

# Update to Learning from Stories of Change: An Internal Evaluation Study

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## About Coady

The Coady International Institute at St. Francis Xavier University has been accompanying generations of global leaders from around the world since 1959. Guided by Dr. Moses Coady's vision of 'A full and abundant life for all' the Institute's mission is to deliver educational programs to civil society and community leaders from around the globe. Its work begins with assets available at the local level, builds on the strengths of all citizens and establishes a network of supportive partnerships. It emphasizes local ownership and collaborative relationships that strengthen the capacity of people to drive their own development. We have a global network working to strengthen organizations' and communities' approaches to development.

## Acknowledgements

We gratefully acknowledge the Coady alumni and respondents who took their time to participate in graduate surveys, focus groups, and interviews. We also wish to acknowledge our Coady and Saint Francis Xavier University collaborators, who provided key insight and feedback. The study has also benefitted from presentations and discussions at several Canadian and International conferences, where colleagues from around the world acted as valuable sounding boards.

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**On the cover:** Coady alumna Helen Choge during the Theory of Change Gallery Walk. Helen was part of the Diploma in Development Leadership 2017 cohort.

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## 1. Introduction

The Learning from Stories of Change study (2013–2018) aimed to capture Coady’s longer-term outcomes and to gain insights into Coady’s programs’ ability to generate positive social change beyond individual learning. Specifically, the project addresses three interrelated questions:

1. What are the outcomes of the Coady International Institute’s educational programs?
2. How do Coady International Institute’s education programs contribute to social change?
3. How does the Learning from Stories of Change framework perform as a method?

The internal evaluation report was completed in 2017 after the data had hit the saturation point for qualitative analysis. The full report was shared with GAC in December 2017, is available on Coady’s website, and was shared with GAC in December 2017. Briefly, the study found that participants are applying and sharing their new knowledge and skills to contribute to sustainable development (strengthening local economies, building resilient communities, promoting accountable democracies, and strengthening women’s leadership) in their home countries. One of most common activities after graduates arrive home is sharing with others in their professional and social networks. This occurs through formal organizational capacity building, training, and education programs and via informal coaching among colleagues, friends, and family.

This also creates a multiplier effect that moves through the graduate’s organizations and social networks as well as through the graduate’s own behavioural change and application of concepts, tools, and leadership abilities. They are actively implementing new concepts and tools, adapting resources materials, and designing new programs and projects. The stories of change show that this improvement in development practice is leading to development results in communities around the world.

This update is based on key indicators and outcome surveys from 2012–2018. Key indicators from course evaluations over this period show that the education programs build knowledge and skills in key areas and that they are relevant to participants’ development practice. After their return to their own countries and workplaces, 98% (98%F, 99%M) of all graduates responding to outcome surveys stated that they have gained knowledge and skills. 85% (84%F, 88%M) of all graduates reported applying their new knowledge and skills. 87% (86%F, 89%M) of graduates report sharing their new knowledge and skills. The overall data set shows that graduates are working in their communities and organizations to strengthen development leadership (71%), build community resilience (55%), enhance women’s leadership (53%), strengthen local economies (49%), and promote accountable democracy (24%).

Twenty randomly selected stories of change show how graduates are applying and sharing their new knowledge and skills, both formally and informally. All the selected graduates reported that Coady programming helped them strengthen local economies, build community resilience promote accountable democracy, and/or contribute to women’s empowerment.

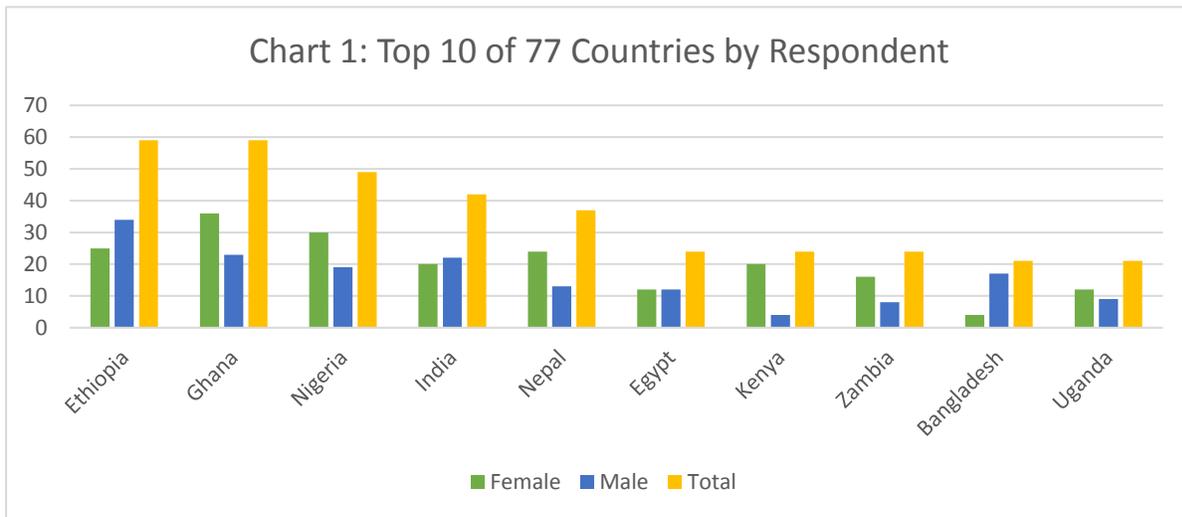
## 2. Population and Scope

Following the submission of the internal evaluation study, responses continued to be collected to continue to gather key quantitative indicators. As of December 2018, there are over 700 responses, 616 (369 female, 247 male) are related to GAC-Leadership.

