

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.

This study was made possible with the support of Global Affairs Canada.

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

December 4, 2017

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Forward

The Coady International Institute is pleased to release its report: *Learning from Stories of Change - An Internal Evaluation Study*. The report represents the culmination of a four year initiative of which the findings and recommendations will contribute to the implementation of Coady's 2017-2022 Institutional Strategy as well as our Education Program Review currently underway.

Coady recognizes that the ways people co-learn, integrate, and apply knowledge to confront and change power relations and take collective action are integral to longer-term social change. In assessing our own programs, we asked: What types of changes are occurring? What are the key factors, processes, and activities that contribute to learning for social change? How would one measure the tangible and intangible aspects? How strong is the link between the educational experience and social change? In so doing, alumni around the world have shared concrete examples of how their Coady educational experience influenced them and strengthened their efforts to build inclusive economies, resilient communities, accountable democracies and equitable societies.

The Learning from Stories of Change (LSC) study represents an innovation in monitoring and evaluation inspired by the Institute's interest in understanding if and how graduates of the educational programs apply their newly-acquired knowledge, attitudes, and skills to enhance community development and create positive social change. Evaluating the effectiveness of the Institute's participatory adult education approach for programs focused on citizen-led development and democratic engagement around the world can present a challenge. In this regard, the methods reflect the philosophy of transformative adult education by integrating quantitative indicators, stories of change, virtual learning spaces, and participatory analysis. Through the LSC project we have systematically reached a diverse alumni community working around the world in a cost-effective manner and captured the tangible and intangible aspects of social change.

On behalf of the Institute, I want to extend our appreciation to Dr. Molly den Heyer for her insights and expertise in leading this initiative, and to Eric Smith and Catherine Irving who played a key role in supporting the development of this report. We also would like to acknowledge Coady alumni who have contributed to this initiative and who continue to lead social change in communities in Canada and around the world.



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Executive Summary

The following report provides an overview of the Learning from Stories of Change project and presents a detailed analysis, findings, and recommendations. The purpose of the project is to understand if and how graduates from the Coady International Institute are learning and whether or not they are using this knowledge to create positive social change. By doing so, it also explores the linkage between transformative education and longer-term outcomes.

The Coady Institute was founded in 1959 as an adult education organization with the mission to work with community development practitioners around the world. All education programs focus on development leadership within three themes: building resilient communities; strengthening inclusive economies; and, promoting accountable democracies. Programs range in length from 10-15 day certificates to the 5 month Diploma in Development Leadership. While the study encompasses most on-campus programs, there is a specific focus on the Global Affairs Canada's Leadership and Learning in Development Effectiveness Initiative (Leadership: P000528), and the Women's Leadership for Economic Empowerment and Food Security in Ethiopia, Ghana and Zambia Initiative (Empower: P000441).

The first question posed in the study was, *How do the Coady Institute's education programs contribute to social change?* The methodology used online surveys and focus group discussion to report on key indicators and gather Stories of Change from the alumni. The stories provided a window into the depth of participants' learning, what they value about their Coady experience, and the change they were making.

Coady staff and facilitators form a community within each cohort that fosters critical and reflective dialogue on social justice issues. While it is often referred to fondly as "Coady Magic," the respondents identified a series of factors that contribute to the success of the transformative learning process. These factors include:

Learning environment: Inclusive working and living spaces that promotes dialogue and reflection, allowing for intentional and serendipitous learning.

Relevant content: The curriculum blends theory, practice, and experiential learning on relevant topics that can be easily applied in the field.

Peer-to-peer learning: Living and working together in a diverse community is key to fostering dialogue and sharing of experiences across cultures and continents. Participants often compare and contrast their experiences, and challenge each other to think beyond the expected routines and standards solutions.

Quality Facilitation: Participants appreciate the experience and commitment of the facilitators and highlighted their ability to create a positive learning environment and foster transformative learning. Participants were also impressed with how facilitators were able to adapt the content and schedules according to the interests of the class.

The Coady environment and pedagogical approach deepen the participants' learning experience. In survey results six to eight months after graduation, 97% of the alumni continue to report that they gained new knowledge and skills. The qualitative analysis also found that graduates acquired knowledge and skills as well as changes in attitudes and

motivations. The analysis of the data shows it is the attitudes and motivations that trigger the transformative element in the learning process and includes a rethinking of personal bias or world views, increased confidence and leadership abilities, a holistic understanding of development, recognition of assets and responsibilities, as well as the inspiration to continue their work.

With the recognition that transformative learning did indeed take place, the study posed a second question, *What are the outcomes of the Coady Institute's education programs?* The data show that Coady alumni are applying and adapting the citizen-led, asset-based development perspective along with the transformative education pedagogy as soon as six to eight months after graduation. In fact, 82% of respondents reported that they have shared what they learned, and 85% reported that they had applied or are planning to apply their new knowledge and skills.

One of the 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, as part of the implementation of new concepts and tools, adapting resources materials, and informal coaching among colleagues, friends and family. It 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. The stories of change show that this improvement in development practice is leading to development results in communities around the world.

Overall, the stories reflect a high degree of consistency with Coady's curriculum and the design of the Leadership and Empower initiatives. The respondents coded their own stories in terms of relevance to areas, topics, and populations of change. This established a clear pattern. First, change begins with individual learning, and then as graduates improve their practice, the development results radiate outwards along formal and informal pathways. Second, the topics of most stories were development leadership, and particularly women's leadership. Their leadership was located in the fields of local economies, resilient communities, and accountable democracies. The self-coded data also showed that alumni are working with a diversity of people, but most often women, children and youth, and Indigenous people from North and South America, Africa, and Asia.

Transformative learning is a dynamic and ongoing process. The study shows that Coady graduates are eager for more formal and informal engagement through networks, online course, mentorship/coaching, regional chapters, reunions, and coalition-building. This presents an opportunity to extend and reinforce transformative learning well beyond the classroom.

As an educational institution, Coady uses different education enrichment and support mechanisms to enhance the curriculum and fit specific contexts. The supports may include mentorships/coaching, peer groups, customized courses, fellowships, and so forth. These methods should be identified and assessed to ensure fit with Coady's pedagogy and citizen-led, asset-based development approach.

While gender differences in quantitative data were minimal, there were subtle differences in the narratives between men and women. Women tended to describe growth in confidence and leadership, that they share and apply their knowledge and skills in less

formal settings, and face more invisible social barriers in their organizations. However, when the female responses were disaggregated by program, it indicated that women who attended programs with additional education enrichment and support mechanisms were able to close this gap.

Based on the findings, the last section of the study includes a series of proposed recommendations, which are intended to build on the success, both in terms of the transformative education approach and contribution to development results. The recommendations fall within six headings: sustain and enhance Coady's approach to transformative education; enrich Coady's curriculum; expand the transformative learning process; strengthen the administration and delivery of courses; study and promote Coady's approach to transformative learning; and, enhance monitoring, evaluation and learning.

The experiences and voices of our graduates are captured in the Stories of Change and quotations used throughout the report. While names and countries have been removed to respect confidentiality, the following graduates granted us permission to use their stories and photos.



