercises will relate directly to research problems currently being faced by participants in their own work, and will contribute toward the creation of a research plan.

Assessment

Assessment will be based on the completion of a research proposal. Participants will create a brief draft proposal, including an annotated reading list, that explains how participants would approach a study or particular issue they would like to research in their community/organization.

* Participants who wish to continue working on a research proposal or a mini research study who have not chosen the Independent Reading and Research specialization may choose to take the Independent Study Time elective worth 1 credit.

COMMUNITY ECONOMIC ANALYSIS AND MARKET LED APPROACHES

(Elective: ½ credit)

**Yogesh Ghore
Gord Cunningham**

Purpose

The three day course is designed to provide an introduction to some of the basic concepts for conducting economic analysis. The participants will learn simple tools (that are usually complex and found in disparate sources) that can be applied at the grassroots level by the communities themselves, in order to take informed decisions concerning their economic future. The course will integrate different forms of analysis, including an introduction to sub-sector and value chain analysis. The integrated analysis will help participants look at the complexities of value chains in a very simplified way—but with all the required analysis/details that are essential for decision making. Some of the questions that will be explored during the course include: What are the current economic conditions in the community and what are the recent economic trends? What are the major economic inflows and outflows from the community? What are the options for improving economic future and how to weigh these options given community assets, skills and resources (internal factors) and market, infrastructure, finance, technology (external factors); and how to priorities these options?

Methodology

This short course will be delivered using a participatory learning approach. Simple tools such as Leaky Bucket and Simplified Value Chain Tool will be used through group exercises and presentations. Case studies and videos will also be presented and discussed.

PARTICIPATORY PROJECT PLANNING & MANAGEMENT

(Elective: 1 Credit)

**Behrang Foroughi
Alison Mathie**

Purpose

This course takes an appreciative and participatory approach to project planning with communities. Shifting the focus from looking at community needs and deficits, the course will employ skills and tools to work with community members to begin visioning a healthy future, identify community assets, and begin strategizing for change. From this philosophical standpoint, the course will progress through all stages of the planning cycle and include skills in participatory project design, implementation and the effective management of projects. Basic financial budgeting will be covered, as well as timelines for reporting. Management issues with North-South projects and funding partnerships will also be explored, and strategies identified to maximize the impacts of these relationships. Alternatives to this approach will also be discussed through case study analysis.

Objectives

By the end of the course, participants can expect to gain:

- An understanding of asset-based and appreciative development philosophies;
- Insight into characteristics of effective projects;
- An understanding of the gender dimension in project planning;

- Knowledge of the project cycle and steps in project planning;
- A greater understanding of the working realities of the implementing and funding agencies;
- Methods of employing community participation and skills in participatory analysis and priority setting;
- Basic skills in financial analysis and budgeting;
- Skills in proposal writing and looking at alternative funding sources;
- Strategies to support the effective management of projects.

Method

The course will employ an interactive approach, using case study analysis and action-research as its base. Active participation will be utilized and small group work will be employed. Presentations and videos will supplement course learnings.

Assessment

Evaluation will be based on participation in the plenary and in groups, and on an individual project proposal to be discussed later in class.

PARTNERSHIPS IN A MULTI-STAKEHOLDER ENVIRONMENT *(Elective: 1 credit)*

Anuj Jain
Shelagh Savage

Purpose

Equitable development requires strategic collaboration among different actors within society. However competing or conflicting interests, complex political socio-economic situations as well as differing principles & approaches may make true partnerships challenging. Increasingly, the number and type of development players is changing: involving community organizations, civil society, local governments, the private sector, state administration & service providing institutions, international organizations and others.

Learning how to collaborate to meet mutual goals in a multi-stakeholder environment is an essential element of development work – therefore this course aims to identify, analyze and explore:

1. Key elements of the complexities of collaboration in a multi-stakeholder environment.
2. The skills required for assessing, managing, facilitating and negotiating in multi-party stakeholder settings.
3. Application of collaboration and partnerships to participants' own development practice.

Objectives

At the completion of this course participants will have:

- A greater understanding of the complexities and principles involved with collaboration and working in partnership;
- Reflected upon lessons learned from real multi-stakeholder situations – including their own;

- Developed skills required for the assessing, managing, facilitating and negotiating in a multi-stakeholder environment;
- Identified strategies for application of learning to contexts outside the classroom, ranging from the personal to the global.

Methodology

Through individual reflection, group discussion & research, mentorship and training, participants will identify and reflect upon multi-stakeholder partnership/collaboration case studies; examine examples of partnership principles (formal and informal); better understand sources of conflict in multi-party negotiations. Central to the course will be an understanding of the issues of power, ethics, complexity and collaboration

Assessment

Assessment will be based on a combination of plenary and small group participation worth 75% (evaluated by self, peer and facilitator assessments), and on a short reflective essay worth 25%.

Who should take this course

Anyone currently working in a multi-stakeholder environment whose work could be enhanced by intentional collaboration and partnerships. Ideally this will involve participants from a variety of stakeholder perspectives, including: local NGOs, civil society organizations, the private sector, funders, international agencies etc.

CONFRONTING FOOD SECURITY AND CLIMATE CHANGE ISSUES *(Elective: 1 Credit)*

Blane Harvey
Bernard Guri

Purpose

Issues around food security and climate change are on the agenda of communities and development agencies world-wide. These issues impact both rural and urban people and need to be better understood in order to analyze local realities and consider interventions that can make a difference. Climate change is no longer a possibility, but an inevitability; and while everybody will be affected, its impacts will be felt most intensely by those who already have relatively insecure livelihoods. In this course participants will examine global trends and strategies and contribute their own experience to better understand the interrelationships of climate change and food security and explore strategies to avert or mitigate this crisis.

Objectives

As a result of this course, participants can expect to gain:

- An understanding of the causes and impacts of climate change and current predictions for the future
- Knowledge of local, national and multilateral efforts to slow down or mitigate climate change
- An exploration of the concepts of climate justice and food sovereignty
- An understanding of the multifaceted dimensions of food security at various levels (from intra-household to global)

- Skills to analyze the possibilities of various program and policy interventions to positively impact food security

Method

This course will use a seminar format facilitated by different members of the teaching team. Interactive presentations and small group discussions will be used.

Assessment

Course evaluation will be based on a short individual or group presentation and short written assignment.

CAPACITY BUILDING FOR COMMUNITY-BASED DEVELOPMENT *(Elective: 1 credit)*

**Behrang Foroughi
Pauline MacIntosh**

Purpose

This course is designed to develop participants' understanding and skills related to capacity building for community-based development. It gives participants an opportunity to reflect on their own experience and to learn from examples of community-based development. This course will introduce basic concepts such as community organizing, mobilizing, and action planning with a view to enhancing a community's capacity for planning, self-management, sustainability, outreach and development impact.

Objectives

As a result of this course, participants can expect to gain:

- A greater understanding of the theories and practices of capacity building for community-based development;
- Knowledge and insights for community-based strategic planning;
- Exposure to tools and techniques for building a community's development capacity;
- Experience in applying their learning related to capacity building for community-based development.

Method

A variety of experiential methods will be used in this course including mini-lectures, interactive discussion, peer learning groups, structured exercises and an analysis of a local case study, including a field visit.