A total of 77 countries are included in the dataset. 33 of these had one respondent, 24 had two to five respondents, nine had 6–15 respondents, and there were 12 with 15+ respondents. The top ten responding countries are below, and are consistent with the top number of graduates from countries around the world.

**Table 1: Response by Program**

Program	Female	Male	subtotal
Diploma	65	74	139
Fall Certificates	76	55	131
Spring Certificates	149	103	252
GCL	44	0	44
Off campus	35	15	50
<b>Grand total</b>	<b>369</b>	<b>247</b>	<b>616</b>



### 3. Key Indicators

Coady follows the Kirkpatrick (1994) model which highlights four key points in the learning process, arguing that different types of changes in knowledge and various should be measured at various times following the initial training/education. These points are roughly synonymous with the length of time the results take to emerge in practice:

1. Reaction: Evaluations immediately after courses and workshops capture the immediate reactions and overall satisfaction levels of participants with the program.
2. Learning: A short time must pass before an accurate assessment of changes in the participants' attitudes, skills, or knowledge can be conducted.
3. Behavioural Change: Once individuals learn, they must then adapt their behaviour to reflect this new learning.
4. Results: Kirkpatrick referred to results as the product of behavioural change. For example, a participant may apply a new concept in a project that has corollary effects within a community.

#### 3a. Level 1: Reaction

Course evaluations measure the immediate reaction to courses. Table 2 provides an overview of all on-campus, off-campus, and online course evaluation indicators from 2014–2018. Indicators disaggregated by program type are available in the Outputs and Activities worksheet. The course evaluation indicators meet and exceed the targets set out at the beginning of the initiative.

Targets set were:

- Gained new knowledge and skills: 80% of F/M participants reported gaining new knowledge and skills as good to excellent.
- Useful/relevant to work: 80% of F/M participants rated the relevance to work as good to excellent.
- Satisfaction: 80% of F/M participants rated their overall satisfaction as good to excellent.

**Table 2: Course Evaluation Indicators Rated on a Scale of 1–5, Disaggregated by Gender**

	Female	Male	Other	Total
<b>Gained New Knowledge and Skills</b>	4.48	4.45	4.16	4.6
<b>Useful/Relevance to Work</b>	4.58	4.57	4.25	4.57
<b>Overall Satisfaction</b>	4.54	4.54	4.33	4.54

Over the initiative, 98% of all graduates (98%F, 98%M) agreed or strongly agreed that they had gained new knowledge and skills (n = 2798F, 2248M); 98% of all graduates (98%F, 98%M) agreed or strongly agreed that the course was useful and relevant to their work (n = 1387F, 1085M); and 98% of all graduates (98%F, 98%M) agreed or strongly agreed that the course was useful and relevant to their work (n = 1392, 1121M);

### 3b. Levels 2 & 3: Learning and Behavioural Change

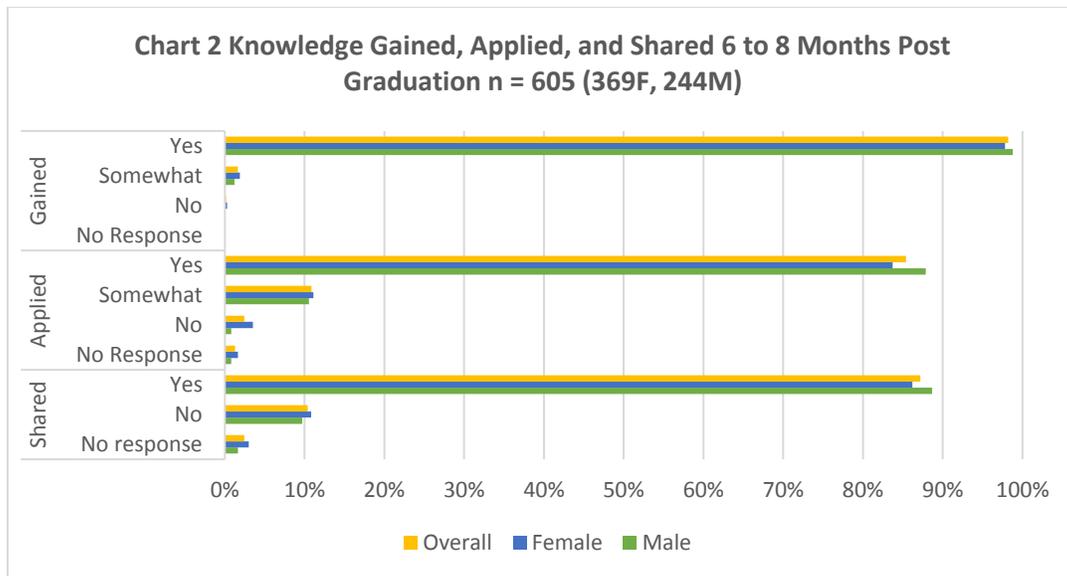
Kirkpatrick’s model focuses on gaining new knowledge and skills and on behavioral change. *Knowledge* is defined as the demonstrated concepts or theories, and *skills* refers to the application of tools and processes. *Behavioural change* is defined as adapting their behaviour in light of new knowledge and skills.