Street Girls Empowered

"After my return from Coady, I have designed and implemented a program which specifically targeted street girls who are exposed to risky situations and empowered them through economic capacity building ... I had learned from Coady that promoting democracy does not mean only in the higher level but from at the grass roots. So we gave the young girls the decision-making power about how they want this program to go about. It was a way they could have ownership of the program. At first the young girls would not even talk and now they are taking leadership for the daily activities at the training centre. To see them being empowered has been significant for me."

– Swastika Kasaju, Global Change Leaders 2015, Nepal

Community Restores Local Market

"There are many pressing needs in the community... but the council decided to build a market before anything else... To my surprise no one used the market. It was being vandalized and neglected... At Coady, I learned about appreciative inquiry, I thought to myself, why can't I use this knowledge to try to bring change. So I took a survey in the community just to find out why nothing was happening in the market place. People told me that sellers could not trade because there was no water, washrooms and electricity. Well after I got satisfied with the idea that people wanted water, I called a meeting to choose volunteers who would come with me to council... In March this year they drilled a borehole next to the market. And everyone is now using it and benefitting from it... Vandalism has reduced... through the experience and knowledge gained from Coady, I felt complete and as a youth my fear of engaging in development was removed."



– Castrol Singelengele, Empower 2013, Zambia

Inclusive Business Model Improves Livelihoods of Dairy Farmers

"I am currently working in a dairy value chain project and after I joined the Coady I realized some of the implementation strategies that we are working with needed to be revised... I introduced the inclusive business model in the value chain project... There was no milk testing facility located in the remote areas and the farmers were being deprived because of an unstructured market system and poor market linkages... The proposal pointed out how a community-based Digital Milk Measurement machine would help to make both the company and farmer profitable... One of the major milk producers (BRAC) showed interest and came forward to implement the restructured inclusive business model. This was one of the great achievement that we have made from the learning at Coady."

- Mohammad Akram Ali, Certificate 2014, Bangladesh



Young Girl Stays in School

"My organization supports village savings and loans associations, majority of women. The project succeeded in significantly increasing their income however they don't have control over it, their husbands decide over what they do with the money. Sometime they even use it to take another wife... I succeeded in supporting our local NGO Partner staff in conducting discussions on the importance for women to build support among themselves and discuss their own choices with their husbands. As a result, a woman convinced her husband to let their daughter resume classes from which she had stopped because her father was intending to give her in marriage. The woman said she would pay for her daughter's books from her own resources, which her husband accepted. Coady Institute gave me the appropriate resources for this change."

- Maimouna Mohana, Diploma 2015, Benin

1.0 Introduction

The Learning from Stories of Change interim report provides an overview of Coady's education programs and a snapshot of results spanning a four-year period from 2013 to 2017. The scope of the study includes most on-campus programs, with a particular focus on Global Affairs Canada's Leadership and Learning in Development Effectiveness Initiative (Leadership: P000528), and the Women's Leadership for Economic Empowerment and Food Security in Ethiopia, Ghana, and Zambia Initiative (Empower: P000441).

The study aims to capture Coady's longer-term outcomes and to gain insights into our 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?

To answer these questions, the study population thus far consists of Coady alumni from 2013-2017, surveyed six to eight months after graduation. This report provides a technical overview of Coady International Institute's education programs and approach, the research/evaluation questions that are being addressed, and the theoretical and methodological frameworks that guide the investigation. A synthesis of research results and development outcomes provides an overview of the Coady classroom environment and its contribution to transformative learning, educational outcomes—knowledge and skills gained as well as attitudinal and behavioural changes—along with results in development practice.

The penultimate sections of the report explore the implications for the Coady International Institute's theory of change, expanding the transformative approach, gender differences, reflections on program and project modalities, and a review of the Learning from Stories of Change methodology. The final section of the report builds on the analysis and proposes a series of key recommendations to further strengthen Coady's contribution to development results.

2.0 Coady's Approach

The Coady International Institute was founded in 1959 as an adult education organization with the mission to work with community development practitioners around the world to create positive social change in their communities. While the language and topics may have shifted over the years from cooperatives to microfinance and study groups to empowerment, the core approach remains the same. It begins with the assets and agency of people, and then uses adult education methods to foster community leadership and ensure that our work improves the "well-being of all."

Our focus is on transformative education programs that work in tandem with knowledge creation and organizational capacity-building. The education programs have grown from the flagship Diploma in Development Leadership to include on- and off-campus certificates, learning initiatives, blended learning, and constituency programs for women, Indigenous

Peoples, and youth. Programs range from shorter 12-15 day certificates to the longer 5-month Diploma. Others, such as the Global Change Leaders, include a significant mentorship component after an on-campus residency. All the programs focus on development leadership within three themes: building resilient communities; strengthening inclusive economies; and, promoting accountable democracies.

The Coady Institute offers a combination of programming, including general admission and customized courses for specific constituencies and/or organizations. Most of the general admission courses are offered on-campus in which one cohort could include participants with different scholarships and/or funders. Please see Appendix A: Snapshots of Coady Courses from 2013–2017.

Coady serves a diverse group of leaders and partner organizations committed to creating positive social change in communities around the world. The participants represent a wide range of countries, cultural traditions, sectors, and issues. While participants mainly work in civil society organizations, they also come from all levels of government and the private sector. This diversity is key to our adult education approach that brings together practitioners to share and build their knowledge together. The facilitators draw on the lived experiences and knowledge(s) of participants to foster an inclusive and participatory learning environment. In many ways, diversity underpins the curriculum.

3.0 Global Affairs Programs

The Coady Institute partners with Global Affairs Canada as well as a range of philanthropic organizations and family foundations. Partnerships are also supported by scholarships from alumni, the Antigonish community, and many other individuals. Given the funding structure, the study incorporates most on-campus education programs in order to ensure consistent reporting at an Institutional level. At the time, the data can be disaggregated by program in order to generate reports for specific donors.

In this light, this report provides an overview of findings with an emphasis on graduates funded by Global Affairs Canada's Leadership and Learning in Development Effectiveness Initiative (Leadership: P000528) and the Women's Leadership for Economic Empowerment and Food Security in Ethiopia, Ghana and Zambia (Empower: P000441). While each program contains a range of activities, their main focus is on education programs.

The Leadership and Empower logic models are aligned with Coady's approach described above, but narrow their focus on different aspects of development (Please see Appendix B and C). The underlying hypothesis for both programs is that if we have transformative education programs, then development practitioners will increase their knowledge and skills. If they increase their knowledge and skills, then they will change how they practice development. If development practitioners change how they practice development, then they will create more substantive positive social change. In the Leadership initiative the core on-campus education programs are enhanced by networks, ongoing learning events, fellowships, and innovation and knowledge-building.

Empower is more concentrated on collaborative partnerships for learning and organizational capacity building among four Southern Partners: Organization for Women in Self Employment (WISE) in Ethiopia, Centre for Indigenous Knowledge and Organizational Development (CIKOD) in Ghana, University of Development Studies (UDS) in Ghana, and

Women for Change (WfC) in Zambia. The core on and off-campus education programs are enriched by annual learning forums, action research, and a peer support network of Southern NGOs and educational institutions focussed on women's empowerment and economic development.