Assessment

Assessment of participant performance will be based on participation in class, group work and a written paper related to capacity building for community-based development.

PARTICIPATORY MONITORING & EVALUATION *(Elective: 1 credit)*

Alison Mathie
Behrang Foroughi

Purpose

Participatory monitoring and evaluation is an essential part of community-driven development, yet many practitioners have found it difficult to assist communities with appropriate tools and methods. This course explores ways of working with communities to evaluate development so that people can be more effective in their decision-making. This course is intended as an intermediate course for participants with experience in monitoring and evaluation. Permission to register in this elective should be sought through the course facilitator.

Objectives

By the end of this course, participants will be able to:

- Distinguish between monitoring and evaluation for different decision making purposes
- Apply methods and tools for participatory monitoring and evaluation in their own community development context;
- Be familiar with the range of resources available to them from web and library sources.

Method

The course will mix presentations with group exercises and library research.

Assessment

Assessment of participant learning will be made on the basis of a critique of an example of participatory monitoring and evaluation, and an individual assignment applying selected tools and methods learned during the course.

COMMUNITY DEVELOPMENT & HEALTH *(Elective: 1 credit)*

Colleen Cameron

Purpose

This course will introduce participants to a holistic understanding of health within the context of development. It will examine the relationship between health and development and the impact of development programs on health. Participants will develop skills in facilitating community groups to go through the PATH process and develop a Community Health Impact Assessment Tool (CHIAT). This tool can be used by community groups to assess the potential impact that policies, programs or specific projects will have on the health of their community.

Note: This course is offered in 5 evening sessions on Sept 14, Sept 21, Oct 19, Nov 16 and Nov 23 and a 2 ½ day work shop Nov 23-25

Objectives

By the end of this course, participants can expect to gain:

- An understanding of the physical, social, cultural, political and economic determinants of health;

- Knowledge of the major threats to global health and how they impact the health of communities;
- An understanding of the impact of development programs on health;
- An understanding of the relationship of macro-economic policies to the health of communities;
- An understanding of the impact of gender discrimination on health;
- An understanding of the history, process and theory underlying PATH;
- Skills in facilitating community members in identifying determinants of health;
- Skills in facilitating community members in developing a vision of a healthy community;
- Skills in facilitating community members in developing a Community Health Impact Assessment Tool (CHIAT); and
- Skills in facilitating community members in using their tool to assess the potential impact that a program, project or policy will have on the health of their community.

Method

An interactive seminar style approach will be used in this course to help participants understand the concepts and develop strategies for improving the health of communities. Presentations, case study analysis, videos and group discussions will also be used.

Evaluation

Evaluation will be based on class participation, written assignments and the development of a CHIAT.

CO-OPERATIVE INQUIRY SEMINAR II *(Elective, 1 Credit)**

Teaching Team

Purpose

Being able to draw insight from experience is critical for individual practitioners, successful organizations and social change initiatives at all levels. This elective will be a second opportunity to explore questions of common concern about development and development practice in a co-operative inquiry seminar. The seminar will draw upon the experience of members to generate new insights into the topic under consideration by the group, and enable participants to strengthen their communication and critical thinking skills.

Objectives

As a result of the seminars, participants will:

- Explore questions relevant to their own development practice and context;
- Gain experience in the use of inquiry-based methods of social learning;
- Further develop their research and critical thinking skills;
- Enhance skills in active listening, facilitation and communication;

- Gain new insights into issues of common concern.

Method

Co-operative inquiry is a small group participatory research method. Facilitated by Coady teaching staff and associates, all members of the group have a say in deciding what questions are to be addressed and what ideas may be of help. Everyone contributes to thinking about how to explore the questions; is involved in the activity that is being researched; and has a say in whatever conclusions the co-operative inquiry group may reach. Participants will have the experience of having completed the mandatory Cooperative Inquiry seminar in week 8.

Assessment

Participants in the co-operative inquiry group will produce an individual reflection paper (worth 45%) with suggestions for future action. Forty per cent of the overall grade will be awarded for participation based on a combination of peer, facilitator and self-assessments of individual group members' contributions to the learning community. In addition, participants will take part in a group activity/ plenary presentation (worth 15%) on December 6th, to present their shared conclusions around the question(s) under consideration to their fellow participants and staff.

Note

*All participants are required to take the first co-operative inquiry seminar which is offered in week 8 of the program.

SKILL-BUILDING FOR EFFECTIVE COMMUNICATION *(Elective: 1 credit)*

**Denise Davies
& Teaching Team**

Purpose

Getting the message out can be a challenge. Community organizations in many countries are becoming increasingly frustrated by commercial or government-run media which often distort or ignore their issues and concerns. This skill-building course aims to help participants develop practical skills in creating their own messages to support their organization's advocacy and education campaigns. The course will also explore the potential of various audio-visual media to communicate development messages including the use of still images, audio and video. Participants choosing this course are encouraged to combine it with the Communications for Development elective offered earlier in the program.

Objectives

By the end of the course, participants will gain:

- a better understanding of how to apply the communications planning framework as well as the pre-production, production and post-production process;
- hands-on experience in creating a communication tool for a specific audience including experimenting with the use of still images, sound and video to communicate messages;
- familiarity with new information and communication technologies;
- insight into online and offline distribution methods for multimedia content and how to expand reach
- an appreciation of how to work collaboratively as a team on a creative project.

Method

Participants will learn by doing. The 30-hour course will draw upon participants' own experience and materials presented by the resource team. A computer learning lab with the necessary software will be provided to enable participants to gain practical experience in creating effective communication tools.

Assessment

Working in interest-based groups, participants are required to produce a 5-7minute digital video project on their chosen topic for presentation on the last day of class. The video will be worth 70% of the final mark; the remaining 30% will be based on individual participation in the class. Peer, self and instructor evaluations will be used.

INDEPENDENT STUDY TIME *(Elective: 1 credit)*

Teaching Team

For participants who choose the Independent Reading and Research as one of their specializations, they must also take this elective and use the time to complete their written research study and to prepare a Power Point presentation for December 6th.

For participants who have taken the Research Processes and Methods course and *have not* opted for the Independent Reading and Research as one of their specializations, they can choose to continue working on a research proposal or a mini research study with permission from the facilitator of the Research Processes and Methods course and the Manager of Education Programs. They should choose this Independent Study Time elective for 1 credit and will be expected to give a short presentation of their work on December 6th.

COADY STAFF PROFILES

Shanon Archibald

Public Events and Outreach Coordinator

Shanon joined the Coady International Institute in June 2011. Prior to this Shanon held project management positions with the Canadian Tourism Human Resource Council and the Canadian Bureau for International Education and as public relations coordinator with Peaceful Schools International. In 2004 Shanon completed a Canadian International Development Agency-sponsored internship with the United Nations Development Programme in Ukraine. Shanon holds a bachelor's degree in Public Relations from Mount Saint Vincent University.

Shanon coordinates public events and works with the team to reach local, national and global audiences for Coady programmes and projects.

Pauline Achola

Program Associate, International Centre for Women's Leadership

Pauline Achola has more than 13 years experience in sustainable economic development and livelihoods planning in low-income communities. Her work in this area has spanned research, community development planning, gender planning in economic development, and monitoring and evaluation.

