

# Enhancing partnerships and expanding opportunities: Off-campus courses

Eric Smith  
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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

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On the cover: Certificate classroom. Livelihoods and Markets (2018) at WISE (Ethiopia).

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Coady International Institute  
St. Francis Xavier University  
PO Box 5000 Antigonish, Nova Scotia  
Canada, B2G 2W5  
[www.Coady.stfx.ca](http://www.Coady.stfx.ca)

**COADY**  
INTERNATIONAL INSTITUTE  
ST. FRANCIS XAVIER UNIVERSITY  
Igniting Leadership



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Canada

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Canada

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## 1. Introduction

Under the current Contribution Agreement (Dec 2013 – Feb 2019), it was determined that the priority would be on-campus educational programs, with five-year targets of **200 graduates** from the Diploma in Development Leadership, **1175 graduates** of thematic Certificates, and **135 graduates** of customized Certificates for Women and Youth.<sup>1</sup> In February of 2016, we proposed that augmenting on-campus programs with a several off-campus courses to extend Coady reach and impact within the existing budget. Combining with planned Learning Networks and online courses also would decrease international travel and contribute to environmental sustainability.

As a way to assess the impact of differing approaches, three off-campus educational models were piloted:

1. Coady Certificate, hosted by partner in global south
2. Partner-led Coady Certificate offered on partner's campus
3. Certificate co-designed and co-delivered with Coady partner

The **first model** was offered in Ethiopia four times (in partnership with WISE as two-week Certificates in Community Based Microfinance for Financial Inclusion and Livelihoods and Markets), and in Tanzania once (in partnership with the Tanzanian Gender Networking Program as a two-week Certificate in Citizen-led Accountability: Strategies and Tools).

The **second model** was offered in South Africa, in partnership with the Gordon Institute of Business Science at the University of Pretoria as a six-day program in Livelihoods and Markets, March 12-17, 2017.

The **third model** was offered in Nepal twice: in a new partnership with The Story Kitchen as a five-day workshop on Women's Leadership in Community Development (March 27–31, 2017) and an advanced women's leadership course in December 2018.

An earlier analysis<sup>2</sup> found that each of the off-campus models proved to be a viable model for future activities, adaptable to particular country, region, partner, and financial model contexts. It also found that off-campus courses can enable longer-term institutional impact and tracking of results, and that Coady and partners should pay particular attention to matching applications, recruitment, and MEL systems to harmonize and minimize additional human resources costs. Partnerships on off-campus courses are also proving to be an effective means of strengthening the ability of Southern organizations to offer their own training and education programs and to provide an opportunity for partner organization staff to take part in training akin to a "train the trainers" approach.

In off-campus courses, the curriculum can be modified to suit the needs of the specific group and course. While the off-campus courses are specifically designed to draw on contextual realities to enable analysis of locally relevant issues and sharing of best practices, the on-campus courses offer a much broader interaction and sharing of ideas and practices from across the world. Each presents a different, but mutually reinforcing manner of enabling partners and graduates to take leadership on asset-based, citizen-led, community-driven solutions to global inequality. Coady is well poised to do more off-campus courses, systematic networking, and post-program support, resources permitting.

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<sup>1</sup> **Investing in Leadership and Learning for Development Effectiveness** (Coady Institute / DFATD Initiative Implementation Plan – March 2014, p. 7)

<sup>2</sup> *Report on Coady International Institute off-campus education programs*, May 2017. Prepared by Eric Smith.

Off-campus courses had similar educational and development outcomes to those of on-campus courses, meeting and exceeding targets for key indicators. Participants cited changes in attitudes and motivations and in knowledge and skills at roughly similar rates to on-campus certificates, but the emphasis of the change was different, with fewer citing a rethinking in bias or understanding due to a diverse (cultural, socio-economical, sexual orientation, geographic, etc.) cohort. Off-campus respondents rarely mentioned the learning environment, in contrast to on-campus respondents who frequently cited the library, residences, and collegial atmosphere.

The study shows that off-campus courses are helping partners and graduates strengthen local economies, build community resilience, promote accountable democracy, and enhance women's leadership. They have also helped enhance partners' capacity to offer training and strengthened their development practice. All responding organizational contacts were satisfied or very satisfied with the collaboration with Coady. All agreed that the collaboration on off-campus courses agreed or strongly agreed that the collaboration had strengthened their development practice.

*My partnership with COADY remains a highlight of my professional career. I appreciate the approach of the team who are thinking partners, always exploring and growing their understanding of different contexts, learning from others, sharing their insights and pro-actively looking for new ways to share knowledge and information. This approach gives them rich insights into complexity, and I learn from each conversation I have with team members.*