4.0 Research/Evaluation Questions

This study is a collaborative process that supports a range of program requirements from across the Coady Institute. It facilitates program monitoring and evaluation processes, informs planning and curriculum development, and generates research data for adult education and development. In doing so, it addresses three sets of questions:

1. What are the outcomes of Coady's education programs?
 - What types of outcomes are emerging 6–8 months post-graduation?
 - How do our alumni share the knowledge, skills, and attitudes gained at Coady?
 - Where is the change occurring and to what extent?
 - Is there a relationship between individual, organizational, community, and policy change?
2. How do the Coady International Institute's education programs contribute to social change?
 - What are the key factors, processes, and activities that contribute to learning for social change?
 - What types of learning spaces foster transformative education?
 - How does Coady programming contribute to positive social change?
3. How does the Learning from Stories of Change framework perform?
 - What worked? What did not work?
 - Does the method generate trustworthy, rich, and useful knowledge?
 - How and to what extent does the framework meet the Coady International Institute's evaluation and research needs?
 - Is the framework in keeping with Coady's adult education and asset-based approaches?
 - What are the recommendations going forward?

5.0 Theoretical Framework

The broader Learning from Stories of Change study focuses on two of the six principles of the Antigonish Movement that assert, "social reform must come through education" and "education must be through group action" (www.coady.stfx.ca/coady/). These statements indicate a causal linkage between adult education techniques and social justice. The purpose of this research is to test and explore this linkage by identifying how the Coady International Institute's current education programs do, or do not, lead to positive social change.

Mezirow (1997) asserted that "Transformative learning is not an add-on. It is the essence of adult education" (p. 11) It aims to foster a change in worldview and promote a critical examination of reality that leads to a more inclusive, socially just perspective which also increases self-determination and worth. Facilitating this change is the Coady Institute's

central purpose and an underlying theme of its mission to promote positive economic and social change.

Adult education and participatory development share a common heritage. Paulo Freire (1970) argued that for authentic change to occur, groups must enter into a process of conscientisation. Through this, citizens engage in critical and dialogical thought to gain a deeper understanding about their world and how to transform it. It is an intentionally collective process that enables people to talk, share, reflect, and analyze their own experiences and interpretations, thereby creating a participatory space in which the analysis of reality is couched in political and ethical discussion of what ought to be (Fals Borda, 1998). More recent contributions to the understanding of transformative learning that build on Mezirow's work (1997) bring in the psychological dimension of the changes a learner undergoes, which also emphasizes the centrality of reflection, critical questioning and peer-learning (Taylor, 2008).

The dialogical process associated with adult education is carried through to action and longer-term social change. Freire (1970) stated that "Liberation is a praxis: the action and reflection of men and women upon the world in order to transform it" (p. 79). For this reason, adult education initiatives are action-oriented and often organized around small-scale projects such as literacy programs, self-help groups, action research, etc. Community facilitators focus on co-learning and co-knowledge creation in order to foster self-determination and to work towards social justice goals (Tett, 2011). Yet, despite this emphasis, most evaluation and academic research on the linkage between an adult education approach and longer-term outcomes is limited to smaller case studies.

In work on the evaluation of training workshops, Kirkpatrick (1994) highlighted four key points in the change process, arguing that different types of changes should be measured at various points in the process. 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.

The Kirkpatrick model was first developed in 1959 to measure the effectiveness of corporate training activities. In subsequent decades, it has been adopted widely due in part to its simple, clear categories, language, and focus on outcomes that limit the number of variables in evaluating training to easily measured concepts that can be administered without the need for complex evaluations (Alliger & Janak, 1989; Bates, 2004). However, there have been some concerns expressed regarding the model's reliance on a limited number of variables. Therefore, integrating other methods, particularly those that engage

participants more fully in the analysis is a priority for our design. Cranton and Hoggan (2012) note “evaluation of emancipatory learning must involve the learners through self-evaluation, collaboration and dialogue” (p. 521).

6.0 Methodological Framework

The goal of the Learning from Stories of Change (LSC) project is to design and develop a methodology that captures the breadth of the Coady Institute’s educational outcomes and facilitates in-depth inquiries on emerging and pertinent themes. More specifically, the study provides a better understanding of how and to what extent graduates of the education programs are applying their new knowledge, attitudes, and skills to enhance development practice and create positive social change. In order to achieve this, the design balances a number of theoretical and practical criteria.

Coady’s monitoring, evaluation, and learning (MEL) approach is rooted in Guijt’s (2015) assertion that “results and evidence practices must be feasible, useful, and rigorous, be accompanied by autonomy and fairness, generate time and space for reflection on evidence of results, and be agile” (p. 194). In addition, the MEL methodology should be consistent with the philosophy of the program. These MEL standards are in keeping with the following design principles.

Utilization: The methods are designed to generate data in a timely and relevant manner for inclusion in reporting and decision-making. The different uses include: create an opportunity for participants to reflect and provide feedback on their experience; monitor and improve the program; map and communicate Coady’s institutional results; gain a deeper understanding of adult education and the social change process; enhance our (Coady’s, practitioners’, and academics’) ability to create positive social change; and, be accountable to participants and donors.

Trustworthiness: A systematic and rigorous approach is being used to gather, analyze, and share the findings. The evaluative research seeks to uphold professional standards set out by the Canadian Evaluation Society (<https://evaluationcanada.ca/ethics>) and received approval of St. Francis Xavier University’s Research Ethics Board (https://sites.stfx.ca/research_ethics_board/index.html).

Representative: Coady’s alumni network is a diverse group of graduates located around the globe with varying degrees of access to the Internet. Therefore, the most cost-effective way to systematically ensure representation of graduates in the study was through a mix of digital tools and in-person discussions. A great deal of care was taken to choose software that was compatible with different systems. For example, the survey software accommodated different Internet providers by providing multiple ways to access the questionnaire including input directly via the web, downloadable and uploadable as a document, or sent by regular mail.

Consistency with the Program’s Approach: The approach behind Coady’s adult education programs invites a combination of participatory practice and accountability. Thus, the methodology blends storytelling and spaces for reflection and analysis of the breadth of change, along with key performance indicators to mark progress towards results.

Participatory and Reflective: Core to the adult education approach is dialogical space for critically reflecting on lived experience and data in order increase our knowledge. Methods embedded in the survey and focus groups help bring a degree of participatory analysis to the study, along with opportunities for Coady staff to reflect on findings and provide feedback through a half day facilitate session or Data Party.

Given the stated principles, the methodological design found inspiration in two existing evaluation frameworks commonly used in development practice:

1. **Most Significant Change (MSC):** A qualitative, story-based process that identifies the intended and unintended results of programs (Davies, 2005). The participatory storytelling and reflection is in keeping with the Coady's adult education philosophy.
2. **SenseMaker™:** A software program that gathers stories and identifies micro-narratives and leads respondents through an online process of interpreting their own stories (Deprez, Huyghe, & van Gool Maldonado, 2012). The online functionality and significance framework allows respondents to reflect and analyze their own stories.