As a Co-ordinator with the Women's Network Centre in the Coast Province of Kenya, she developed outreach projects for women's groups to support networking, learning and access to resource opportunities.

In her roles as Advisor and Manager of Technical Services for Mennonite Economic Development Associates, Pauline developed gender strategies for sustainable livelihoods projects in places like Tajikistan, Pakistan, Afghanistan and Ukraine, including the development of robust, results-based gender sensitive performance metrics. She also developed an institutional gender strategy, a project-focused gender empowerment framework and workshop made available to MEDA's worldwide offices. Pauline also facilitated a Women's Business Network made up of three national business women's associations representing more than 10,000 low-income and marginalized women entrepreneurs in South Asia.

As a researcher, Pauline has conducted and overseen several research and evaluation projects for the non-profit sector as well as for provincial and federal government clients in Canada.

Pauline holds a Master of Science Degree in International Rural Development Planning from the University of Guelph in Ontario and a Bachelor of Arts degree from the University of Nairobi, Kenya. Before joining the Coady Institute, Pauline worked for R.A. Malatest and Associates, Ltd. in Toronto.

Tammy Bernasky

Educational Programs Associate

Tammy joined the Coady in June 2008, bringing with her over ten years of experience working with civil society, both locally and abroad. Her background includes work in public relations with Community Involvement of the Disabled in Sydney, research with Dalhousie University's Centre for

Foreign Policy Studies and research for the Tompkins Institute on community economic development. Most recently Tammy worked with the municipality of Annapolis Royal in the Annapolis Valley. In 2004, Tammy was placed with the African Centre for Democracy and Human Rights Studies in the Gambia, through an internship with Human Rights Internet. Since then, she has returned twice to Africa as a Voluntary Services Overseas (VSO) co-operant. While in Sierra Leone, she worked with the Sierra Leone Chamber of Commerce, Industry & Agriculture, and on The Campaign for Good Governance. In Tanzania she worked in Dar es Salaam with the Tanzania Education Network.

As the Educational Programs Associate at the Coady, Tammy is involved in co-ordinating and supporting all aspects of the on-campus Certificate and Diploma programs. She is also responsible for the Conversation Partner Program.

Tammy holds a Masters of Arts in Political Science from Dalhousie University along with a Bachelor's degree in Psychology and Political Science and a Certificate in Public Administration from Cape Breton University.

Colleen Cameron

Senior Program Staff

Colleen has more than 30 years of experience in the area of community health and development, adult education and social justice initiatives. She has practiced and taught nursing and community health in Canada, Africa and the Middle East, while also engaging in overseas emergency famine relief projects. Colleen has lived and worked in Yemen, Ethiopia and Sudan. Her overseas experience includes working with Coady partner organizations such as the Association of Christian Lay Centres in Africa (ACLCA) with whom she developed a training team, curriculum materials and an evaluation process in Uganda and Nigeria. She has also worked with the Association for Social and Health Advancement (ASHA) in Kolkata, India, where she introduced the People Assessing Their Health (PATH) process to community groups to enable them to develop a community health impact assessment tool. She has also co-facilitated the Inaugural Institute for Gender and HIV/AIDS held in South Africa in association with the Atlantic Centre of Excellence for Women's Health. She has also conducted three workshops on gender and health for the faculty at the Kigali Health Institute, Kigali, Rwanda. In 2009 she introduced the PATH process and community driven health impact assessment to the Centre for Indigenous Knowledge and Organizational Development in Accra, Ghana.

Colleen divides her time between the Coady and the StFX Nursing Department. At the Coady, Colleen has designed and taught courses in Community-Based Development and Health, and Gender and Development and Gender and Health.

Lola Corkum

Accounts Coordinator

Lola joined the Coady's support staff in May 1999, bringing with her three years of experience working in an accounting office environment. At the Coady, Lola manages and maintains the fundraising donor records and the daily financial functions of the Institute which includes receiving tuition fees from incoming Coady participants. In her role as Accounts Coordinator, she acts as a liaison between the Manager of Accounting Services for StFX and the Coady Institute.

Mary Coyle

Former Director, Coady International Institute

Mary was the longest serving director in the Coady Institute's 50 year history and continues to play an important role at the Coady Institute as an advisor.

Mary has more than 25 years of professional experience in management, strategic planning, evaluation, economic development in Aboriginal communities, gender training and enterprise development strategies. She has worked extensively in Africa and Asia including such countries as Ghana, Botswana and Indonesia. As Director, she provided leadership to program and teaching staff, oversaw the ongoing development of the Institute in the rapidly evolving development scene, built the Coady's financial base, strengthened its linkages with various constituencies, and engaged in teaching and overseas activities. Her research and practice focus mainly on the areas of non-profit management, microfinance, gender, self-employment and community capacity-building.

Mary holds a MA (Rural Development) from the School of Rural Planning and Development, and a BA (Languages) from the University of Guelph.

Gord Cunningham

Assistant Director

Gord Cunningham is the Assistant Director of the Coady International Institute. Gord has more than 25 years of experience in community economic development, community-based microfinance and asset-based community development both in Canada and internationally.

At the Coady Institute, he is involved in several collaborative action research initiatives in Ethiopia, Kenya, South Africa and Vietnam exploring the application of asset-based and citizen-led approaches to community development. Gord also teaches courses in Community Economic Analysis and Mobilizing Assets for Community Driven Development.

Gord has co-authored several articles relating to these topics in *The Canadian Journal of Development Studies* and *Development and Practice*. He is also the co-editor of a book entitled: *From Clients to Citizens: Communities changing the course of their own development* published by Practical Action (UK) in September 2008.

Gord received his MA in Rural Planning and Development from the University of Guelph, and a Bachelor of Environmental Studies in Urban and Regional Planning from the University of Waterloo.

Charlene DeCoste

Education Program Assistant-Admissions Database

Charlene joined the Coady support staff in May 2003 as the secretary to the Manager of Education Programs. She assumed the role of Education Program Assistant-Admissions Database in September 2009. In this role she is one of the contact people for inquiries about the Institute's programs and is responsible for processing all documents pertaining to student admissions. She is also responsible for maintaining records of graduates, managing the student database and assisting the teaching staff. She works closely with the Manager of Education Programs and the Admissions & Recruitment

Coordinator to ensure prospective candidates and funding agencies receive up-to-date information concerning the Coady's current educational programs.

Charlene holds a Certificate in Business Information Technology and Clerk-Typist from the Nova Scotia Community College in Port Hawkesbury. She is currently completing a Bachelor of Information Systems program at StFX University.

David Fletcher

*Manager, Education Programs
Senior Program Staff*

David joined the Coady Institute in March 2007 as a senior program staff member in the area of Transformative Education and Community Development. Since 1985 he has had the opportunity to work with groups on the African continent (Nigeria, Ghana, The Gambia, Ethiopia, South Africa, and Zambia) and in Canada to learn and share knowledge, skills, values and strategies for social and personal change. David has experience teaching at universities in Canada and in several African countries, as well as extensive program management experience with NGOs, universities, and as a consultant.