The targets set at the beginning of the initiative were:

- 75% of Coady graduates reported applying community- and asset-based approaches in their organization and/or community.
- 50% of Coady graduates reported supporting/training other development practitioners in community- and asset-based approaches.

To assess these learning and behavioural change, Coady used three quantitative indicators six to eight months after graduation: (a) reassessing knowledge and skills gained, (b) assessing knowledge/skills shared, and (c) applied in development practice. Follow-up questions provided additional information. Both the quantitative and qualitative data shows that the overwhelming majority of respondents gained new knowledge and skills relevant to development practice.

98% (98%F, 99%M) of all graduates responding to outcome surveys state that they have gained knowledge and skills. 85% (84%F, 88%M) of all graduates reported applying their new knowledge and skills. 87% (86%F, 89%M) of graduates report sharing their new knowledge and skills. While small, differences reported by each gender are likely related to common barriers faced by women in applying and sharing their new knowledge and skills. A full analysis of the gender dimension is available in the *Learning from Stories of Change Internal Evaluation Study*.



The raw data is available below in Table 2: Knowledge shared, applied, and gained based on outcome surveys (2014–2018). The results are well above the targets set out at the beginning of the initiative.

**Table 2: Knowledge shared, applied, and gained based on outcome surveys (2014–2018)**

		Female (n = 369)	Male (n = 247)	Total (n = 616)
<b>Shared</b>	No response	11	4	15
	No	40	24	64
	Yes	318	219	537
<b>Applied</b>	No Response	6	2	8
	No	13	2	15
	Somewhat	41	26	67
	Yes	309	217	526
<b>Gained</b>	No Response	0	0	0
	No	1	0	1
	Somewhat	7	3	10
	Yes	361	244	605

### 3c Level 4: Development Results

To assess Coady’s (and Coady graduates’) contributions to development results Coady aimed to collect and analyze the results of behavioural change. We did so by asking the graduates to share a story of the most significant change resulting from their participation in education programs at Coady. Participants then ranked the three most relevant descriptors in the categories of area, topic, and population. This data provides insight into the breadth and depth of Coady’s influence.

The self-coded data for the areas of change are consistent with Coady’s theory of change. Most stories were those of individual change (91% overall, 92%F, 90%M), followed by stories of organizational change (75% overall, 74%F, 79%M), community change (71% overall, 71%F, 73%M), and policy change (20% overall, 19%F, 21%M). Participants were able to choose up to three areas of change, and so could represent overlap or change flowing from themselves to organizations, communities, and broader policy. The “Other” category reaffirmed the overall trends with additional areas around family and friends, professional and university education, government strategy and policy, and organizational policy change.

While gender differences are small, the differences are likely related to barriers to organizational, community, and policy change that women face in implementing projects. ‘Other’ may be slightly higher for women because they tend to take creative ways to sidestep gender barriers and patriarchal notions. It may also be related to more change at the family level. See the *Learning from Stories of Change* for a full gender analysis of the results.

**Table 3: Areas of Change**

Area of Change	Female	Male	Overall	% F (n =330)	% M (n=230)	Overall (n=563)
<b>Individual</b>	305	206	511	92%	90%	91%
<b>Organization</b>	244	181	425	74%	79%	75%
<b>Community</b>	234	167	401	71%	73%	71%
<b>Policy</b>	64	49	113	19%	21%	20%
<b>Other</b>	30	14	44	9%	6%	8%

The self-coded Topics of Change reflect Coady’s thematic areas and types of education programs. Most stories were of development leadership (71% overall, 68%F, 75%M), followed by resilient communities (55% overall, 51%F, 60%M), women’s leadership (53% overall, 66%F, 33%M), local economies (55% overall, 41%F, 62%M) and accountable democracies (24% overall, 25%F, 22%M). As with the area of change, respondents were asked to select up to three, as areas of sustainable development are interlinked and many development activities are related to more than one area.

For many women, women’s leadership is the most relevant area of change as they are confronting gender barriers first and foremost within communities, democracies, and development in general. Women are often explicitly challenging norms that prevent their full participation in local, regional, or national democratic life. These differences are also in part due to classroom demographics—more men are in classes that deal explicitly with local economies (Livelihoods and Markets and Community-Based Microfinance).