The adaptation of the methodology incorporates key indicators, stories, spaces for reflection, and participatory analysis through a combination of outcome surveys and focus groups. The latter two methods were deployed in stages.

6.1 Document Review

The review encompassed three types of documents: (a) academic literature on adult education and citizen-led development; (b) organizational grey literature on monitoring, evaluation, and learning in the development field; and (c) internal program documents including course evaluations, database queries, and organizational reports. These three types of sources provide a theoretical grounding for the analysis, along with insights into the complexity of practice.

6.2 Online Surveys

The online surveys are being administered on a rolling schedule to provide a snapshot of results six to eight months' post-graduation. Please see Appendix E: Outcome Survey for specific questions. As a whole, the surveys included four sections:

- a. ***Demographic Information:*** Basic information about gender, country, and programs are gathered in order to build a profile of respondents and to stratify the data as required.
- b. ***Key indicators:*** Three quantitative questions that corresponds with key indicators in the Leadership Performance Measurement Framework. They are:
 - percentage of respondents who report they have gained new knowledge and skills;
 - percentage of respondents who report they share their new knowledge and skills; and
 - percentage of respondents who report they have applied, or plan to apply, their new knowledge and skills.

- c. *Story of Change*: One narrative question asks respondents to share their story of most significant change resulting from their participation in Coady programs. The open-ended nature of the question allows respondents to describe the change that was most important to them. This provides insights into the breadth of Coady outcomes, both intended and unintended.
- d. *Significance Framework*: The framework consists of a series of questions prompting the respondents to do a first level of analysis of their own story. They are prompted to rank the relevance of their story in terms of the areas, topics, and populations in which the change occurred. In addition, they are asked about the significance of their stories and how their Coady experience contributed to this change.

6.3 Focus Groups

Once 433 surveys were collected over four years, a series of focus group discussions were held to further engage the graduates in reflection and analysis of initial findings. A range of stories from the surveys was selected as the basis for an in-depth discussion of the stories of change (seen Appendix F: Focus Group Discussion Stories). The conversations explored factors that support/hinder change, as well as contributions, connections, and significance to the development field.

Given the geographical dispersion of Coady alumni, the six focus groups were divided into two categories. Three were held online with 16 participants from nine countries, and the other three were held in-country. The locations of the three in-country focus groups were determined by region, based on the concentration of alumni and excluded countries where Coady was already undertaking evaluative research. The countries of Haiti, Nepal, and Uganda attracted 10, 11, and 10 participants respectively. In total, 47 graduates from 12 countries were involved in focus group discussions.

6.4 Data Gathering and Analysis

As discussed earlier, this study was designed to meet multiple purposes. One of these purposes is ongoing monitoring and periodic evaluation of the Leadership initiative. It also includes other programs to provide a broader picture of Coady's educational results and an in-depth analysis that contributes to the adult and transformative education literature. To fulfil these roles, the data gathering and analysis process occurred at two levels.

The first level of analysis involved iterative data collection and an initial analysis. In order to accommodate each cohort and monitor progress on a semi-annual basis, the surveys were collected on a rolling schedule six to eight months after each education program was complete. An initial analysis of individual data sets was conducted, including monitoring of performance indicators and sharing early findings with stakeholders.

A second level of analysis, or deeper dive into the data as a whole, occurs at the midterm and final evaluations. Six focus groups were held at the mid-term to provide graduates with an opportunity to further reflect and analyze their stories of change with their peers. All the qualitative data from the surveys and focus groups were uploaded into ATLAS.ti and coded on predetermined and emerging themes. In addition, a data party was organized with Coady faculty and staff. The event provided an opportunity to showcase and engage with the data, contribute to the analysis, and learn. The summary of the findings can be found in Appendix G: Data Party Summary.

The extra steps involved in the analysis were intended to help with monitoring and provided graduates and staff with opportunities for reflection and participatory analysis. Overall, the techniques aim to deepen our understanding and support the uptake of the findings.

7.0 Scope and Population

The LSC study spans a 5-year period from 2014 to 2019. The scope focuses on the Leadership initiative but also encompasses Empower and most on-campus education programs. Surveys were distributed to the whole population because the programs and individual cohorts were too small to sample effectively. Therefore, all the alumni in the designated programs were surveyed and invited to online or in-person focus groups.

Table A: Learning from Stories of Change Data Sets¹

Data Set for Each Cohort	# of Respondents	Population	Response rate	# of Stories
1. Empower off-campus 2013	25	41	61%	25
2. Diploma 2013	24	36	67%	22
3. Spring Certificates 2014	67	100	67%	58
4. Empower off-campus 2014	11	25	44%	11
5. Canadian Women's Foundations Leadership Institute 2012-2013	19	24	79%	16
6. Livelihoods & Markets CUSO Certificate 2014 (Spanish)	9	12	75%	9
7. Global Changes Leaders 2014	14	18	78%	12
8. Diploma 2014	36	49	73%	29
9. Fall Certificates 2014	27	50	54%	19
10. Spring Certificates 2015	69	106	65%	61
11. Skills for Social Change 2015	3	8	38%	0
12. Diploma 2015	31	38	82%	30
13. Fall Certificates 2015	23	42	55%	15
14. Global Change Leaders 2015	13	23	57%	12
15. Empower off-campus 2015	11	19	58%	10
16. Spring Certificate 2016	51	106	48%	47
total	433	697	62%	376

As of May 2017, 433 responses from 16 data sets have been collected from a population size of 697. The overall response rate is 62% of the total population. However, there were some variations between data sets with response rates ranging from a low of 38% to a high of

¹ All datasets except #5 CWFLI 2012-2013 and #11 S4SC contained respondents supported by Global Affairs Canada.

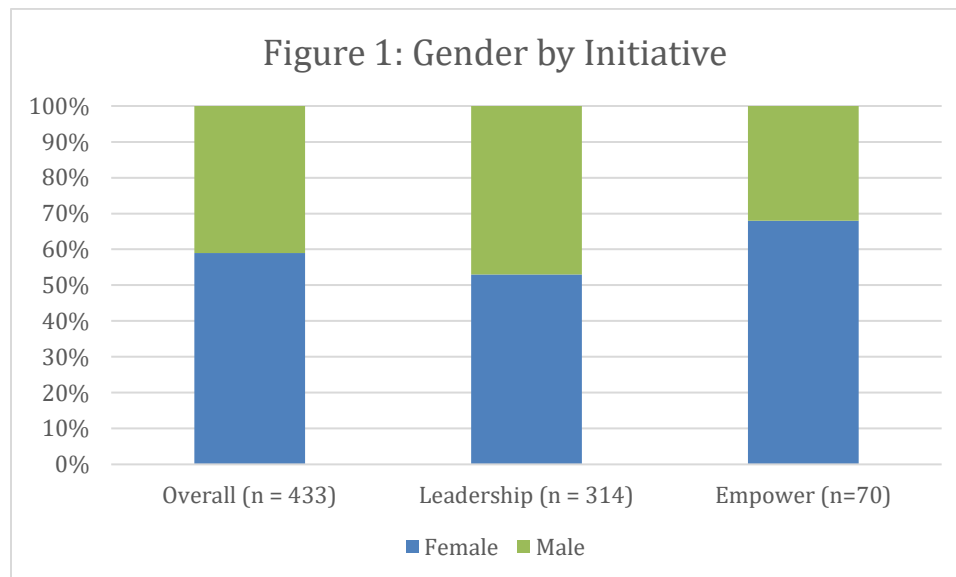
82%.² Further, of the 433 respondents, 376 (87% of respondents) took the time to provide personal Stories of Change.