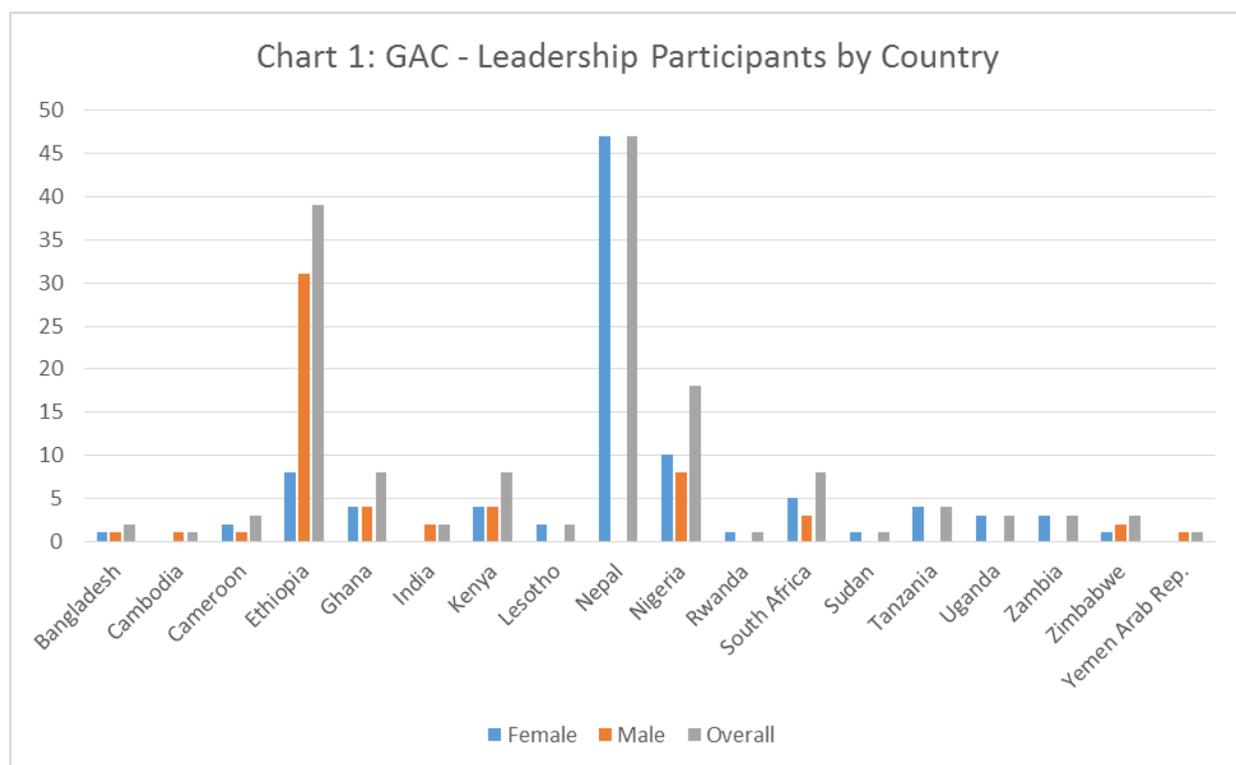
~ Kerryn Krige, Gordon Institute of Business Science.

## 2. Courses and Enrollment

The eight courses were held between the spring of 2017 and winter of 2019. A total of 186 participants took part in the courses; 121 were women, and the remainder, men. 154 (96F, 58M) were supported by GAC-Leadership, with the majority of the remainder supported by GAC-Empower and several participants by other donors.

Table 1: Off-campus course enrollment

	Leadership			Empower			non-GAC			Total		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
<b>Pilot Off Campus Courses (2016-17)</b>												
Livelihoods & Markets (South Africa)	9	5	14	3	0	3	0	0		12	5	17
Community-Based Microfinance for Financial Inclusion (Ethiopia)	9	10	19	4	0	4	0	0		13	10	23
Women's Leadership in Community Development in (Nepal)	26	0	26	0	0	0	0	0		26	0	26
<b>Off Campus Certificates (2017-18)</b>												
Livelihoods & Markets (Ethiopia, October 2017)	10	16	26	5	1	6	1	0	1	16	17	33
Women's Leadership in Community Development (Nepal, December 2017)	21	0	21	0	0	0	0	0	0	21	0	21
<b>Off Campus Certificates (2018-19)</b>												
Citizen-Led Accountability: Strategies and Tools (Tanzania, July 2 - July 13 2018)	7	5	12	6	2	8	1	0	1	14	7	21
Community Based Microfinance (Ethiopia, Nov 5 - 16, 2018)	9	7	16	4	1	5	0	0	0	13	8	21
Livelihoods and Markets (Ethiopia, Oct 15-26, 2018)	5	15	20	1	3	4	0	0	0	6	18	24
<b>subtotal off-campus certificates</b>	<b>96</b>	<b>58</b>	<b>154</b>	<b>23</b>	<b>7</b>	<b>30</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>121</b>	<b>65</b>	<b>186</b>



The participants reflect the geographical location of the courses, with concentrations of graduates from Ethiopia and Nepal. The majority of the remainder are from sub-Saharan Africa, with a minority from South Asia, South East Asia, and the Middle East and North Africa region.

### 3. Partner Profiles

#### ***The Story Kitchen (TSK), Nepal***

The Story Kitchen is driven by the belief that upholding the stories of women can unravel systems of gender oppression and patriarchy that continue to exist in Nepal. The domination of stories from men’s perspectives leaves women out of the history of Nepal and fails to recognize the extent to which women are currently contributing and have always contributed to the development of the country. TSK enhances women’s participation and representation in media using a from-the-ground-up approach: meeting women locally and sharing their stories nationally. It invites women of different castes, ages, communities, cultures, and languages to experience the powerful transformation of storytelling and narrative journalism.

#### ***Gordon Institute of Business Science (GIBS), University of Pretoria, South Africa***

GIBS is ranked us as the top South African and African business school. In 2018, its MBA was ranked among the top 100 business schools globally. GIBS offers short courses, executive level programs, and company-specific programs. Other programs are longer and include the Social Entrepreneurship Program, Leading Women Program and Nexus Leadership Program.

#### ***Tanzanian Gender Networking Program (TGNP)***

TGNP is an activist non-profit organization, and in 2012 was registered as TGNP Mtandao Limited. TGNP emerged through a collective process of critical reflection by leaders of key women’s and gender organizations about the situation of women who are the most exploited and oppressed people within the exploited laboring classes. It facilitates the transformative feminist movement to influence and contribute to gender responsiveness of policy formulation and implementation

#### ***Organization for Women in Self Employment (WISE), Ethiopia***

In over 20 years of service to low-income women and girls, WISE has recorded remarkable achievements in the area of business development services. Their experience in savings and credit cooperatives development and training in business, financial literacy, and leadership has proven very effective in the transformation of the lives of the targeted women and girls. This proven experience has attracted like-minded organizations operating in different parts of the country to replicate the approach.



#### 4. Cross-course analysis: Value, partnerships, systems, and flexibility

All courses proved to be successful in regards to recruitment, logistics, and partnership. Flexible models provided a valuable alternative to Coady's on-campus offerings, especially for participants who are unable to receive a Canadian visa or have difficulty securing the funds for travel to Canada. They have allowed Coady to support new organizations and partners and to conduct additional activities on the ground.