**Table 3: Topics of Change**

Topic of Change	Female	Male	Overall	% F (n =327)	% M (n=224)	Overall (n=551)
Local Economies	134	138	272	41%	62%	49%
Resilient Communities	167	135	302	51%	60%	55%
Accountable Democracies	82	50	132	25%	22%	24%
Development Leadership	223	168	391	68%	75%	71%
Women’s Leadership	217	75	292	66%	33%	53%
Other	30	50	80	9%	22%	15%

The emphasis on women’s development continues with the self-coded population of change. The most frequently cited population, by both men and women, of change is women (83% overall, 85%F, 81%M), followed by youth (73%, 72%F, 73%M), and Indigenous (48% overall, 46%F, 49%M). The “Other” category received 43% of responses, representing a diverse set of people, often the marginalized.<sup>1</sup>

Even with several women-only programs in the study, this question included responses from men who work in women’s organizations or with marginalized populations. It also includes women who are working with men to challenge patriarchal notions and issues of gender and power. As noted in the LSC, the next most cited constituency was youth. This population emerged early in the study and was shared with staff in a timely manner. The in-house discussions supported the development of the Global Youth Leaders Certificate and enriched existing curriculum in other programs. It also helped identify two important distinctions in the youth programs. The first distinction highlights the difference between Coady’s programs that are designed to work directly with youth and potential programs that work for adult

<sup>1</sup> From *Learning from Stories of Change*. Other consisted of “children and girls (23); rural and urban communities (21); development organizations (20); small landholders—agriculture (16); marginalized populations (13); citizens (12); universities and educators (12); people with disabilities (10); social enterprises (10); migrant workers (4); LGBTQ (3); government and social institutions (3); parents and guardians (1); media (1); and policy makers (1)” p. 29.

development practitioners who work with youth. In fall 2018, a short course was introduced to the Diploma program to support development practitioners who work with youth.

**Table 3: Populations of Change**

Population of Change	Female	Male	Overall	% F (n =319)	% M (n=230)	Overall (n=549)
Indigenous	148	113	261	46%	49%	48%
Youth	231	168	399	72%	73%	73%
Women	271	187	458	85%	81%	83%
Other	128	107	235	40%	47%	43%

#### 4. Stories of Application and Change

Stories were selected from the outcome survey mastersheet of all GAC-Leadership outcome surveys. Participants who wished to remain confidential were removed. A number generator was used to assign a random number to each story. These random numbers which were then sorted in ascending order, and the top 20 were selected. Several were removed as they were incomplete (the responses had been included in the overall dataset as key indicators on knowledge gained/applied/shared were complete). This provided a cross-section of 20 stories of application of knowledge and skills and change that could provide a random sample from graduates. The stories reflect the diverse backgrounds and English language abilities of the participants. They have been lightly edited for clarity and spelling.

While there are approximately 20 questions in the survey the stories come from the prompts: “How have you applied your new knowledge and skills?” and “From your point of view, please tell us a story about the most significant change resulting from your participation in educational programs at Coady.” The stories can be personal, about development results, community change, or other.

The stories represent a diverse group of Coady graduates: ten men and ten women from Bangladesh (3); Cameroon (2); Egypt, Ethiopia, Ghana (3); Haiti, India, Kenya, Nigeria (4); and Pakistan, Uganda, and South Africa. They show how Coady graduates are applying and sharing their new knowledge and skills formally and informally in their organizations, communities, and further. Some graduates provided metrics about how many people they have influenced, while others left this unspoken. All graduates the reported that Coady programming helped them strengthen local economies, build community resilience, promote accountable democracy, and/or contribute to women’s empowerment.

Participant	Story
<b>1.</b> <b>Bangladesh. Male.</b>  <b>Livelihoods and Markets (2015)</b>	<b>Applied how?</b> Value chain development with sub-sector analysis. Linkages between value chain stake holders and coping of livelihoods from producer to end user.  <b>Story of Change</b> As a facilitator and development practitioner gained knowledge from Coady help me to identify and analyze different best alternative options from global livelihoods scenarios. This education is creating me to find best alternative options in managing project cycle, where thinking on innovative new ideas developed strategies to get final outcomes.
<b>2.</b> <b>Egypt. Female.</b>  <b>Community Development Leadership by Women (2015)</b>	<b>Applied how?</b> I volunteered in some of community services program working for women and people with special needs. I am able to communicate with them effective and with good impact. Also my presentation skills are enhanced.  <b>Story of Change</b> The significant change happened to me is the understanding and ability to accept others with different opinions, background or attitude and appreciating their values and qualities. The other change is spending more time with my both small and extended family. Over the past 20 years, I used to work continuously in community development. Studying at Coady made me appreciate the people in my life and the importance of allocate time to them. Also the course helped me to identify and value my qualities and work to improve myself all the time.