David works with participatory methods and combines both critical and appreciative perspectives to try and "walk the talk" of social justice. He has experience in community health, rural development, capacity building, institutional strengthening, action research, and participatory evaluation. He finds inspiration in working with people engaged in creative initiatives concerning gender, power relations, anti-racist education, indigenous wisdom, alternatives to globalization, spirituality and the pursuit of holism. In all his work he strives to ensure initiatives are grounded in local culture and values, and bridges the space between the personal and the global. This year David will co-facilitate the foundations program, the Facilitation and Training Approaches for Community Change certificate elective with Eloise Burke, and the Gender and Power Analysis course. He is also responsible for the integration workshops and the mid and final participatory evaluations of the program.

David holds a Master in Adult Education (Community Development stream) from StFX, and a BA in International Development Studies from McMaster University in Hamilton, Ontario. He is currently engaged in research on community resilience in northern Ghana, drawing on community psychology and sustainable livelihoods as part of his PhD work. David was appointed Manager of Education Programs in January 2009.

Behrang Foroughi

Senior Program Staff

Behrang joined Coady in September 2008. His work is divided between the Coady International Institute and the Department of Adult Education at St. FX, where he is an assistant professor of Adult Education and Community Development. Behrang's community development experience involves working with street children and community health volunteers in Tehran; farming, fishing and nomadic communities in rural Iran; multi-purpose community telecentres in Tamil Nadu, India; and tenants of social housing and immigrant communities in Toronto. He teaches in the areas of community-based natural resource management, capacity building for community-based development, participatory budgeting, participatory planning in local governance; his research focuses on learning and education

for deepening such practices of deliberative and participatory democracy.

Behrang has a PhD in Adult Education and Community Development from the University of Toronto, an MSc in Planning from the University of Guelph and a BSc in Engineering from Isfahan University of Technology in Iran.

Joan Francuz

Business Analyst

Joan joined the Coady in January 2009, bringing more than 20 years of experience in project management, e-learning and web based training, as well as senior level experience in the IT industry. She had recently completed an assignment to produce an online course in ethics, acting as lead writer and project editor. Joan has also held positions with several software companies specializing in systems providing web based training solutions. At the Coady, Joan has worked on the online course in microfinance, as well as other technical projects.

Joan holds an MBA from the University of Toronto and bachelors degrees in Journalism from Carleton University and Science from the University of Guelph.

Dr. John Gaventa

Director, Coady International Institute and VP of International Development, StFX

John Gaventa is a political sociologist, educator and civil society practitioner with extensive experience of research, training and organizational leadership across the globe. As an academic researcher, he has worked extensively on areas of international development, citizen participation and action, participatory methods of research and learning; power and empowerment; participatory governance; global citizenship and social movements, and grassroots organization.

He has organized and led several large-scale international research programs and action learning networks, including the Development Research Centre on Citizenship, Participation and Accountability, and LogoLink.

He has also served as a leader of civil society organizations, including director of the Highlander Center in the United States, and chair of Oxfam Great Britain. He has a particular interest in linking research and education to development practice and social change. A former Rhodes Scholar and MacArthur Prize Fellow, he was most recently a Professor in the Participation, Power and Social Change team at the Institute of Development Studies, University of Sussex.

Dr. Gaventa holds a PhD in Politics, Oxford University (Nuffield College), 1975 and B.A. from Vanderbilt University, Politics, Sociology and Philosophy (Magna cum laude; Phi Beta Kappa), 1971.

Yogesh Kumar Ghore

Program Teaching Staff- Specialist in Microfinance, Livelihoods and Markets

Yogesh joined Coady in June 2009 as a teaching staff specializing in the area of Microfinance, Livelihoods and Markets. Yogesh brings with him more than eight years of work experience in the area of poverty reduction, livelihoods, and natural resource-based enterprise development in India and the

United States. Yogesh started his professional career at the grassroots in central India, implementing poverty reduction programs of the Government and the World Bank. He designed and implemented community-based projects on watershed, irrigation, agriculture development, saving and credit. Following this Yogesh worked in North Carolina, United States, providing 'hands-on' assistance to emerging enterprises and non-profit organizations in market research and analysis, business planning, process improvements, developing backward and forward linkages, networks and partnerships and internal and external communication.

Before coming to Coady, Yogesh was working in India with ACCESS Development Services (a Care India promoted organization) managing innovative livelihoods programs. With ACCESS Yogesh has initiated projects on value chain/subsector development, livelihoods finance and Bottom of the Pyramid (BoP) enterprise development. Besides this, he has been a resource person to FAO's work on Agri-business development in South and Southeast Asia, and Care Canada's work in India.

Yogesh holds a Master of Public Administration (MPA) Degree from Columbia University, New York; Post Graduate Diploma in Forest Management from Indian Institute of Forest Management; Bachelor of Engineering from Government Engineering College Raipur, India; and a Certificate in Livelihoods and Markets from the Coady Institute. Yogesh is also a recipient of the Ford Foundation's International Fellowships Program (IFP).

Olga Gladkikh

Senior Program Staff, Advocacy & Citizen Engagement

Olga is a development communications specialist with 30 years of diversified experience as a communications practitioner and adult educator. Joining the Coady in 1987, Olga recently stepped down as the manager of educational programs to focus on her teaching and research interests. These include participatory communication, the use of mass media and new media as tools for social change, land rights movements in India and Nepal, and social learning processes. Olga's overseas work includes training and consultancies with local, national and international NGOs in Asia (Nepal, India, Bangladesh and Philippines), Africa (Ghana, Kenya, Tanzania, Ethiopia, Zambia and Egypt), the South Pacific (Fiji, Tonga, Vanuatu and New Caledonia), and Canada.

In the 23 years Olga has been at the Institute she has taught a wide variety of courses, and conducted workshops in facilitation skills, presentation skills, and mobilizing local resources. During this year's Diploma in Development Leadership, Olga will co-facilitate the Foundations course, co-operative inquiries, the specialization in Advocacy and Citizen Engagement, and an elective in Communications for Development.

Olga holds a MA in Journalism and a BA in Psychology (Hons), both from the University of Western Ontario, and has completed course work towards a PhD in Adult Education from the University of Nottingham in the UK.

Erika Gunn

Fund Development Officer

Erika joined the Coady in September 2010. Her background is primarily in the public sector having worked at all levels of government in a number of program and policy roles. In her last position with

the 2010 Olympic and Paralympic Winter Games Federal Secretariat in Vancouver, she played a key role developing a Secretariat-wide Games-time issues management system. She also worked as an Executive Assistant to a Member of Parliament in New Brunswick. Erika has significant event planning experience having coordinated several conferences, forums and festivals.

Erika received a Master of Public Administration degree from the University of Victoria and a Bachelor of Commerce degree from Saint Mary's University in Halifax.

Susan Hawkes

Communications Assistant

Susan joined the Coady's Communications Team in September 2007, bringing with her 15 years of experience in office administration and work as a broadcast production assistant with the BBC. Sue lends a wide range of organizational support through event planning and organization, project management and administrative assistance to the whole Coady team through her work as Communications Assistant.

Susan has a certificate in Office Administration from Camosun College in Victoria, BC.

Sheila Isaac

Manager, Indigenous Women in Community Leadership Program

Sheila is a Mi'gmaq from the Listuguj First Nation in Quebec on the border with Campbellton, NB. Most recently, Sheila was the regional liaison officer for Atlantic Region - Indian and Northern Affairs Canada (INAC) and is a former policy analyst in the Aboriginal Relations Office at Human Resources and Skills Development Canada where she worked primarily on Aboriginal women and youth employment policy.