*We continue to explore partnerships with the COADY Institute, to be delivered in South Africa. I am very pleased that a course in Livelihoods and Social Entrepreneurship has been developed by the team. This is particularly relevant to us as we develop a policy framework for the social economy in South Africa. The COADY programme helped me bridge my understanding of the social economy and asset based community development approaches, and I apply these learnings daily.*

~ Kerryn Krigge, co-facilitator of the Livelihoods and Markets course at the Gordon Institute of Business Science

#### **Value of off-campus courses**

- Off-campus courses provide a valuable alternative to our on-campus offerings, especially in light of participants' challenges regarding travel funds and visas. Alongside the thematic global networking, regional courses offered over the years have also built a network of graduates who can provide guest lectures. Off-campus courses provide the opportunity to deepen and adapt Coady curricula to particular contexts.
- In-country and regional networking helps the participants learn and collaborate as well as contribute to further enhancement of the courses.
- Off-campus courses enable Coady to support new organizations and emerging leaders and to connect with Coady alumni. These distinct elements can mutually support positive social change and sector-specific needs and deepen Coady impact in the region/country.
- The off-campus courses enable Coady to reach otherwise qualified participants who could not participate in on-campus courses for various reasons including visa, finances, timing, or family responsibilities. Organizations in the global South are cash-strapped for professional development, so Coady courses provided a valued opportunity to do professional development and further education.

#### **Partnerships**

- Newly developed and long-term partnerships with organizations help recruit deserving candidates, track the direct impact of training, and develop a longer capacity building relationship.
- Action research, knowledge creation, alumni events, short workshops, and learning/documentation work can occur alongside training programs to further build expertise and networks in the certificate area. This, and training programs, helps these organizations enhance the effectiveness and success of their programs and projects.

- Working with partner organizations leverages additional resources that participants need for travel/accommodation. Partnerships make course design as well as logistics management more efficient and effective and have built broader institutional capacities of partners to host such training.

### **Systems Matching**

- Systems matching of recruiting. While there were no challenges in any of the three models, recruiting requires clear policies, oversight, and mutual understanding. For the South Africa and Nepal courses, partners (largely) provided recruitment and student services with oversight and final selection of candidates provided by Coady staff; this minimized Coady administrative time while providing an opportunity for those organizations to refine their recruiting and applications systems.
- Systems matching of MEL (particularly course evaluations and outcome surveys) will have to occur for two reasons: (a) to ensure that participants are not overwhelmed with information requests, and (b) to ensure that Coady can track short-term indicators (course evaluations) and mid- to longer-term results (outcome surveys) in accordance with Global Affairs Standards (i.e., gender disaggregated)

### **Flexibility of the models**

- Each of the three models was appropriate for the in-country and regional contexts and provided the flexibility to fit different in-country partners and financing models. Having three models provided creative and flexibility and enhanced the ability to tailor design and delivery to suit both the in-country or regional context while providing targeted institutional capacity development.
- Models 1 and 2, as pre-established models, provided deeper lessons about longer-term engagement. Model 3 provided Coady with the opportunity to test, co-design, and co-facilitate a new partnership with valuable lessons learned about initial steps, planning, and co-implementation.

While only four external facilitators and organizational contacts could be surveyed due to the quick turnaround of the course, all were satisfied or very satisfied with the collaboration with Coady. All responding organizations and partners agreed or strongly agreed that the collaboration had strengthened their development practice.

*APMAS is well-known as a resource organisation in India in the community based micro finance sector. Our collaboration with Coady has enabled us to become known as a resource organisation globally.*

*~ CS Reddy, CEO of APMAS & Co-Facilitator for Community-Based Microfinance for Financial Inclusion.*

## 5. Key Indicators: Course Evaluations and Outcome Surveys

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.

Coady uses course evaluations to measure Level 1 and graduate outcome surveys (deployed six to eight months after graduation) to measure Levels 2–4. Course evaluations were distributed to all participants in the eight courses, with a response rate of 91%.

Outcome surveys were distributed to the first five off-campus certificates: Livelihoods and Markets at GIBS (2017)

- Community-Based Microfinance at WISE (2017)
- Livelihoods and Markets at WISE (2017)
- Both courses in Women's Leadership in Nepal (both in 2017).

The final three 2018 off-campus certificates fell outside of the normal distribution period, and therefore are not captured in the outcome surveys.

Fifty outcome surveys were received from 120 graduates from those five courses, for an overall response rate of 42%. This is lower than the overall response rate of the LSC Study, which was 63%, and 10% less than the overall response rate for similar off-campus Empower certificates.

The low response rate may be due to a combination of factors including: lack of awareness of outcome surveys, lower continued engagement than on-campus graduates, or survey fatigue (the MasterCard Foundation also distributes graduate surveys six to eight months after graduation). The contrast in response rates may also be due to the difference between the residential, on-campus learning environment (the LSC study found that on-campus graduates have strong engagement with and commitment to Coady) and the non-residential, off-campus learning environment at partner organizations. The small population size and low response rate are a limitation of the study, but general findings and conclusions can be drawn still be drawn with this caveat kept in mind.

*The Livelihoods and Markets course taught at WISE in Ethiopia presented an excellent opportunity to connect with participants from across Africa as well as those specifically from Ethiopia. Listening to their experiences and the kinds of issues they face as well as the changing context in which they operate provides critical input into improving the course content and the kind of case studies and examples which will be used in the next courses.*

~ Farouk Jiwa, Farm Shop & Livelihoods and Markets Co-Facilitator

### 5.a Level 1: Reaction

Course evaluations measure the immediate reaction to courses. Table 2 provides an overview all the off-campus course evaluation indicators. There was no significant variation of indicators between the courses—all were rated highly by participants. The course evaluation indicators meet and/or exceed the targets set out at the beginning of the initiative. Targets set were:

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

**Table 1: Aggregate Course Evaluation Indicators for Off-Campus Courses.**

Course Evaluation Indicators Rated on a Scale of 1-5	F (n = 107)	M (n = 70)	Overall (n = 177)
Gained new knowledge and skills	4.51	4.71	4.59
Usefulness/relevance to work	4.67	4.82	4.73
Overall satisfaction	4.67	4.72	4.69

Over the eight off-campus courses, 98% of all responding graduates (97%F, 99%M) agreed or strongly agreed that they had gained new knowledge and skills; 100% of all responding graduates (100%F, 100%M) agreed or strongly agreed that the course was useful and relevant to their work; and 100% of all responding graduates (100%F, 100%M) were satisfied or highly satisfied with the courses.