<p><b>3. Nigeria. Male.</b>  <b>Accountable Democracies Diploma in Development Leadership (2014)</b></p>	<p><b>Applied how?</b>  I carried out a step-down training for our members of staff at the organizational's annual planning retreat in January, 2015.</p> <p>As the Secretary of the Network of NGOS in my state, I have been able to enhance the capacity of members organizations through our monthly trainings on Stakeholders and power analysis in Advocacy, Role of CSOs in ensuring a profitable democracy and CSOs Walking their Talks.</p> <p><b>Story of Change</b>  I appreciate Coady for remoulding me in thoughts, acts, reasoning and performance in all my engagements since I returned home in December, 2014. My performance between January and February, 2015 has greatly contributed to my success in both my organization and the network. Having displayed a high sense leadership through my new skills acquired in Coady, my organization has promoted me from a Programme Officer to the Programme Supervisor of my department, while I also handled the 2015 general Elections Monitoring Project in Osun state, Nigeria.</p>
<p><b>4. Ghana. Male.</b>  <b>Global Youth Leaders (2015)</b></p>	<p><b>Applied how?</b>  Step down training for my colleague staff. Using skills gained from the Facilitation skills and Training approaches for community development for conducting my community sensitization. Using visuals for presentations.</p> <p>My confidence level has increased as I can now speak in public without fear or stage fright. My style of delivering trainings and translation have improved. Most among is my human relationships with people has improved, so friendly and diplomatic.</p>
<p><b>5. Cameroon. Male.</b>  <b>Community-Based Conflict Transformation and Peacebuilding (2014)</b></p>	<p><b>Applied how?</b>  I will try to organize seminars and meetings within small groups that will foster the development of various communities. Create a forum where by widows and orphans' will be able to support and sustain their leaving condition through livelihoods. Organize farming competition among the villagers which will encourage others to embark on farming. I have also created a small micro finance group that villagers save few cash after weekly sales. When you manage to save thirty thousand francs within the space of three months, the micro finance board grants you a farming loan to enable you buy some seedlings that will enable your production high. The board constantly does monitoring and evaluation of the loan through our volunteers at field work and day to day activities to guide you towards your gold's and objectives. I have also designed a program for young girls within the ages of ten and fifteen who lost both parents in conflicts "that is community spelling program" this program will enable them to feed in the society and they won't focus their minds to the past. I have also succeeded in changing the perception of a three young female Muslim who are now schooling at the training school for health personnel Bamenda and their dreams is to become an advanced professional nurse and assist their own community in future to come.</p> <p><b>Story of Change</b>  From my view point, my life has changed drastically after returning from studies, Educationally, Culturally, Technological etc. I have learned a lot from Coady</p>

	<p>though it was quite short but productive. I am proud to say I have transformed more than 150 volunteers' perception and created a developmental forum among 3 different communities. I am able to share and exchange the values of educational and cultural values within and around my community. Currently, I design and organize different workshops on development issues, female genital mutilation, empowering a girl child, premarital sex, mediation etc. thanks to the knowledge and skills I gain from Coady. I am the founder of Center for Development Peace and Conflict Education Bamenda and I have designed three programs as at date and my first project is healing fruits already that is creating a community library in my community that will enable most inhabitation of my community to understand the importance of community services, community development and volunteering. Most youths today focus their minds toward salary or payment after put in services. As a responsible citizen, the first question you have to ask yourself is "what have I done to my community?" or "what have my community achieve from me?" From my research I strongly believe we are facing a lot of challenges around the world today because of numerous conflicts and one of the best method to eradicate these syndrome, is to "empower women" women are the bread basket of any society when you educate and empower of girl child it is already a problem solved in one community. My research speaks to me that women are good future leaders they have good charisma in leadership management. I remember when I was still at a teenage age, each time I returned from school, my mother will be there for me, she always ask "Michel have you eaten? What have you learn in school today? How many friends do you have? Have you ask them about their future dreams? In the other hand my father does not care. He is eager to know only if I am doing well in school or not. So I am pleading to the Coady entire body to come up with a full masters or degree program in peace and conflict resolution course the world is growing wild if care is not taken.</p>
<p>6. Nigeria. Female.  Diploma in Development Leadership (2015)</p>	<p><b>Applied how?</b> To large extent, the application of my knowledge has been based intermediating between the Community and the Government. I have also facilitated a Community-Government based program on "Children and Drug Abuse". Coupled with the aforementioned I have also done Radio -Advocacy to enlighten my immediate community. The knowledge I gained in Coady Institute has also helped me to enrich my colleagues in my organization.</p> <p><b>Story of Change</b> On my arrival from Coady program and resuming office, my colleagues were eager to learn a lot from me but to their surprise I made them to realise that I need to learn a lot of things from them too. I have not come with super solution to our development work. While they made me to be aware of all what have transpired in my absence I also made to be aware of my new discovery. My reflective ability has also been enhanced by learning from my environment. Even in my private life, I know apply the knowledge I gained in Rich Picture and this has helped me to develop theory of change that I apply to my daily life. This principle was also introduced to the Street youths I work with. I made to know that my organization is here to facilitate the rehabilitation program they were going through. The youths are the best experts to identify their issues and mapped out the solution to it. We are just to guide them through.</p>

<p>7. Bangladesh. Male.</p> <p>Facilitation and Training Approaches from Community Change (2018)</p>	<p><b>Applied how?</b> Applying facilitation skill in my programme management activities like facilitating community meeting, discussion sessions, developed communication skill as a result of participation in COADY education programme</p> <p><b>Story of Change</b> Being an experienced development practitioner COADY and me both were benefitted through this programme. I personally developed academic linkage with COADY and shared my learning and experience with co participants. Confidence level enhanced as a result of participating in certificate course.</p>
<p>8. Ghana. Female.</p> <p>Facilitation and Training Approaches for Community Change (2017)</p>	<p><b>Applied how?</b> I working with about 500 community women leaders in 32 communities in Northern Ghana, that is, Upper West and East Regions to enable women have a voice to participant in community decision making processes. Am also working with these women base on Endogenous Development and ABCD to economically empower about 600 rural women in Upper West and East Regions in Ghana.</p> <p><b>Story of Change</b> The most significant changes resulting from my Coady participation is that I have been empowered to work with over 1000 women at the community level in Upper West and East Region in Northern Ghana to be part of decision process that affect them. These women have now been empowered socially and economically to be able take care of their families and have voices in these communities. Most of these women are rural farmers and are now influencing Agricultural policies at the District, Regional and National Levels. Notable is the joint campaigns against the introduction Genetically Modified Organisms and the passing of the Plants Breeders Bill in to Law in Ghana. 67.1% of these women have taken up leadership positions in their communities and beyond.</p>
<p>9. India. Female.</p> <p>Diploma (2014)</p>	<p><b>Applied how?</b> There are many concepts and learning which I am using in my work. Learning at Coady enabled me to start the community consultations with the ABCD approach. Now I initiate the discussion with the assets, skills, knowledge and resources etc. of the community so that a positive self esteem among people could arose. The facilitation and training approaches for community change skills is most relevant because now I am using it effectively and ensuring equal participation of the community members. This is useful because now I am using creative tools, energizers and content neutral approaches.</p> <p><b>Story of Change</b> Behavior of few male participants with the female participants was inappropriate and the matter was brought in the notice of sexual harassment wing. They handled the matter judiciously; such that the message to restrain from such attitude was effectively communicated to the culprits without directly hounding them. After that I realized the impact of good communication skills. Now I am able to critically analyze situations and act accordingly.</p>