Sheila has a BA Major in political science from Concordia University in Montreal, a LLB from the University of Ottawa and received her call to the bar in 1998 with the Law Society of Upper Canada.

Catherine Irving

Library Specialist

Catherine joined the Coady Institute in 1992 as an Assistant at the Marie Michael Library. Catherine is now responsible for the overall operations of the library, as well as maintaining the library's catalogue on the Novanet system. She has taught classes on preparing an independent study, serves as an independent study advisor, and has been a resource person for the Resource Centres for Learning and Change Certificate offered by the Institute. In addition, Catherine has published research on libraries and adult education, and Internet use by women's resource centres. She has also collaborated on comprehensive literature reviews on gender and adult learning in Canada, and transformative learning.

This year, Catherine will facilitate the Research Processes and Methods elective within the Diploma program.

Catherine holds a MA in Sociology from Memorial University of Newfoundland, and a BA in

Sociology (1st class honours) from St. Francis Xavier University.

Anuj Jain

Senior Fellow Microfinance and Development

Anuj Jain joined the Coady International Institute in April 2010 after working for CARE International in various positions for 18 years. He specialized in the microfinance and livelihoods development fields - managing, designing, providing technical support and fund raising for a number of small and large scale programs, globally and particularly in India, Asia and Africa. At CARE, Anuj was engaged in global policy development and capacity building. His achievements include creating a wholesale microfinance fund as well as in representing CARE among peer institutions and in global forums.

Besides microfinance and livelihoods, Anuj pursues a broader view of the development sector; remaining sensitive to macro economic, social and political factors at play and multifaceted nature of poverty that affects the lives of poor people living in marginalized communities. He has a deep interest in community based and community led approaches, and in the cross-sector partnerships across stakeholder agencies: state, private sector and within civil society. In his last assignment at the regional level in Asia, he oversaw a broad cross-section of large programmes with the focus on girls' education, women's empowerment, private sector partnership and CSR, food security, disaster preparedness and emergencies response, conflict and peace building, health sector reform, etc.; besides the microfinance and insurance and livelihoods focused projects.

Anuj Jain has joined the experienced team of faculty at the Coady Institute as Senior Fellow, to reflect on his firsthand field experience and facilitate learning through Coady's education programmes, research initiatives, and capacity building efforts globally. In the Community Based Microfinance courses, Anuj brings years of direct field experience as well as his training in Adult Education, to design and facilitate the learning with Coady's partners and course participants.

Anuj has a degree in Physics and an MBA.

Linda Jones

Manager, International Centre for Women's Leadership

Linda will join the Coady Institute this summer after completing her responsibilities as a senior advisor with the Aga Khan Foundation in Geneva, Switzerland.

A leading proponent of women's economic empowerment, Linda has designed and managed learning programs throughout Asia and Africa.

Prior to joining the Aga Khan Foundation, Jones was technical director at Mennonite Economic Development Associates (MEDA) Canada, where she led women's economic programs as well as providing overall technical guidance for international operations. Building on her academic background and international development experience, she has extensive experience as a facilitator and trainer with the International Labour Organization and Southern New Hampshire University. She served as chair of the Small Enterprise Education and Promotion (SEEP) network, a global organization that connects microfinance practitioners and institutions in 180 countries, and was a founder and first chair of Women Advancing Microfinance (WAM) Canada.

Linda has published extensively in the field of economic development, with numerous journal papers on women's leadership and contribution to economic development, as well as two books on value chain development published in 2010-11. She is currently the editor of the Journal of Enterprise Development and Microfinance.

She holds a Ph.D in anthropology from McMaster University and a post-degree diploma in peace and conflict studies. She will begin her duties in Antigonish this summer.

Cheryl MacDonald

Education Program Assistant - Student Life

Cheryl joined the Coady staff as a secretary to the Student Services team in June 2004 where she works directly with the Manager of Educational Programs and the Admissions Officer. Cheryl's responsibilities include helping to ensure that candidates receive up to date information to facilitate their arrival and stay during their studies at the Coady, and providing support to the teaching staff and participants.

Cheryl has a certificate in Office Information Technology from the Nova Scotia Community College in Stellarton.

Janet MacDonald

Admissions and Recruitment Coordinator

Janet joined the Coady Institute in 2002. In her current role as Admissions and Recruitment Coordinator she is responsible to coordinate recruitment, selection, admissions and student services. She oversees the retention of all pertinent student records including grades. She also issues transcripts, diplomas and certificates. Janet contributes to the planning and implementation of Coady educational program offerings, on campus, off-site and in a distance format.

She is a member of the Coady Institute Advisory Committee and the StFX Equity Advisory Committee. Janet is also a member of the Board of the Antigonish Women's Resource Centre & Sexual Assault Services Association and is a founding member of a Fortunate Families group formed to increase awareness of issues affecting the LGBTQ community.

Janet holds a BA from StFX University and a Certificate in Office Information Technology from the Nova Scotia Community College.

Jim Marlow

Manager of Finance and Administration

Jim brings to the Coady over 16 years of experience in marketing, business and finance. Prior to joining the Coady, Jim spent several years as a financial and operations specialist with CGI Inc, the largest independent IT services firm in Canada. He is also experienced in project planning and program management in the for-profit business sector. At the Coady, Jim is responsible for all aspects of financial planning and for the day-to-day administration of the Institute.

Jim holds a Bachelor of Business Administration from StFX.

Catherine Martin

MEd, Videographer, Aboriginal Women's Leadership

Catherine Martin is an independent producer, director, writer, drummer and the first Mi'kmaw filmmaker from the Atlantic Region as well as a member of the Millbrook First Nation in Truro, Nova Scotia. She has a BA from Dalhousie University in Theatre Arts and a Masters of Education from Mount St. Vincent with a focus on Media Literacy. She has been making award-winning documentaries about her nation since 1989, producing several films with her independently owned company, Matues Productions, and also for the National Film Board of Canada (NFB). Catherine Martin is the past Chairperson of the Board of Directors for Aboriginal Peoples Television Network (APTN) and served on the board since its inception in 1999; first Co- chair of Dalhousie Indigenous Black and Mi'kmaq Law Program; as well as the past chair of Society for Canadian Artists of Native Ancestry. She has been part of the development of many of the policies and programs within the Canadian Cultural and Arts Institutions to advance First Nations Artists in their respective disciplines.

Catherine and her company have worked with several Mi'kmaq and Maliseet organizations over the years to produce corporate promotional videos which help to tell the story of individual initiatives such as the Mi'kmaq Rights Initiative/ KMK overview 2005, MACS Tourism Study Overview Video; KMK Framework Agreement Video; Bedford Barrens Petroglyphs Overview for Tripartite; MMAYC Youth Gatherings Video; Canadian Aboriginal AIDS Network (CAAN) Public Service Announcements / Social Marketing Campaign 2005 & 2008 among others.

Catherine is a lecturer/ teacher of Mi'kmaq and Aboriginal History and Culture at universities and in communities across Canada and US. She has presented at numerous conferences regionally, nationally and internationally for over the past 30 years. Catherine herself has been featured in recent documentaries and television shows such as APTN's Storytellers In Motion, 2008; Democracy 250 Years / Eastlink 2008; NFB Perspectives Aboriginal Directors Series, NFB 2007.