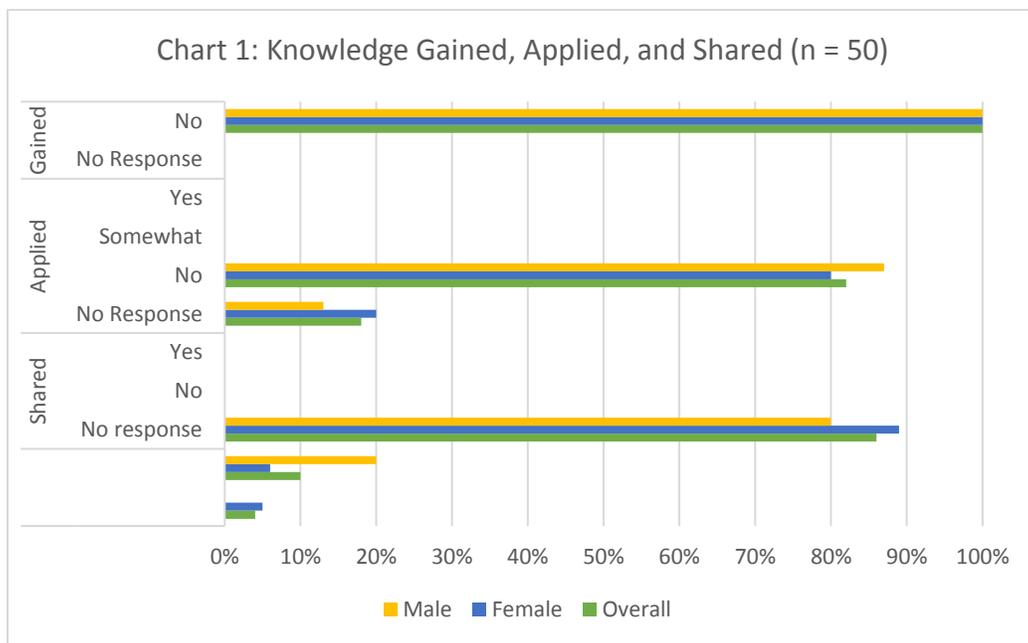
### 5.b Levels 2 & 3: Learning and Behavioural Change

To measure Levels 2–4, Coady deploys graduate outcome surveys six to eight months after graduation. Kirkpatrick’s model focuses on gaining new knowledge and skills and 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 report 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 and skills shared, and (c) knowledge and skills 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 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 reported 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.<sup>3</sup>

The word cloud below is based on responses to the question “What were the most significant knowledge and skills gained?” The topics reflect the diverse mix of subjects and approaches taught in the five certificates, with an emphasis on community development, leadership, ABCD, power relations, and economic development.

<sup>3</sup> A full analysis of the gender dimension is available in the *Learning from Stories of Change Internal Evaluation Study*.



- *“The Women Leadership in Community Development Course was beneficial for me to understand and internalize issues around women’s leadership and key challenges. It has helped me to perform more consciously at my professional assignment. It was good to have intensive interaction with women leaders coming from various backgrounds, level, and age groups. Particularly, self-care and personal reflection during the training has influenced me that I have never done in the past.”*
- *“In December 2017, I led TASAF beneficiary to form their own saving and investment groups. 8 saving and investment groups were formulated under the Tanzanian Social Action Fund in Isitu and Itambo village.”*
- *“[I now] Incorporate gender lens in training materials specially for Gender Based Violence Training package for health workers and Female community health workers. Incorporate gender lens in orientation package on Gender and Gender Based Violence for adolescents*

*The tools used for teaching especially during field to the community activities were easy to understand and made most of the theories very practical while providing high-quality learning outputs and involved more people in activities*

*~ Jane Tesha, Gender Training Institute Coordinator, TNGP*

*It has certainly helped The Story Kitchen to get recognition in the area of Women's leadership. Moreover, the workshops/ courses designed for the women leaders of radio stations have helped TSK to bring all the female heads of the radios stations in Nepal and create a space for collecting thought, which is very important at this moment in Nepal.*

*~ Jaya Luintel, President and CEO, The Story Kitchen*

#### **5.c Level 4: Development Results**

To assess Coady’s (and Coady graduates’) contributions to development results, Coady collects and analyzes the results of behavioural change through the use of self-coded stories from graduates. Through outcome surveys, graduates are asked to share a story of the most significant change resulting from their participation in education programs at Coady. Respondents then rank 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 (84% overall, 83%F, 86%M), followed by stories of organizational change (68% overall, 67%F, 71%M), community change (82% overall, 67%F, 93%M), and policy change (34% overall, 37%F, 29%M). Community as an area of change was much more highly cited than in the LSC Study, community was self-coded at 55%. While the small population size is a limitation, it may indicate that off-campus participants are more often working directly with communities and are more locally connected.

Although respondents could select up to three areas, topics or populations of change women tended not to select all three while men did. It is not clear why, but may indicate men overestimate their influence or women underestimate theirs. Moreover, if we consider the additional barriers women face, one could presume that women face a more difficult challenge in linking their individual change to the organization and their communities. This is most likely reflective of access to formal venues, perception of authorities, and societal expectation around caregiving and emotional labour. It is well established in the literature on women’s rights that these and other factors create invisible structural barriers or a “glass ceiling” for many women around the world.