<p><b>10. Pakistan. Female.</b></p> <p><b>Learning Organizations and Change (2017)</b></p>	<p><b>Applied how?</b></p> <p>In my role as an integral part of the Senior Management Team at Muslim Aid Pakistan, I contribute not only to the organizational strategy and direction, but also to the resolving and addressing our challenges which come up with our partner organizations and the communities we work with.</p> <p>The humanitarian and development landscape in Pakistan is undergoing continuous change vis a vis operating environment, restrictive governmental policies and shrinking funding space. As a direct consequence I am expected to provide a conducive and enabling environment in order to continue delivering impactful programmes at scale. To achieve this successfully I need to be able to adapt the organization to a changing context, and transform into a true learning organization where we can convert our lapses and failings into lessons learnt, not allowing them to become impediments. Because of competing priorities and trade-offs, we as management often overlook the needs of staff who have to handle and deliver in the face uncertainty and organizational change.</p> <p><b>Story of Change</b></p> <p>Since 2013, when the development sector started ballooning in Pakistan, I have been volunteering with our various partners who implement programs in the field, in order to provide support and guidance to them as well as to further my own professional development, in this context, I have to routinely deal with challenging and difficult management scenarios, in an amicable and seamless manner. I feel I have been greatly benefited from this invaluable learning opportunity that has enhanced my knowledge and enabled me to contribute towards the following:</p> <ul style="list-style-type: none"> <li>• Institutionalizing a learning culture in the organization to increase the impact of our work</li> <li>• Pakistan is a disaster-prone country, we have to deal with several types of change, such as rapid switching between humanitarian response and disasters, and then back to longer term development programming results in loss of focus and traction gained over time</li> <li>• Learning from the diverse profile to learn innovative ways to address these challenges and maintain performance through periods of change</li> <li>• Learning to deal with de-motivation and the impact it has on productivity</li> <li>• Restrictive governmental policies and dwindling funding often results in curtailing programs, staff layoffs and results in reduced outreach. All of these factors serve to diminish staff motivation and engagement and consequently the impact of our work for beneficiaries.</li> </ul>
<p><b>11. Kenya. Female.</b></p> <p><b>Action research for Citizen-led Change (2017)</b></p>	<p><b>Applied how?</b></p> <p>I am actualizing the research proposal that was my final project</p> <p><b>Story of Change</b></p> <p>Caring more about people than anything else has become my drive. I now see learning as life long and experiential. Research has become more meaningful to me as it is no longer for future implementation but for the now! Making use of my action research to make a difference thereby improving my practice day by day.</p>

<p><b>12. Ethiopia. Male.</b></p> <p><b>Livelihoods and Markets (2017)</b></p>	<p><b>Applied how?</b></p> <p>We are currently in the process of developing a new five year project proposal focusing on livelihoods and market; therefore, I am trying to integrate skills and experiences I got from my class lectures and interaction with colleagues around the world while I was at the COADY!</p> <hr/> <p><b>Story of Change</b></p> <p>My view in the development was really confined and localized and unable to see my village or areas as part of the larger global economic system. It is important to have such an outlook. The following stories reflect how development initiatives that starts at local level affects the world economy. The story of the Indian Milk Cooperatives marketing was the most amazing and successful story. Of course there is a lot to learn from Indian development experience, but the white revolution was of great lesson. Moreover, honey care Africa (Farouk Jiwa’s organization) was still amazing business model that endured to survive the African business context. I learnt that achieving success in development requires struggle and commitment. The success of the lobster cooperatives we visited in Canada is quite astonishing given the challenges we have in the cooperatives sector.</p>
<p><b>13. Bangladesh. Male.</b></p> <p><b>Livelihoods and Markets (2017)</b></p>	<p><b>Applied how?</b></p> <p>I am using my knowledge that I gained from the Coady specifically market development approaches for community development. My confidence level has been increased to develop Livelihoods status of the vulnerable community in Bangladesh. After attending the course, I have designed at least 3 projects for the Livelihoods development of the vulnerable communities through market development approaches. I am also using my knowledge and skills to implement Livelihoods and Market Development related activity. In the mean time I am implementing Livelihoods and Market Development related activity for the development of 1 million people in Bangladesh.</p> <hr/> <p><b>Story of Change</b></p> <p>I have plans to get knowledge on other professional development course.</p>
<p><b>14. Uganda. Male.</b></p> <p><b>Diploma in Development Leadership (2015)</b></p>	<p><b>Applied how?</b></p> <p>On my return from Coady, I got an engagement with ChildFund International to manage a community strengthening project funded by USAID. The Economic Strengthening to Keep and Reintegrate Children into Families targets vulnerable households in three districts of Uganda. I have used the knowledge and skills acquired to design interventions and execute training and development programs. I apply compassionate listening skills in managing participants during training by use of a facilitation ball. The peace line was used to establish vulnerability levels of the different households so that specific interventions can be designed to address the issues. I am applying the adult learning cycle to guide the training interventions with the communities and use of adult learning techniques such as role paly, group work has enhanced my effectiveness in training adults. The ladder of participation widened my understanding of participation and I now practice active participation when dealing with people.</p>