The responses represent a dynamic network of development practitioners from over 60 countries around the world. They range from emerging to senior leaders in civil society, private sector, and government. There is a concentration of mid-career civil society practitioners from the Global South, particularly Africa.

Of the 433 responses, a total of 384 received scholarship support from Global Affairs Canada. Of these, 314 were supported by Leadership and 70 by Empower. Of the remaining respondents, 27 were Canadian citizens in Coady certificates, 19 took part in the Canadian Women's Foundation Institute (CWFLI) and 3 were in Skills for Social Change (S4SC).

In 2014, Coady moved from gathering sex to gender disaggregated data in order to welcome people who do not identify as male or female. As such, the participants were asked if they self-identified as male, female, or other (non-binary) in the course evaluation and outcome surveys. However, only a few people self-identified as non-binary or neither female or male in the course evaluations. No one identified as non-binary in the outcome survey.

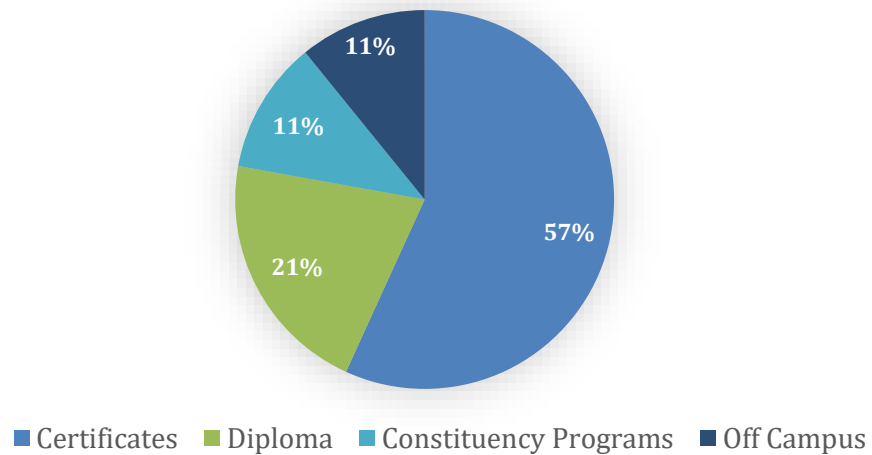
As seen in Figure 1: Gender by Initiative, the overall gender breakdown of responses is 59% female and 41% male. There is a similar pattern for Leadership, with 55% of respondents who identified as female and 45% identified as male. Of the Empower respondents, a higher proportion (68%) of respondents identified as female. These proportions were expected, given that the International Women's Leadership Centre and Empower program specifically focus on women's leadership. The disaggregated quantitative data revealed only marginal gender difference; however, some variation emerged in the qualitative responses. These trends are explored throughout the report.



² The low response rates correlate with shorter programs with Canadian citizens. For example, the Skills for Social Change program (38%) is for Canadian undergraduate students spread over 12.5 days.

Of all 433 respondents, 57% graduated from certificates, 21% from the Diploma in Development Leadership, 11% from constituency programs (GCL, CWFLI, S4SC), and 11% from off-campus Empower courses. This breakdown of numbers reflects the enrolment figures from the various programs.

Figure 2: Overall Respondents by Program



Of the 314 supported by Leadership, 63% graduated from certificate, 28% from the Diploma in Development Leadership, and 9% from Global Change Leaders.

Figure 3: Leadership Respondents by Program

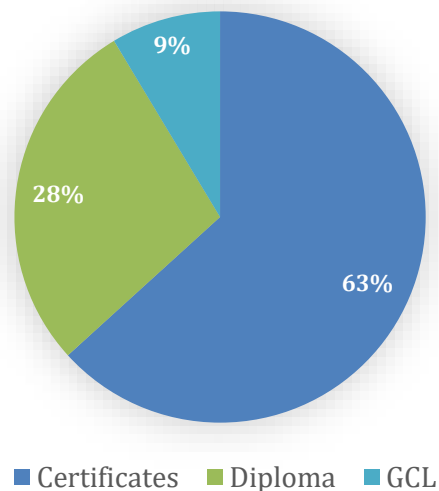
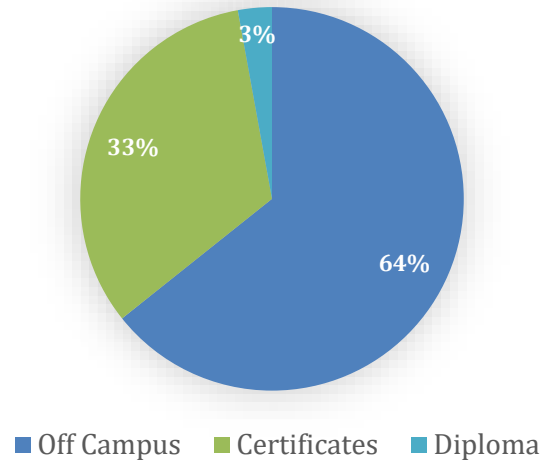


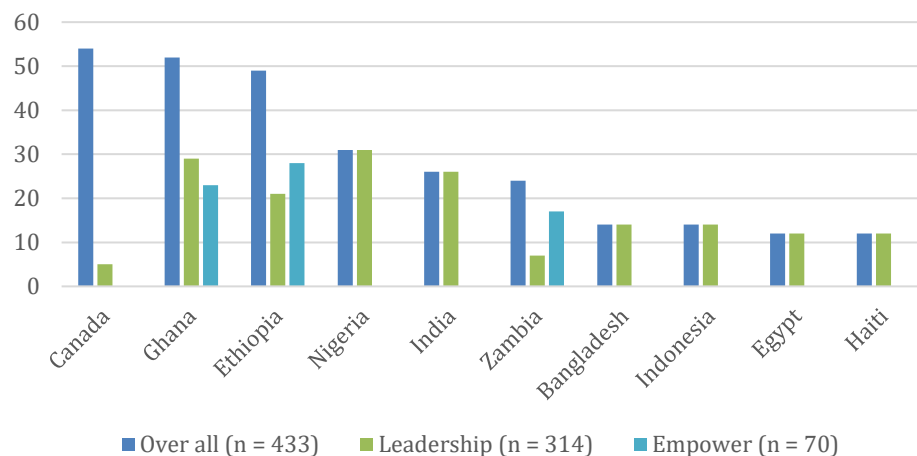
Figure 4: Empower Respondents by Program



Of the 70 supported by Empower, 64% graduated from off-campus courses, 33% from on-campus certificates, and 3% from the Diploma in Development Leadership.