**Table 2: Self-coded areas of change**

Area of Change	Female	Male	Overall	% F (n =30)	% M (n=14)	Overall (n=44)
Individual	25	12	37	83%	86%	84%
Organization	20	10	30	67%	71%	68%
Community	23	13	36	67%	93%	82%
Policy	11	4	15	37%	29%	34%
Other	0	0	0	0	0	0

The self-coded Topics of Change reflect Coady’s thematic areas and the types of education programs offered off-campus. In contrast to the broader education programs, development leadership in general is not as common a choice, and resilient communities is a much more common choice.

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 finally 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).

It also reflects the courses in the dataset. No certificate included had a dedicated focus on accountable democracies, and instead focused primarily on economic development, resilience, and women’s leadership.

**Table 3: Self-coded topics of change**

Topic of Change	Female	Male	Overall	% F (n =29)	% M (n=14)	Overall (n=43)
Local Economies	15	11	26	52%	79%	60%
Resilient Communities	18	9	27	67%	64%	63%
Accountable Democracies	2	3	5	7%	21%	12%
Development Leadership	16	6	22	55%	43%	51%
Women’s Leadership	19	7	26	66%	50%	60%
Other	0	2	2	0	0	5%

The self-coded populations of change rates follow the same patterns as those of the LSC Study, with the majority of respondents selecting women as the most relevant. However, 93% of off-campus certificate respondents selected women, while the rate in the LSC update of all education programs is 83%. This is likely due to the explicit focus on women’s leadership in the Nepal certificate. Indigenous people were the next most frequently cited relevant population. In this group of respondents, indigenous refers to Dalits (in Nepal) and minority populations and ethnic groups (in Africa). The survey results reinforce the findings from the LSC study, which found that youth are a relevant population to significant proportion of participants—in this case, 68%. Other refers to Dalits, the poorest of the poor, colleagues, or other vulnerable populations.

**Table 4: Self-coded populations of change**

Population of Change	Female	Male	Overall	% F (n =30)	% M (n=14)	Overall (n=44)
Indigenous	21	10	31	70%	71%	70%
Youth	20	10	30	67%	71%	68%
Women	27	14	41	90%	100%	93%
Other	6	4	10	20%	29%	23%

## 6. Stories of Change

As with on-campus surveys, respondents were asked to share a story about the most significant change resulting from their participation in educational programs at Coady. A total of 39 stories were shared, which ranged from individual changes (confidence, communication, and willingness to engage with others) to larger scale change (agricultural projects, linking organizations and networks, contributing to organizational development). A slightly higher proportion (roughly 50%) focused most explicitly on changes in attitudes and motivations, while roughly 30% focused most explicitly on changes in knowledge and skills, and about 20% focused on new or expanded projects. One respondent also noted that one of her challenges in contributing to change are deep rooted stereotypes about women and the Dalit community and her continued struggle with thinking about how best to support these groups.

### 6.1 Stories of Change (sample)

- *“Keen sense to give back to my local community using local resources. Looking around my community with new eyes and seeing what was possible even without government assistance. My biggest change is seeing possibilities where I didn’t see them before. Understanding I could achieve change without money. I could make a difference by finding local resources and local organizations.”*
- *“It has brought in me in terms of my confidence. I have learned so many life skills from the training. As I said earlier, I feel I have become more confident in expressing my opinion and speaking up when I feel I should take a stand. I have started believing in myself and see qualities that I had never seen before [...] and most importantly – empowering and supporting other women.”*
- *“The most significant change resulting from my Coady participation is that I have been empowered to work with 1000 women at the community level in Upper West and East Region in Northern Ghana to be part of a decision process that affects them. [...] Most of these women are rural farmers and are now influencing Agricultural policies at the district, regional and national levels. Notable is the joint campaign against the introduction of GMO and the passing of the Plant Breeders Bill into Law in Ghana. 67.1% of these women have taken up leadership positions in their communities and beyond.”*
- *“Before attending Coady I was not aware about value chain in finance and logic of saving as compulsory items in my budget. But after learning about portfolio of poor and logic of savings (save, invest then use) I have managed to save a lot of money and at this time I am investing it in agriculture. Also this skill helped my friends and cooperatives to improve their savings in order to reduce dependence on external borrowing. Also before attending Coady I perceived other micro-finance institutions as threat for cooperative progress hence no need for linkage between informal and formal financial institution to the situation of cooperatives and other formal micro-finance in my country, but after Coady I am finding better approach for linking them which will guarantee cooperative progress.”*
- *“We have grown the number of VSLAs we have formed from about 50 to over 100. We have connected with corporate organizations to provide services in forming VSLAs for their target communities. We have established a cassava processing plant to improve the value chain of cassava.”*
- *The most significant change is the change in myself. I have started to see with gender lens, started to request the parents of boy children to raise him with the feeling of gender equality and teach my daughters to understand about the gender equality (prepare them to be an independent women e.g. economically and socially). I have been able to encourage my female colleague to change her behavior to fight for her right and break social cultural norms that make women do all the household work.*

- *The training has helped me and team in designing livelihood programmes in our proposals related to communities in extractives (gold mining), we were able to incorporate livelihood assessments and providing recommendations on an alternative source of livelihoods to community members to reduce the burden and hazards they face as result of the extraction carried out in their communities. It has also provided by the organization with the requisite manpower for bidding for projects that required livelihood expertise, for example, resettlement action plan (RAP), before now when carrying out RAP project we get a consultant from outside the organization to bid and work but now we are looking at our in-house capacity to do the job.*
- *Though I used to consider a feminist myself, I realized the true meaning of feminism after I participated in the training. I also realized how unconscious I was regarding the gender bias in my workplace, in the community I work for. I started raising my voice, I started taking a stand because I felt I was strong after I met very awesome leaders in the training. I got inspired by them. I also started seeing everything through the gender lens. Apart from that, I also planned my project activities with asset-based community development approach. This resulted in very efficient utilization of resources and more outcomes compared to the input. For instance, we could rehabilitate eight water schemes which were damaged by the 2015 earthquake with mere 18,400 US Dollars. This was a major achievement for us. Our project implementation model was replicated in other partners as well.*

## **6.2 Significance**

Respondents were prompted to share why the story was significant to them. Many noted that it was significant because the Coady program broadened their perspectives, attitudes, and knowledge leading to more effective practices in their work, professional relationships, and leadership. Threaded through many of the responses on significance were aspects of self-awareness and the importance of contributing more effectively to their communities and organizations and to broader policy discussions.