Alison Mathie

Manager, Research and Dissemination

Alison has over 35 years of experience in the international development field in asset-based approaches to citizen-led development, monitoring and evaluation, rural livelihoods, and gender analysis. Alison has lived and worked overseas for 10 years, primarily in Papua New Guinea and Nigeria. Short-term overseas work has taken her to South Asia, South East Asia, the South Pacific and East Africa. Prior to joining the staff of the Coady Institute in 1997, she was based in Washington D.C. as an evaluation consultant to non-governmental and multilateral agencies.

At the Coady Institute, she is primarily involved in action research and educational programs in asset-based and citizen-led development (ABCD). She co-facilitates an elective in Participatory Monitoring and Evaluation, and co-facilitates a specialization in Mobilizing Assets for Community-Driven Development. She also teaches in the Development Studies program at StFX.

Alison holds a PhD in Program Evaluation and Planning from Cornell University, USA; a MA in Sociology from the University of Guelph, Canada; and a MA in Geography (Hons) from the University of Edinburgh, UK.

Daren Okafo

Technology and Innovations Co-ordinator

Daren was appointed Technology and Innovations Co-ordinator for the Coady Institute in December 2002. Daren joined the staff in 2000 as a Fellow in Innovative Approaches to Education and Public Information. Prior to joining the Coady, he was a founding member of the Endemik project, an artist-based new media arts collective in Halifax. Daren has over 10 years experience developing internet technology. His current work involves the application of technology and new media tools to community development specific distance education, as well as the design and development of Coady web applications and Knowledge Networks. He will also be examining the potential role of web services in the field of international and community development.

Daren holds a BSc (Biology-Psychology) from the University of New Brunswick, and is currently pursuing a MA in Educational Technology from the University of British Columbia.

Richard Perry

Media and Communications Officer

Richard Perry is a former CBC News and CTV National News journalist who has also held senior public affairs positions in government and corporate communications. As a news anchor, he hosted federal, provincial and municipal election coverage. He was also part of the Gemini Award-winning CBC team coverage of the 1999 Swissair Flight 111 disaster. His reporting work took him from offshore oil rigs in the Beaufort Sea to the sandy beaches of Bermuda.

Richard applied his journalism skills in senior public relations positions, including Manager of Media Relations at SaskPower Inc., Media Consultant at Maritimes NRG (Westcoast Energy/Irving Oil consortium) and Director of Communications with the Province of Nova Scotia, including the Department of Justice and Office of Aboriginal Affairs.

Richard has a Diploma in Broadcast Journalism from Fanshawe College in London, ON. Before working for the Institute, he ran his own audio production business, serving non-profit clients such as the Canadian Red Cross and Canadian Professional Golfers' Association. He is also a member of the International Association of Business Communicators.

Brianne Peters

Program Associate, Citizen-Led Development Program

Brianne Peters coordinates the Institute's East Africa program in Asset-based and Citizen-led Development. This action-research initiative in Ethiopia and Kenya is testing how a number of NGOs can stimulate and support community-driven development and then link community-driven action plans with local governments and research institutions to help communities become more self-reliant and continue to drive their own development. Brianne also works to support the Institute's asset-based and citizen-led development work in a number of other countries, and in the Institute's overseas and Canada-based educational offerings.

Brianne Peters holds a Development Studies degree from St. Francis Xavier University and a Masters degree from the Norman Paterson School of International Affairs at Carleton University in Ottawa. Before working for the Institute, Brianne worked for the Canadian International Development Agency

(CIDA) in the Human Rights and Participation Division of Policy Branch and for Oxfam Canada in Ethiopia.

Shelagh Savage

Partnership Management

Shelagh joined the Coady in June 2009 - returning to Nova Scotia after years of work internationally and in Ottawa. In addition to program management skills - most recently as Country Director of WUSC Sri Lanka - Shelagh offers a commitment to the power of transformational education in the areas of: Volunteer Cooperation (as Executive Director of VSO Canada), Youth programming (as Atlantic Regional Director, Canada World Youth), Peace-building and Skills training (as Deputy Director, PRET Sri Lanka) and Canadian Public Engagement (as former Board member of CCIC and ACIC).

With a strong belief that coalition building and collaboration is essential to influence positive change, Shelagh has worked in partnership with communities and civil society organizations in South Asia, East Africa, Latin America and the Caribbean as well as with governments and UN organizations such as ILO, UNOCHA and UNICEF. Recent publications include co-authorship of *Community Participation and Conflict Management: Rehabilitation through Education and Training in Sri Lanka* (Chapter 12 of Sustainable Development in Conflict Environments, CECI March 2007).

At the Coady, Shelagh is responsible for development of strategic partnerships; educational support on partnership curriculum ; Monitoring, Evaluation & Reporting; support to project teams to develop management practices and implementation strategies; and support to institutional strategic/operational planning.

Shelagh has a BA in International Development Studies from Dalhousie University, a certificate in *Community Based Conflict Transformation & Peace Building* from the Coady International Institute and is currently conducting research towards a Master of Adult Education.

Cathy Sears

Library Assistant

In 2006, Cathy returned to the Marie Michael Library, having previous experience here in 2001 and 2005. She is responsible for assisting in the daily operations of the library, and providing technical assistance to the Institute's participants and staff. Cathy also brings to the Coady her knowledge and expertise in information technology and is responsible for maintaining the library's website.

Cathy holds a BSc in Geology from StFX, as well as a Diploma in Information Technology (Hons) and a Certificate in Business Information Technology (Hons) from the Nova Scotia Community College.

Cindy Thompson

Program Assistant, International Centre for Women's Leadership

Cindy joined the Coady staff in September, 2009 as an Administrative Assistant to lend support to all functions and activities of the Coady Institute. She assumed her role of Program Assistant to the International Centre for Women's Leadership in April 2011. In this position Cindy provides administrative and logistical assistance to the functioning of the Centre.

For over 20 years, Cindy has worked in administrative roles in Nova Scotia for both large institutions and small private businesses. She spent her youth in Northern Ontario and completed a Bachelor of Commerce from Dalhousie University.

Mary van den Heuvel

Administrative Assistant

Mary joined the Coady staff in February 2011 as Administrative Assistant to the Manager of the Indigenous Women in Community Leadership Program. In this role she is responsible for logistical details pertaining to the development and delivery of the program.

Mary's responsibilities include gathering information from participants, helping to facilitate each participant's arrival and stay at the Coady and providing support to the program team.

Mary holds a Certificate in Mobilizing Assets for Community Driven Development from the Coady International Institute. In 2008 she successfully used the Institute's mobilizing assets process to facilitate the beginning of new projects and study groups in St. Andrews, NS

Madonna Vanvonderon

Assistant to the Director

Madonna has recently joined the Coady staff and is filling in as the Assistant to the Director of the Coady International Institute until January of 2012. She reports to the Director and is responsible for organizing his schedule both in and outside of the office as well as providing administrative assistance to the staff.

Madonna has worked on the campus of StFX in various administrative positions for the past ten years.