A total of 64 countries are represented in the overall sample, 26 of which had one respondent, 21 had 2–5 respondents, 11 with 6–15 respondents, and 6 with 15+ respondents. Sixty-three countries are represented in the Leadership dataset and five countries in the Empower dataset (68 were living in the Zambia, Ghana, and Ethiopia, while one was living in Sudan and one was living in Malawi). As expected from classroom demographics, there is a concentration of respondents from Africa and South Asia, with Ghana, Nigeria, and Ethiopia being the most frequent countries of residence. India, Bangladesh, and Nepal are the most frequent countries of residence in South Asia.

Figure 5: Top 10 of 64 Countries by Initiative



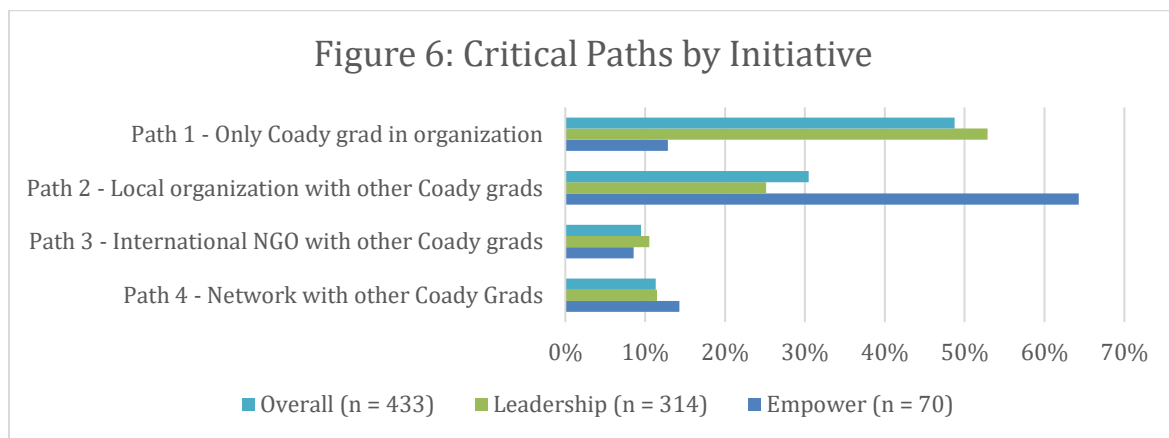
It is interesting to note that the question of country was “*Where are you currently living?*” This represents a substantial number of people working in their community post-

graduation. Only three respondents in the Leadership population reported that they returned to Canada to pursue further studies.

The respondents were also asked to identify their professional or critical path in which they are creating change. The choices were:

- I am the only Coady graduate in my organization or community
- I work with other Coady graduates in a local or country organization
- I work with other Coady graduates in a larger international organization
- I am working in a network with other Coady graduates across my region/country

As captured in the Figure 6: Critical Paths by Initiative, approximately half (49%) of all respondents were the only graduate in their organization. A significant percentage, 30% work in a local organization with other Coady graduates. Another 20% work with other graduates in either an international NGO or as part of a network with other Coady graduates.



The breakdown of the numbers was different for respondents from the Empower program. Only a minority (13%) were the only graduates in their organization, while 64% worked in a local organization with other graduates. This was expected because of the program's focus on a South-South partnership. This speaks to some variation in project design between Coady programs that will be discussed in Section 12.0 Reflections on Modalities.

The scope of the study and valuable participation of Coady alumni generated a rich set of data. As described in the next section, the responses speak to the importance that facilitators, staff, and participants place on building community in and outside the classroom.

8.0 Inside the Coady Classroom

Many members of Coady alumni, partners, and staff use the term “Coady magic” to affectionately describe the transformative aspects of their experience. However, when the surveys and focus group discussions asked participants how Coady contributed to change and, more specially, to identify key factors that shaped to their transformative learning experience, it revealed that success had less to do with magic, and more to do with hard work, relationship-building, diversity, and dialogue.

The data provided a broad picture of participants' perspectives of how the learning environment at the Coady Institute fosters longer-term cognitive and behavioural changes. A total of 690 quotations identified contributing factors. The following codes comprised the majority:

- Coady Learning Environment (145 mentions of classroom environment, the on-campus environment, and learning spaces)
- Relevance of Content (135 mentions of relevance, practicality or use of course content);
- Peer-to-Peer Learning (131 mentions of co-creation of knowledge and opportunities to learn with others);
- Coady Facilitation (84 mentions of facilitators, facilitation techniques, and facilitation style)

The top most frequent codes (Relevance of Content, Peer-to-Peer Learning, and Coady Facilitation) were analyzed for sub-themes to differentiate contributing factors. Codes for classroom spaces, on-campus environment, and Coady learning space were grouped together and analyzed to understand how spaces contribute to learning and social change. An illustrative comment from an online focus group summarized the Coady contribution as follows:

The magic in Coady Institute is first of all the learning environment. We are from different cultures and different experiences and we share with each other and we mix with each other. ...Coady and facilitators sharing learning with each other from different cultures and countries and from religions and gender. We are able to speak openly without outsiders and share our views with facilitators and others without any fear or hesitation (P443:16).

The following sections contain an exploration of how the classroom can be designed so that both serendipitous and intentional learning occurs. Many participants in the focus groups stated that living and working together, along with diversity in the classrooms at Coady, is key to fostering dialogue and sharing of experiences across cultures and continents. Participants often compare and contrast their experiences, challenging each other to think beyond the expected routines and standard solutions within their home communities. A mix of theory and practice, along with practical materials that can be adapted for their work environment encourages application. In this environment, the possibility of transformative learning is greatly enhanced by facilitators who encourage the questioning of assumptions, the imagining of alternatives, and the motivation to action.

The Power of Presence

This contributing factor refers to how the learning space and activities facilitate intentional and serendipitous learning. In other words, it explores how location and program design are related. A total of 145 quotations were gathered related to the on-campus environment, classroom, and the learning space. Key areas that contribute to a transformative learning space include:

- the power of presence (interacting, studying, eating together);
- an inclusive classroom;

- linking on-campus activities with off-campus field trips to local organizations and communities; and,
- good facilities, friendly staff, and sound administration that allow participants to concentrate on the courses and reflect on their work.

One respondent commented that “Coady provided a good learning environment; engaging facilitators, a sufficient library, very helpful staff, international chatting around Morrison [dining hall] tables. ...Antigonish as a place for Coady is also an inseparable part of the Coady experience” (99507688). Off-campus field trips to local organizations and communities also helped provide examples of how theory works in practice.

An inclusive classroom creates a safe and comfortable space for participants to share experiences and build their confidence: “Being a quiet person, I was afforded the opportunity and was always encouraged to lend my voice and experience to any situation” (60879823). Inclusive learning methods exposed participants to different ways of thinking and working and enabled participants to learn how to work with passive and assertive personalities.