However, the LSC Study found three broader categories related to attitudes and motivations: (a) rethinking personal bias and expanding worldviews for a more inclusive approach, (b) enhancing understanding of development by making links with other countries and diversity of approaches, and (c) making links across thematic areas and how a holistic approach leads to better development outcomes. Responses by off-campus graduates reflect this general mix, but at different proportions. They did not place as much emphasis on changes in perspective on inclusion and social justice by citing a rethinking of bias or understanding. Instead, they expressed a personal transformation and a more holistic approach. Nor did they cite the importance of a diverse cohort as frequently as on campus respondents.

While the small population size may also be a factor, the different expression of changes in attitudes and motivations is likely due to two factors: the specific off-campus courses offered as well as a less diverse classroom cohort. It is not a negative finding: different courses balance attitudinal and motivations changes, and knowledge and skills changes, in different manners for different purposes. Moreover, off-campus courses are specifically designed to draw on contextual realities to enable analysis of locally relevant issues and sharing of best practices, while on-campus courses offer a much broader interaction and sharing of ideas and practices from across the world.

## **6.3 Coady Contribution**

Respondents were also asked “How, and to what extent did Coady contribute to this change?” These responses were also split roughly 60%/40% into Coady contributing to attitudes and motivations, or to knowledge and skills. While there was overlap between all three certificates, participants in the women’s leadership course

tended to mention attitudes/motivations more frequently than participants in the other two certificates. A representative contribution to attitudes/motivations is the following:

- *“The Coady unearthed my potentials as a woman leader and walked me through the journey to become empowered and assertive. The Coady also amplified my voice as a woman leader which I impact in women at the community level. This impact is seen at the participation and the leadership positions they have assumed.”*

While a response more representative of knowledge and skills is:

- *“I think the invitation to apply to the program allowed me to access not only the value of the training and its impact on my work but the opportunity to be part of a network of development practitioners and partners inclusive of public sector and private sector that strengthens access to support from both technical and financial resources & most importantly to learn and share these experiences.”*

In general, participants’ stories were reflective of the mix found in the LSC Study. Changes in attitudes and motivations, knowledge and skills, and access to a broader network of experiences and perspectives contributed participants’ outcomes in their work, personal lives, and projects. However, off-campus certificate participants did not talk about the learning environment; in contrast, on-campus respondents frequently cited a collegial atmosphere, the residences, the library, access to resource materials, and supportive administrative staff as key parts of the Coady experience.

## 7. Conclusion

Off-campus certificates supported by Global Affairs Canada were a valuable addition to the Leadership Initiative's Ultimate Outcome of "Women, men and youth in targeted communities have mobilized assets, strengthened local economies, built resilience, promoted accountable democracy and advanced women's empowerment." Off-campus courses helped increase overall certificate numbers for the Initiative, supporting over 150 development practitioners over the certificates (nearly 200, including Empower participants), and also providing an opportunity for non-GAC funded workshops in country.

The off-campus courses helped reach participants who may not otherwise have been able to afford tuition or air travel to Canada, thus reaching a different population than on-campus courses. Partnerships with in-country training organizations helped reach target participants and provided a valuable capacity building opportunity that strengthened partners' own training and development thinking and practice. They also enable facilitators to identify new and innovative practices which can be incorporate into subsequent courses.

Education outcomes exceed targets set at the beginning of the Initiative, evidenced from course evaluations and outcome surveys. The certificates have strengthened participants' knowledge and skills, and their new knowledge and skills are relevant and useful to their work in communities, organizations, and to policy discussions. Graduates reported that they are working in the areas of resilient communities (63%), local economies (60%), women's leadership (60%), development leadership (51%), and accountable democracies (12%). They are working with women, youth, and indigenous populations as they apply their new knowledge and skills. The stories reveal how participants are applying these learnings and skills and sharing them with others, thus creating a ripple effect from Coady training that is contributing to development results around the world.

*We are very satisfied on our collaboration with Coady and the "mutual respect" has been weaved for the implementation. The idea was not imposed by Coady rather it was based to strengthen what we already have. Before the real course started, there were rounds of discussion to finalize the process and then we entered into the content. Working with Eileen, Pam, June and Nanci was an amazing experience. The Story kitchen did not only implement the courses but also created a space for women leaders in Nepal to understand the overall leadership concept and the ways change happens.*