Lori Ward

Fund Development & Communication Manager

Lori Ward joined the Coady International Institute as Fund Development Manager in September 2008 and expanded her portfolio to include Communications in August 2009. Prior to joining the Coady Institute, Lori held Development positions at The Banff Centre, including Research and Proposal Writer and then Development Officer, Campaign during their successful campaign, which raised \$123 million towards capital and programming initiatives. From 2003-2008, Lori served as a Director of the Banff Community Foundation, including two terms as Secretary of the Board.

Lori holds a BA (Hons.) from Trent University in Environmental Studies and Comparative Development Studies, and a National Certificate in Fundraising Management from Mount Royal College.

COADY ASSOCIATES

eloise burke

Associate

eloise comes to us with over thirty years of experience working with and within international development organizations, the not-for-profit sector, government and the public sector. She has conceived, developed, designed, implemented, managed and evaluated a range of international development, community-based and small business programs and projects. She has also designed and implemented training of trainers workshops as well as teaching adults how to be facilitators.

eloise has worked across Canada, in the Caribbean, India, West Africa, East Africa and Southern Africa. She has managed Canadian International Development Agency (CIDA) programs, worked with INGOs such as CUSO, World University Services of Canada (WUSC), Association of Canadian Community Colleges (ACCC), and Save the Children. She currently lives in Kenya and works where assignments take her. Between 2005 and 2008 a significant amount of her time was spent as the Coordinator of the IDRC Institutional Strengthening Pilot Project, working with IDRC partners in Kenya, Tanzania, Namibia, Ethiopia and Ghana.

eloise holds a first degree in Sociology; diplomas in Adult Education; Community Development; and is currently a Ph.D student in organization development.

Debbie Castle

Associate

Debbie is a specialist in organizational learning, participatory planning and evaluation. She brings with her over 30 years of experience as an educational and organizational development consultant, working with governmental, non-governmental and community organizations both locally and internationally. Debbie's record of international consulting is expansive and includes projects with the FAO, UNDP, UNICEF, CIDA and Oxfam, as well as numerous regional and national agencies, such as the National Municipal League of Thailand, and local community organizations such as Women for Change in Zambia. Debbie is especially noted for her expertise in the areas of participatory strategic planning and organizational effectiveness, as well as her work in training design and facilitation, program and project evaluations, project management and gender mainstreaming. At the Coady, Debbie co-facilitates the specialization in Organizational Learning and Change.

Debbie holds an Ed.D from the University of Toronto. She received her Master of Adult Education from StFX, and her BP.E from the University of New Brunswick.

Phil Davison

Senior Associate with the Extension Department and Coady International Institute

Phil Davison is fortunate to have worked and completed research in the adult education field for over twenty five years in public, private, and institutional settings. He possesses a wide range of experience in leadership training (national and international), community development, adult literacy, facilitation, qualitative and quantitative research, program development, teacher training, youth education, project management, policy creation/evaluation, virtual learning, conflict resolution, and strategic partnership negotiation.

Phil has taught courses at the graduate and undergraduate levels at several Atlantic universities including Dalhousie University, Mount Saint Vincent University and the University of New Brunswick. His work experience encompasses consultancy contracts for national and provincial research projects, administrative positions in post-secondary institutions such as Dean of Continuing Education at the Nova Scotia Community College, government positions involving economic development and adult literacy, and volunteer work involving youth camps and training seminars.

As an aspiring writer and poet, Phil values honesty, creativity, tenacity, and a good sense of humour.

Phil holds a PhD in adult education (post-secondary leadership) from the University of New Brunswick, an MA (adult education) and a BEd (secondary) from Dalhousie University, and a BSc (geology/computer science) from Acadia University.

Santo Dodaro

Associate

An associate of the Coady Institute since 1988, Santo has taught courses in Globalization and Development during the Diploma Program. A faculty member of the Economics Department of StFX since 1982, Santo also teaches a wide range of undergraduate courses including Third World Economic Development, International Trade and Finance, and Local and Community Economic Development. He has been actively engaged in research on trade and development issues, alternate approaches to economic development (particularly the Antigonish Movement), regional development, and issues pertaining to economic integration. Santo has also been involved in popular education initiatives, such as the StFX People's School on the Economy. This year at the Coady, Santo will facilitate the mandatory Globalization & Development course.

Santo holds a PhD in Economics from the University of Toronto.

Bernard Guri

Associate

Mr. Bernard Guri is the founder and Executive Director of CIKOD – the Centre for Indigenous Knowledge and Organizational Development - an NGO based in Ghana (www.cikodgh.org). Bern has over twenty-five years experience in the development sector working with both national and international NGOs and donors and is currently engaged in research around indigenous knowledge and governance issues in regards to natural resource management.

CIKOD as an organization is involved in working with indigenous and traditional institutions to help them become more vibrant civil society groups that will enhance the participation of rural communities in their own development processes. CIKOD works in agriculture and natural resource management, local governance and local economic development. They've worked with Care International on a civil society capacity strengthening project for natural resource management that involved the National House of Chiefs and Queens, DFID concerning community access and management of the forest sector and issues of government accountability and transparency, and various district administrations and grassroots organizations to facilitate endogenous development that respects indigenous ways of being. CIKOD is the Co-ordinator for Africa of the COMPASS network (www.compasnet.org; publishers of COMPAS Magazine) a member of the African Bio-Diversity Network (ABN) and a co-founder of the Alliance for Food sovereignty (AFSA) based in Nairobi. Bern has worked for a number

of international agencies as a consultant on issues of indigenous knowledge and sustainable development.

Bern has a BSc in Agriculture from Ghana, a Post-graduate Diploma in Rural Development and a Masters in the Politics of Alternative Development from the Institute for Development Studies in the Netherlands, and is presently pursuing a PhD from the University of Cape Coast, Ghana.

Blane Harvey

Associate

Dr. Blane Harvey is a Research Fellow in the Institute of Development Studies' Climate Change Team. Prior to joining IDS he was a member of the Climate Change Programme at the United Nations Institute for Training and Research (UNITAR). Blane's recent research and project work has focused on a critical exploration of knowledge production, validation and dissemination processes within climate change, and the use of culturally-appropriate strategies and technologies for learning and knowledge sharing in the global South with a focus on North-South partnerships and inter-institutional cooperation.

Blane is currently conducting research on the convergence of meaning-making across development, ICTs and the sciences in participatory North-South climate change initiatives, and on the potential of African community media to engage in action research and policy influence for climate justice. Blane has a growing record of publishing in book chapters and peer-reviewed journals in the areas of learning, capacity, and knowledge production. He has also presented papers in these areas at academic and policy-oriented conferences worldwide.

Blane holds a PhD in Education and International Development from McGill University

Farouk Jiwa

Associate/Lecturer

Since joining CARE in 2005, Farouk has been the Director of CARE Enterprise Partners, a social venture capital unit of CARE Canada that seeks lasting solutions to poverty through market-based approaches designed to unleash entrepreneurship in emerging economies. In 2008, Farouk took up the position of Senior Technical Advisor in the Economic Development Unit at CARE USA, and provides strategic and technical support to a number of flagship projects in market engagement and economic development being implemented by CARE in Africa and Asia.

He is also the Co-founder and Director of Honey Care Africa, an innovative and award-winning Fair Trade Social Enterprise that employs 24 full-time staff and supports over 30,000 households across Eastern Africa to earn a supplementary income and increase crop productivity through rural community-based apiculture. Over 40% of Honey Care's beekeepers in Kenya are women.