The on-campus environment and classroom creates a learning space that links self-knowledge with reflection on work and careers. This is, in part, because of sound planning and friendly staff who ensure participants do not spend valuable time or become stressed over administrative concerns. Participants are able to put their day-to-day work aside and take the time to pause, reflect, and think about themselves and work. Others noted that this, along with diversity, allowed them to think in new ways: “The fact I was able to stay away from home and my working environment where a lot need my attention at a time; sit back and take time for myself, to primarily focus on gaining and not giving has all meant a lot for me. It gave me the chance to meet new people from around the world and learn from each one of them” (106170203).

A number of respondents also expressed appreciation for the town of Antigonish and noted it was a supportive environment. More specifically, respondents noted the historical roots of the Antigonish Movement, reputation of a Canadian university, welcoming community, local field trips, and the beautiful retreat-like setting.

Returning home was an anxious moment and to tell people what I learnt was still more exciting. Once I reached my organization and told them that there exists another world of reality, where I could live for six months with people who had a very different way of life. What I learnt on the streets, back in the residence and in the class rooms was explained with joy. How we could develop and grow with different cultures and traditions all put together became a story to all my friends (92434555).

Mix of Theory, Practice, and Experiential Learning

The participants stated that course content was relevant to their work in leadership and development. A theme running through these comments was that a mix of theory, practice, and experiential learning contributed to their story of change. This reflects the intentions of adult education initiatives to be action-oriented, to foster self-determination, and work towards social justice goals (Tett, 2011). During their facilitated experience, participants

appreciated flexibility and their ability to influence the program's content and direction according to their needs.

Learning is about more than gaining qualifications. Individual challenges were acknowledged and celebrated. In trying to improve learning, the professionals at Coady were able to choose curriculum and procedures that worked together and fully supported each participant. We were able to decide what worked for our own situation and not be confined to rigid procedures (85193980).

Participants mentioned that the content of Coady programs were relevant to their organizations and community-led leadership/development, that courses were useful and practical, that hard skills and tools contributed to their change story, that they gained greater knowledge of the field and concepts, and that course materials continue to be used six to eight months after training.

Central to comments concerning practicality is that the courses provided opportunity to learn and practice skills in the classroom: "Coady helped to transform me in the first instance, by showing me the mechanics of going about facilitating a training session. As said these had to change my way of thinking and doing things" (106094055). This prepares participants for their return to their workplaces and apply what they have learned: "The Coady training was very practical and contents [are] very relevant to the development challenges in Ghana. Also, learning materials received from Coady are very useful and serve as a guide even if you are unable to reach Coady facilitators" (82928348).

Respondents only offered a few critiques of the curriculum and resources material. One participant mentioned that there "should be more balance between theoretical background (more of that) and experiential learning" (99477002). Another participant in one of the focus groups noted that it was "True to some extent I found the course a little redundant because I thought some of the knowledge items were quite obvious. But it's not obvious to everyone. ...We were all learning from one another. Which I thought was very rich. I liked that component" (P447:27).

Coady staff are keeping abreast of issues relevant to changing contexts in which our participants work. Updating and adapting the course content ensures relevance and serves as a reminder that the Coady learning space is significant— not only among participants in the program— but it is also critical for facilitators to stay current in topics and issues on the ground. This works in tandem with the shared learning among participants and facilitators; co-learning helps to raise awareness of issues that may appear to be isolated, but that upon reflection are more widely shared. This reinforces the value of a collective learning space that emphasizes the "co-creation of knowledge."

Peer-to-Peer Learning

This contributing factor refers to co-creation and opportunities to learn with and from colleagues, particularly from different backgrounds (i.e., cultural, language, socio-economics, and work). Within this area, intercultural learning emerged as key to fostering dialogue and perspective sharing. For many participants, a Coady course may be their first intercultural experience. Exposure to cultures from different continents and countries, in a facilitated environment, enabled respondents to "think globally." Participants noted that

widening their horizons led to knowledge of other ways of living and working and promoted understanding of cultures and genders: “It was my first time living with women and interacting with them to that degree. It totally changed my perception about what women can and cannot do. The experiences of the ladies was empowering and encouraged me to face life and leadership with more courage and passion” (82944776).

Beyond intercultural learning, participants also noted that being exposed to other practitioners, organizations, and approaches helped participants rethink how they work and conceptualize development. While not all approaches are replicable in their local environments, the following quotation is illustrative:

My experiences in the research, partnerships, and Diploma courses helped with learning from the rich experiences of partners from across the globe. This has been a great eye opener that has helped me refocus on how I do programme work. Other participants’ experiences have been beneficial in helping me have a global perspective towards development (62504879).

Peer-to-peer learning also built friendships and networks that participants are drawing on for future work and continued inspiration. In the words of one participant, “Participants in the courses were global citizens who brought a whole world of experiences to the development and learning space. And that is not all, we are now a team of ‘world’ facilitators who continue to network with each other” (106094055).

Participatory and Flexible Facilitation

Many respondents noted the importance of facilitation and facilitators to create a positive learning environment and foster transformative learning. Typically, facilitators are interacting with participants in the classroom for 6 contact hours a day and are available for meetings and social events outside of class hours. Nearly all surveys contained praise for facilitators and facilitation techniques, reflecting the strong relationships developed. More specifically, many responses noted the importance of facilitation techniques that are participatory and flexible and that allowed all perspectives to be shared and all voices to be heard. Participants also appreciated that facilitators are knowledgeable and experienced, with not only practical experience in the field but also good command of facilitation methods. They are a key source of knowledge, inspiration and guidance—even after the end of the course.

Coady facilitators and everybody at Coady has a very unique way of relating with the learners. And it’s about the power balance. The fact is you can laugh, play, you can learn with the facilitators. It creates a different type of learning with graduates themselves. Which is very important when it comes to graduates taking back learning into the field. Because in the field we try to embody that way of learning with the people which is so empowering. Which makes it very easy to share with community members or others to be heard. (P444:8)

The attention to the education process and above factors that underpin the transformative education experience generate a ripple effect that moves beyond the classroom.

9.0 The Ripple Effect

Overall, data from the LSC project reveals that Coady education programs are making a significant and positive contribution to social change. The following section is a more detailed presentation of the findings, generally following Kirkpatrick's four stages of results: reaction, learning, behavioural change, and development results³. It shows the breadth and depth of the learning process by drawing on quantitative and qualitative data from the literature, course evaluations, outcome surveys, and focus groups. The Coady contribution or linkage between adult education and the results are incorporated throughout each section.

9.1 Reaction

There are a number of learning assessments and feedback tools to monitor the participants learning and quality of the programs during and immediately after graduation. These include reflective activities embedded in the curriculum, individual learning assessment and grades, course evaluations, and, in some cases, participant focus groups. While many of these tools are program-specific, the course evaluations are standard across all education programs. Course evaluations capture participants' reactions to the course with specific questions on facilitation, course content, self-assessed learning, and overall satisfaction.