*~ Jaya Luintel, President and CEO, The Story Kitchen*

## Annex 1: Design, Recruitment, Delivery, and Outcomes

	<b>Model 1: Community Based Microfinance for Financial Inclusion (Ethiopia)</b> Coady certificate, hosted by long-term partner in the South (Women in Self Employment - WISE)	<b>Model 1: Citizen-led Accountability: Strategies and Tools (Tanzania)</b> Coady certificate, hosted by newer partner in the South (TGNP Mtandao; Gender Training Institute)	<b>Model 2: Livelihoods and Markets (South Africa)</b> Partner-led Coady Certificate offered on partner's campus (Gordon Institute of Business Science, University of Pretoria)	<b>Model 3: Women's Leadership in Community Development (Nepal)</b> Certificates co-designed and co-delivered with Coady Partner (The Story Kitchen, founded by Coady grad Jaya Luintel).
<b>Design</b>	<p>An already well-established course was delivered in Ethiopia. The content was already prepared for the East African context.</p> <p>WISE provided logistical (accommodations, meals, etc.) and classroom support.</p> <p>Each applicant provides details of their own and organizational learning objectives, and key areas, challenges, or opportunities that they would like to learn about through the course. These responses provide valuable insights about the capacity needs of the course applicants and specifically those who are accepted for the courses.</p>	<p>An already well-established course was delivered in Tanzania. The content was already adapted for the East African and Tanzanian context.</p> <p>TGNP provided logistical (accommodations, meals, etc.) and classroom support, as well as pedagogical input (adaptations and resource persons).</p> <p>Each applicant provides details of their own and organizational learning objectives, and key areas, challenges or opportunities that they would like to learn about through the course. These responses provide valuable insights about the capacity needs of the course applicants and specifically those who are accepted for the courses.</p>	<p>GIBS led the certificate, with GIBS faculty co-facilitating and adapting course content to the particular needs of the students.</p> <p>GIBS provided recruitment, application, selection services as well as accommodation and room and board.</p> <p>Each applicant provides details of their own and organizational learning objectives, and key areas, challenges or opportunities that they would like to learn about through the course. These responses provide valuable insights about the capacity needs of the course applicants and specifically those who are accepted for the courses.</p>	<p>Strong, already developed course material was adapted to Nepali context by the Coady facilitator and the Story Kitchen co-facilitator. This was further refined for the second course.</p> <p>Course materials and outlines were provided to the co-facilitator (a Coady graduate), who considered her country's context and augmented and adapted the context accordingly.</p> <p>Course content and materials were uploaded to Moodle, negating the need for travelling with materials. TSK built a logistics budget, so classroom supplies did not have to be transported from Canada.</p> <p>TSK arranged for five days of simultaneous Nepali-English translation</p>
<b>Recruitment</b>	<p>Recruitment and applications were led and managed by Coady, with WISE sharing the course throughout their networks.</p> <p>Applications were received by Coady's Student Services team and final selection was determined by the facilitators.</p> <p>Admission was on participant's suitability for the program, their potential to make a difference to their organization and community, and their organization's scope, track record and size.</p>	<p>Recruitment and applications were led and managed by Coady, with TGNP sharing the course throughout their networks.</p> <p>Applications were received by Coady's Student Services team and final selection was determined by the facilitators.</p> <p>Admission was on participant's suitability for the program, their potential to make a difference to their organization and community, and their organization's scope, track record, and size.</p>	<p>Application systems and admission were managed by GIBS with guidelines and oversight provided by Coady, with final review by Coady staff.</p> <p>Admission was on participant's suitability for the program, their potential to make a difference to their organization and community, and their organization's scope, track record, and size.</p>	<p>The Story Kitchen led the calls for applicants, selection of applicants (with Coady guidelines), with final review and feedback from the Associate Director and Program staff of the International Centre for Women's Leadership (ICWL).</p>

	<b>Model 1: Community Based Microfinance for Financial Inclusion (Ethiopia)</b> Coady certificate, hosted by long-term partner in the South (Women in Self Employment - WISE)	<b>Model 1: Citizen-led Accountability: Strategies and Tools (Tanzania)</b> Coady certificate, hosted by newer partner in the South (TGNP Mtandao; Gender Training Institute)	<b>Model 2: Livelihoods and Markets (South Africa)</b> Partner-led Coady Certificate offered on partner's campus (Gordon Institute of Business Science, University of Pretoria)	<b>Model 3: Women's Leadership in Community Development (Nepal)</b> Certificates co-designed and co-delivered with Coady Partner (The Story Kitchen, founded by Coady grad Jaya Luintel).
<b>Delivery</b>	<p>Of 133 applicants, 23 (13F, 10M) participants, primarily from Eastern Africa, took part in the training. They came from various sectors, including community-based organizations, networking organizations, government departments, the private sector, intermediary organizations, and NGOs.</p> <p>Similar structure to other certificates: 10 days of classes over two weeks (Monday to Friday, 8:30-4:30).</p> <p>Already developed content and curriculum for the course were readily adapted for the needs and interests of this cohort.</p> <p>Coady staff coordinated course evaluations.</p>	<p>Of 80 applicants, 21 (15F, 6M) participants, primarily from Eastern Africa, took part in the training. They came from various sectors, including community-based organizations, networking organizations, government departments, the private sector, intermediary organizations, and NGOs.</p> <p>Similar structure to other certificates: 10 days of classes over two weeks (Monday to Friday, 9:00-5:00).</p> <p>A mix of already-developed and new content and curriculum for the course were readily adapted for the needs and interests of this cohort.</p> <p>Coady staff coordinated course evaluations. TGNP conducted an evaluation of logistics and support.</p>	<p>Of 51 applicants, 17 (12F, 5M) participants took part from various sectors from various sectors, including community-based organizations, networking organizations, government departments, the private sector, intermediary organizations, and NGOs.</p> <p>Participants were largely from Southern and Western Africa.</p> <p>As in previous years, six days of classes. Already developed content and curriculum for the course were readily adapted for the needs and interests of this cohort.</p> <p>Fewer Western African participants than anticipated due to unexpected visa delays. While most did receive their visas, several were unable to attend because the course was already 50% complete.</p> <p>GIBS coordinated course evaluations.</p>	<p>First Course: Of 107 applicants, 26 Nepali took part from various sectors, including NGO work, social enterprise, youth employment, women's economic empowerment, policy development, municipal politics and government.</p> <p>Similar course structure to other ICWL programs: Five days of classes running from 8:30am to 4:30pm.</p> <p>Content and curriculum focused on personal leadership using power and gender analysis, examination of patriarchy, and using ABCD development in work. Participatory planning and place based innovations were examined as leverage points for collaboration with an aim for systems change.</p> <p>A wide range of ages and experience provided a rich learning environment. Individual, group and paired work provided multiple touch points and perspectives to participants.</p> <p>Coady staff coordinated course evaluations.</p>
<b>Outcomes</b>	<p>Course evaluations rate the course very highly.</p> <p>Our long-term partnership with organizations like WISE in Ethiopia enabled post-program engagement, tracking the impact of the training, and engaging alumni in research, knowledge creation, and learning/documentation work.</p> <p>Coady is also one of the long-standing members of SEEP network. Microfinance networks and support organizations such as in Nigeria, Uganda, Ethiopia, and Ghana nominate applicants for Coady courses regularly. Many participants who pursue ABCD (assets based community development) approach have strong networking and learning relationship with Coady, and regularly integrate markets and</p>	<p>Course evaluations rate the course very highly.</p> <p>Our new partnership with TGNP in Tanzania enable some post-program engagement, tracking the impact of the training, especially with the Tanzanian participants. Discussion are ongoing with TGNP around engaging in further education co-design and delivery, research, knowledge creation, and learning/documentation work.</p>	<p>Course evaluations rate the course very highly.</p> <p>Our long-term partnership with organizations like GIBS in South Africa enabled post-program engagement, tracking the impact of the training, and engaging alumni in research, knowledge creation, and learning/documentation work.</p> <p>While GIBS cannot offer scholarships, Coady can and enables GIBS to reach students they otherwise would not. Important element to diversifying their curriculum.</p> <p>Coady staff leveraged the course for other activities, such as an alumni event, ABCD conference planning, and participation at the Global Entrepreneurship Summit in Johannesburg. Class participants and Coady</p>	<p>Translation was appreciated and enabled a more diverse group to participate.</p> <p>Course evaluations rate the course very highly.</p> <p>Large amount of content was delivered in a short amount of time, and the women in program departed with plans and goals for their personal leadership.</p> <p>Staff leveraged the class for providing Coady alumni networking events and additional specialized two-day workshops for women radio station leaders.</p>