	<p>I am applying the Asset Based Community Development approach in mapping community assets to determine gaps for intervention design. The leaky budget exercise is quite useful in demonstrating movement of resources into and out of a community to establish how the community can harness opportunities for generating household income. Co-facilitation is a useful skill when delivering training. I am now using it in my training sessions. Learning design has enhanced my capacity to plan and execute training sessions and evaluation. The diploma course has enhanced my capacity in development facilitation.</p> <p><b>Story of Change</b>  Prior to the Coady diploma program, my view and approach to community development was skewed to my side. I viewed myself as the source of all knowledge about the problems of communities. I assumed to know their challenges better than themselves and always thought that whatever I was doing was in their best interest. Since then I have changed my view and now understand that the people know what is best for them. I involve the people in planning and designing community interventions. My approach to training has since changed. I am now more of a community facilitator and now appreciate the effectiveness of co-facilitation. Going forward, I am getting to apply more of the skills acquired.</p>
<p>15. South Africa. Female.</p> <p>Facilitation and Training Approaches for Community Change (2015)</p>	<p><b>Applied how?</b>  Training in personal, business and community development related needs.</p> <p><b>Story of Change</b>  There can be described as follows: * A learning atmosphere that is friendly, participatory, transformative, innovative, experiential, sharing and co-learning and playful yet so educational. * My facilitation (currently) is heavily influenced by the approached and skills acquired at Coady. * There are "no dull moments", learning is colourful, participants go on and on and engage in full participatory mode. *</p> <p>I have started to share these approaches with fellows - development practitioners in the university and local municipality and community formations of course.</p>
<p>16. Ghana. Female.</p> <p>Rethinking Partnership (2016)</p>	<p><b>Applied how?</b>  I have shared knowledge and skills acquired with colleagues and worked closely with service learning unit to revamp and reorganize the unit. The process is ongoing and already showing promise of yielding more effective partnerships. That Unit places our students in schools, NGOs and public service for practical experience. Over the years we have struggled to sustain the commitment of the range of stakeholders. However with the new skills and knowledge, we have been able to assess our processes and strategies in order better our relationships of the diverse stakeholders. Basically, we have become more focused and strategic in the way we work with our stakeholders, above all, we have been more analytical in our work which is helping identify strengths and challenges for strategic decision-making in our workings with our stakeholders.</p>

	<p><b>Story of Change</b></p> <p>In my position of advantage as dean of faculty, I watch with keen interest and amusement that practical basic changes and visible results that are inuring from the changes that my learning from the Coady Institute. I see in particular, which has been my focused area for immediate change improve its strategies considerable. The unit is more open to innovative thinking and approaches now. Our service learning programmes are undergoing considerable transformation as the Unit is being more responsive in its dealings with external stakeholders large schools teachers and heads, managers and project officers of NGOs and the communities, organizations and schools that we have been so privilege to have students and faculty work with and learn from in our efforts to serve our establishment mandate of using education for the socio-economic transformation of deprived communities.</p>
<p>17. Haiti. Male. <sup>2</sup></p> <p>Action research for citizen-led change (2015)</p>	<p><b>Applied how?</b></p> <p>During the Nation Wide Youth Survey conducted in Haiti in 2015 Facilitation skills For the Capacity building program in partnership with the WKKF</p> <p><b>Story of Change</b></p> <p>After my first program at the Coady International Institute, I've conducted a National Survey in my country on Youth. Before I went to Coady, I planned to use a traditional survey strategy. Then, I discovered how interesting and wonderful it could be to do research by engaging all the stakeholders. When I came back to do the survey, instead of the traditional strategy I was trained for as a statistician, I have used a mixed method, where the youth in some region where part of the design and the implementation of it. And they started discovering themselves more positively.</p>
<p>18. Nigeria. Female.</p> <p>Community Development Leadership by Women (2016)</p>	<p><b>Applied how?</b></p> <p>Created a network to mentor other women in Africa Engage in more community development. Started a campaign for 35% inclusion movement in Nigeria. Encouraging grassroot women to be involve in decision making platform in their community</p> <p><b>Story of Change</b></p> <p>On getting back home, I decided to start a social Facebook group / network to mentor young women who are interested in leadership with the support of contact I made while in Coady, Karla Webber who volunteered to mentor the women to become successful leaders, I made it a close group for people to interact well and learn more from the network. Presently am mentoring 33 women across Africa in Uganda, Zambia, DR Congo and Nigeria. My participation at Coady has really affected me holistically, I developed new idea, have a focus for my work and am growing every day</p>
<p>19. Ghana. Female.</p>	<p><b>Applied how?</b></p> <p>I sent my colleague [and] staff through some advocacy process during our learning and sharing sessions.</p>