Farouk is also the Co-founder of Farm Shop Trust, a not-for-profit social enterprise seeking to establish a commercially-viable microfranchise agro-dealer network model to improve access to seeds and other agricultural inputs and services as well as output market linkages for small-holder rural farmers across Kenya.

At the Coady International Institute, Farouk co-facilitates in the area of Livelihoods and Markets.

Farouk holds a Master's in Environmental Studies from York University, a Post-Graduate Diploma in Business & Environment from the Schulich Business School, and a BSc. (Honours, First Class) in Environmental Biology from Queen's University.

Pauline MacIntosh

Associate

Pauline has been a staff member of the St. Francis Xavier University (StFX) Extension Department since 1998. She worked with the Centre for Community-Based Resource Management (CCBRM), a joint program of the Coady International Institute and the StFX Extension Department, from 1999 – 2005. In this capacity Pauline worked with community organizations in Atlantic Canada engaged in participatory research or other aspects of community capacity building. She was the coordinator of the 2002 Learning and Innovations Institute—*Enhancing Natural Resources and Livelihoods Globally through Community-Based Resource Management*, an international gathering of community-based resource management practitioners and researchers. Pauline continues to work with communities and organizations engaged in strategic planning, organizational development, participatory research and evaluation and she often facilitates community consultation processes.

Pauline holds a MA (Education) from Mount Saint Vincent University, a BEd, a Diploma in Adult Teacher Education and a Certificate in Business Administration from Memorial University of Newfoundland and a BA from StFX.

C.S. Reddy

Associate/Lecturer

C.S. Reddy is the founding CEO of APMAS, a national level technical support organization with a vision of “Sustainable Women Self-Help Movement in India”. He has over 22 years of experience in the development sector, particularly in the microfinance and livelihood sectors, focusing on a community-based model of microfinance.

Mr. Reddy has written extensively about the SHG movement in India and the strategies to sustain the movement. Mr. Reddy worked with CARE International in India for a period of 12 years and was State Director of CARE in Andhra Pradesh when left CARE. He provided advisory and consultancy services to the IFAD, World Bank, DFID, CGAP, GTZ, CARE, CRS, Raks Thai Foundation of Thailand, state governments and a large number of NGOs in India.

He is presently a member of the India Planning Commission's Steering Committee on Rural Livelihoods and Rural Governance for the 12th five-year plan. He also chairs a working group on National Rural Livelihood Mission to make recommendations for the next five years.

His areas of expertise include institution development, training, project design, logframe methodology, SHGs and SHG federations, microfinance, livelihood promotion, governance of community-based organizations, research and advocacy and government – NGO collaboration. Mr. Reddy is leading an initiative to promoting the national network of resource organizations called ENABLE to build the capacity of self-help promoting institutions in India and to advocate for a supportive policy environment. Evolving a system of self-regulation for SHGs and their federations is another area of his interest and engagement.

Mr. Reddy has a Masters and M.Phil in Statistics and Operations Research.

Maureen St. Clair-Ryan

Associate

Maureen St. Clair-Ryan has been living and working in Grenada, Caribbean for the past 15 years, in the field of community development and as an accomplished artist. She has worked on a multitude of development projects with various Grenadian NGOs, such as Grenada Save the Children (GrenSave), and government community projects such as the National Literacy Campaign and Grenada Education and Development Program (GRENEDE). Maureen has found her passion in the field by focusing on youth, community and self-empowerment programs, women's literacy and participatory education. Maureen is also known throughout the Caribbean and internationally for her vibrant, multi-racial, women-positive paintings inspired by her work with women and youth. Maureen's artwork has been used as official logos for various non-profit organizations such as the World Health Organization/Grenada Health Organization, Antigianish Women's Resource Centre, and a Canadian women's online-magazine, Cahoots.

At StFX, Maureen co-ordinates and facilitates the Service Learning Program to Grenada. This program empowers students to work for social change by providing them an opportunity to learn about development issues abroad. This year at the Coady, Maureen will be involved in the co-operative inquiry seminars.

Maureen holds a Master of Adult Education, and a Bachelor of Education from StFX.

Nani Ram Subedi

Associate

Nani Ram Subedi is a citizen of Nepal and has been working with development agencies for last twenty years in Nepal and abroad. Since 2003, Dr. Subedi has been working with International Centre for Integrated Mountain Development (ICIMOD), a Kathmandu based intergovernmental organisation, working in the mountain areas of eight Hindu Kush Himalayan countries. For the last six years he has worked on promoting the capacity of civil society organisations in advocacy strategies with ICIMOD. Presently, he is responsible for programmes related to livelihoods and governance at the regional countries level.

Dr. Subedi has voluntary association with several civil society organisations in Nepal, India and abroad. He has written several manuals, articles, books, and resource materials in advocacy, citizen's engagement in sustainable development, and the roles of civil society members.

Dr. Subedi is dedicated student of political science and holds a PhD in power decentralisation from Tribhuvan University in Kathmandu, Nepal.

Thomas Mark Turay

Associate

Thomas joined the Coady Institute in 2000 bringing with him more than 20 years of experience in the field of adult education and community-based development. In 2005, Thomas was cross appointed to the Department of Adult Education at St. Francis Xavier University to join the faculty of the Master of Adult Education.

The primary focus of his work has been in the areas of peacebuilding, human rights, advocacy, development education and indigenous African knowledge systems. He has worked closely with the Institute's overseas partners in Egypt, Guyana, Jamaica and Sierra Leone, and with Canadian NGOs including Canadian Friends of Sierra Leone, Partnership Africa Canada, Peacefund Canada, Peaceful Schools International, the International Centre for Conflict Resolution and Mediation, and the Tatamagouche Training Centre.

Thomas stepped down as Senior Program Staff at the Coady and as a faculty member in the Department of Adult Education in 2008. He returned to Sierra Leone to focus on his work with the Center of Development and Peace Education, an organization he Directed and co-founded even before coming to the Coady.

Prior to his work with the Coady Institute, Thomas was also the Director of Caritas Makeni – an NGO which provides relief and development support for community-based organizations in the Northern Province of Sierra Leone.

During the Diploma Program, Thomas co-facilitates the specialization in Community-Based Conflict Transformation and Peacebuilding with Maureen Ryan-St. Clair.

Thomas has a PhD in Adult Education and Community Development and an MA in Adult Education and Community Development from the Ontario Institute for Studies in Education (OISE) at the University of Toronto.

Balakrishna Venkatesh

Associate

Venky has been involved in community development work for over 17 years, specializing in mainstreaming disability issues into governmental and organizational policy. He has extensive experience in designing systems for policy formulation, strategic planning, monitoring and impact assessments. In 1989 he founded the NGO *Action on Disability and Development-India*, where he functioned as the Executive Director while initiating an innovative approach to working with disabled people in poor rural communities in South India. As a consultant since 1996, Venky has continued to pioneer organizational work in disability and social mobilization, working with existing NGOs, both nationally and internationally, to develop and implement trainings, and put in place systems of planning and monitoring. At the Coady, Venky co-facilitates the specialization in Organizational Learning and Change with Debbie Castle.

Venky holds a Post-Graduate Diploma in Community-based Rehabilitation from the University of London and a MA from Madras Christian College. He also has credits on Service Management from the University of Buckingham.