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	financial inclusion components in their programming.		grads were able to participate in these, and develop their networks for greater impact and mutual support.	
<b>Lessons Learned</b>	<p>At this time, specific graduates have remained engaged and are seeking advice and sharing experiences from implementation of learning. In Ethiopia and Uganda, CBMF graduates have attempted to form informal networks for learning and mutual support. Graduates in Ethiopia, Ghana, Mexico, and Egypt have designed programs and invited Coady to support in education and implementation of the programs.</p> <p>In Ethiopian off-campus courses, scholarships cover only tuition; participants are also responsible their accommodations and meals. This somewhat limits the learning experience of participants they otherwise have in fully residential program, and is currently reviewed if it can be potentially made a fully-residential course like any other Coady course.</p> <p>Long-term partnerships with organizations that send participants yearly allow Coady to track the impact of training, and develop a longer relationship with these organizations. The partnerships help the organizations develop a cadre of professionals who have common understanding of concepts, approaches, and strategies. Building a critical mass of trained leaders helps these organizations enhance the effectiveness and success of their programs and projects. Therefore, Coady is able to leverage courses towards broader institutional capacity building and is critical for enabling deliberate long-term institutional capacity work.</p> <p>Countries like Laos PDR, Myanmar, Uganda, Nigeria, Egypt, and Ghana are seeing large</p>	<p>At this time, specific graduates have remained engaged and seeking advice and sharing experiences from implementation of learning. Some have continued to engage informally with course facilitators around implementation challenges. Some have sought more opportunities to support implementation and learning through other Coady educational programs.</p> <p>Course scholarships covered only a portion of tuition: participants were responsible their accommodations, transportation, some meals, and a portion of tuition. This somewhat limited the learning experience of participants, as they were housed in 2 hotels, off-site. In hopes of offering a learning experience more akin to a residential program, TGNP and Coady discussed the possibility of identifying a hotel closer to the training site, and the eventual use of a prospective residence at GTI's training centre.</p> <p>Partnerships help organizations develop a cadre of professionals who have common understanding of concepts, approaches, and strategies. TGNP involved 3 of their staff in the planning and delivery of this course, with another as a participant. There is potential to build a critical mass of trained leaders to enhance the effectiveness and success of TGNP's programs and projects. TGNP's programming and mission is very well-aligned with Coady's approaches, and the CLAST course in particular. TGNP has much to contribute to continue improving this and other Coady courses, particularly from a feminist approach to development and movement building.</p> <p>Regional training that provides south-south learning is proving to be an effective approach for overall capacity enhancement in the sector.</p>	<p>At this time, specific graduates have remained engaged and seeking advice and sharing experiences from implementation of learning.</p> <p>In South Africa, Livelihoods and Markets and ABCD graduates have formed informal network for learning and mutual support. They have designed programs and invited Coady to support in education and implementation of research work of the programs. Coady is well poised to do more for more systematic networking and post-program support, resources permitting.</p> <p>With a short course such as this, the fully-residential experience allows full immersion in the classroom environment, deepening learning.</p> <p>Long-term partnerships with organizations that send participants yearly allow Coady to track the impact of training, and develop a longer relationship with these organizations. The partnerships help the organizations develop a cadre of professionals who have common understanding of concepts, approaches, and strategies. Building a critical mass of trained leaders helps these organizations enhance the effectiveness and success of their programs and projects. Therefore, Coady is able to leverage courses towards broader institutional capacity building, which is critical for enabling deliberate long-term institutional capacity work.</p> <p>Regional training that provides south-south learning is proving to be an effective approach for overall capacity enhancement in the sector.</p>	<p>For the first course, co-facilitators had only one day to prepare for the course due to other unforeseen circumstances. 2-3 days would have been appropriate for organizing delivery and roles/responsibilities. Additional time was available for the second course.</p> <p>Multiple translators would have helped with pacing and allow translators to take breaks throughout the day.</p> <p>Partnering with a Coady grad worked well.</p> <p>Working offsite away from Kathmandu enabled women to focus on their needs and their course, rather than their work.</p>

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	<p>scale community-based approaches in microfinance, and are looking to learn from Indian SHG and livelihoods cooperatives/producer company models. Regional training that provides south-south learning is proving to be a good approach for overall capacity enhancement in the sector.</p>	<p>There is the potential to explore possibilities of offering this course in French West Africa.</p>		