<sup>2</sup> Max Prosper Fortuna - [https://www.youtube.com/watch?v=-rua9P\\_kl0E](https://www.youtube.com/watch?v=-rua9P_kl0E)

<p><b>Advocacy: Citizen Voice and Action (2017)</b></p>	<p><b>Story of Change</b>  As a young lady with vision on advocating on social issues, I have improved on my advocacy skills and able to make very good stakeholder analysis in any of my advocacy work. I am now very conscious about involving the various stakeholders in everything that I do even in proposal development. I must say that the program has changed my perception on advocacy from doing advocacy for the people to doing with them and by them. I have led many networks in my region to carry out advocacy campaigns using fact sheets and policy briefs. The skills gained in the program has given me the confidence participate ad lead other organizations and networks in advocating for redress on education as well as sexual and reproductive health and rights issues in my region.</p>
<p><b>20. Male. Cameroon.</b>   <b>Diploma in Development (2017)</b></p>	<p><b>Applied how?</b>  I am working with some women and other internally displaced persons in poultry farming.</p> <p><b>Story of Change</b>  Poultry involved domesticating birds like the geese, turkeys, chickens, and the ducks. When you domesticate the birds, you will definitely get the eggs and meat; poultry meaning revolves around that. In Cameroon, most farmers prefer to domesticate chickens because eggs and chicken meat have remained to be a sought-after in Cameroon. There are 2 types of domesticated chickens, the layers and the broilers. The layers purpose is to give eggs to the poultry farmer, while the broilers are domesticated for meat. We just started this initiative in the month of June 2018 in Missellele Tiko sub division in the south west region of Cameroon. I will communicate our success story after three months period of implementation. Despite the on-going Anglophone crises in Cameroon, these men and women who are internally displaced because of the conflict have been able to demonstrate the spirit of community resilient by actively participating in the construction of the poultry farming site.</p>

## 5. Conclusion and Reflections

The *Learning from Stories of Change* methodology provided a flexible means of assessing the effectiveness of Coady's education programs. Providing key quantitative indicators, as well as narrative information that could then be coded and analyzed, demonstrated that the education programs are meeting and exceeding their targets. The stories of change show that Coady programming has made a significant contribution to the communities in which graduates live and the organizations for which they work. Graduates continue this ripple effect as they interact further with their organizations and communities in their professional and personal lives, due to a new or renewed commitment to share and apply their learning.

The Institute's transformative approach distinguishes the programs from typical professional development in that it prompts a rethinking of personal bias or world views, increases confidence and leadership abilities, provides a holistic understanding of development, recognizes assets and responsibilities, encourages sharing of knowledge and skills, and strengthens commitment to inclusive and equitable development in both men and women. The knowledge and skills gained and shared illustrate how graduates enact change through developing new projects, adapting training materials, providing training to staff and communities, shift their organizations' approaches, engaging with local decision-making and power structures, and informal coaching and mentoring of others.

The study also shows that education programs increase commitment to inclusive and equitable development. The graduates go on to apply their knowledge and skills to enable women and marginalized populations to effectively participate in community-development and amplify the voices of others so they are able to claim their rights and participate in decision-making. Education programs provide gendered contextual analysis from the individual to systemic levels and from informal to formal arenas of participation, to integrate the myriad of factors that undermine gender equality such as pervasive cultural norms and attitudes that discriminate against women, and that may influence laws and the workings of institutions, and provide strategies by which harmful norms and power structures can be challenged.

Overall, the *Learning from Stories of Change* study provided revealing, robust data on the breadth and depth of Coady education programs. However, due to their open-ended nature ("the most significant change from your participation in Coady programs" without prompts for organizational and community change) they did not necessarily provide targeted and specific information about on-the-ground change.<sup>3</sup> While the methodology fit well with the adult education approach, it may be necessary to adjust the outcome surveys to ask a specific question about community or organizational change. While the secondary coding of outcome surveys provided rigorous, evidence-based, quantified data, it was also resource intensive—especially given the number of graduates.

The methodological design moving forward will have to balance these factors, and may be informed by the complementary *GCL Internal Evaluative Study* (January 2018). The *GCL Internal Evaluative Study*,

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<sup>3</sup> On the other hand, the methodology confirmed that a significant proportion of our participants were adults working with youth on development issues. It enabled us to identify particular issues, areas of work, and concerns that a more targeted approach may not have identified so readily. This resulted in the development of a new course in the Diploma, which specifically builds the knowledge and skills of participants who work with youth. Similarly, ongoing learnings from the LSC allowed us to identify relevant curriculum, incorporate new ideas, and add new tools.

which explored development outcomes through several questions about their community action plans, may provide an effective model for balancing open-ended questions and more targeted questions about direct development results. Both studies will most certainly inform Coady's plans for the development of a new, stronger, integrated package of educational activities designed to nurture change leaders not just when they are in Antigonish, but also as they work in their respective communities and organizations.