Table B: Course Evaluation Indicators Rated on a Scale of 1–5

Indicator	Male	Female	Other	Total
Gained New Knowledge	4.54	4.50	4.17	4.51
Gained New Skills	4.51	4.49	4.17	4.49
Change in Attitude	4.43	4.47	n/a	4.45
Useful/Relevance to Work	4.62	4.60	4.25	4.60
Overall Satisfaction	4.59	4.57	4.33	4.58

Over the last three years, Coady has garnered consistently high ratings with little variation between male, female, and non-binary responses. The overall satisfaction and relevance to practice ranges from 4.33 to 4.59 out of 5. The self-assessment of new knowledge, skills and attitudes also scored high, with 4.17 to 4.54 out of 5. The latter indicators of self-assessed learning are asked again 6–8 months' post-graduation in outcome surveys with similar findings described in the next section.

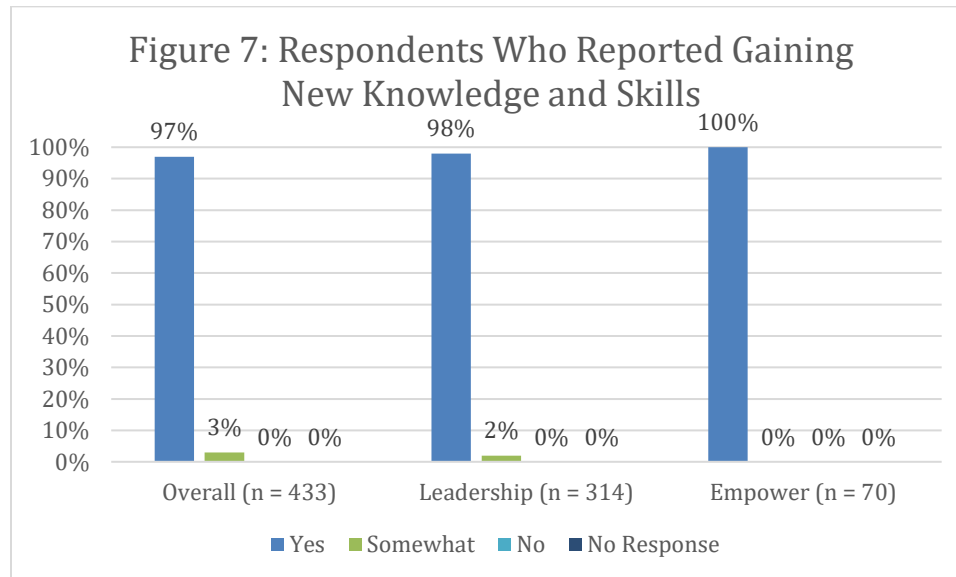
9.2 Learning

The first step in assessing the link between transformative education and social change is to establish that transformative education did indeed take place. In this regard, the following section contains an exploration of the type of learning captured in the outcome surveys and subsequent focus group discussions. The analysis includes the standard acquisition of new knowledge and skills, along with transformed attitudes and motivations. As discussed in Section 5.0 Theoretical Framework, the combination should foster greater commitment and efforts towards social change over the long term.

³ Please note that Kirkpatrick's model was the basis for the Leadership Logic model described in Section 3.0 Global Affairs Programs.

Knowledge and Skills

Traditional training focuses on gaining new knowledge and skills. *Knowledge* is defined as the demonstrated concepts or theories, and *skills* refers to the application of tools and processes. Both the quantitative and qualitative data shows that the overwhelming majority of respondents gained new knowledge and skills relevant to development practice.



Participants were asked directly if they had gained knowledge and skills, and if they had, what knowledge and skills were most significant. The quantitative data show that 97% (96%F/98%M) of respondents continue to report that they gained new knowledge and skills, while 3% (4%F/2%M) indicated *Somewhat*. Rates are similar for Leadership (98%F/98%M) and Empower (100%F/100%M). In fact, no one in the study reported not gaining new knowledge and skills. Please see Appendix H: Key Indicators with Numbers and Percentages.

Responses coded as knowledge, most often referenced theories, concepts, and models that were specific to particular certificates and courses, such as Value Chain Analysis, ABCD Approaches, and Partnerships typologies. They also frequently referred to cross-cutting themes that are integrated into most, if not all, Coady courses such as leadership, gender, and participatory development.

Many stories contained mention of knowledge gained, followed by practical skills that the respondent is using in his/her work. This indicates that Coady graduates have internalized their learning and continue to refer to and use the concepts and theories six to eight months after graduation. One respondent shared how s/he had gained knowledge in the following manner:

Deep insights into several community based member owned & managed microfinance models. In particular I have gained significant knowledge on the Principles of Village Savings & Loan associations as well as Self Help groups. Using the skills acquired during the course, I have now started facilitating several workshops in my region as well as field implementation of Savings

groups. The CBMF course also provided me with an opportunity to share my own research and implementation models used in my organization in the region where I work (99235139).

As revealed in the above quotation, responses related to skills often contained reference to the importance and relevance of participatory methods practiced in classes. For example, facilitation skills, approaches to communication, and cooperative inquiry were cited in addition to “tools” such as the Leaky Bucket, Peace Line, and the PowerCube. Respondents noted that these skills and tools have enhanced their ability to engage with their superiors, coworkers, families, and project stakeholders, allowing for greater influence in their practice.

Attitudes and Motivation

In addition to knowledge and skills, respondents affirmed that a central thread running through Coady’s curriculum is the transformation of attitudes and motivations. Changes to attitudes and motivations were most frequently expressed when participants were prompted to tell a story about the most significant change resulting from their participation in education programs at Coady, why it was significant, and what was Coady’s contribution to the change. The responses placed particular emphasis on changes in graduates’ perspectives on inclusion and social justice. As noted below, this attitudinal shift was also tied to motivations to create change.

The Stories of Change frequently touched on three broader categories related to attitudes towards development: (a) rethinking personal bias and expanding worldviews for a more inclusive approach; (b) enhancing their understanding of development by making links with other countries and understanding the diversity of approaches to development; and (c) making links across thematic areas and how a holistic approach leads to better development outcomes.

The first categories of attitudinal change stems from a culturally diverse cohort and an inclusive and safe environment that fosters open dialogue. Interestingly, year after year there is an emphasis on inclusion, particularly women, but small variations exist depending on who is in the classroom. When a person with a disability was present in the classroom, one of his/her colleagues became more aware of the potential contributions people with disabilities can make if they are involved if they are involved in the development process. In another year, the emphasis was on LGBTQ rights:

In the past, I used to think the gay community was evil. When I came to Coady after learning I realised that I was wrong. ...LGBTQ community in my country is so oppressed. To me if a group of people are oppressed it means nothing is being done about human rights. So, I believe that anyone should be free and enjoy human rights fully and not only in words. If I change my perception on the LGBTQ it means everyone can change. The most significant part is the impossible to me happened “I changed.” I inspired some of my friends and I hope many will change their perceptions and treat everyone equally. (92356742)

The second category focusses on the importance of integrating globalization and diversity of thought into an individual’s approach. One participant in a focus group discussion succinctly described the change as follows:

The people have the possibility to share their experience from different countries and from different environments, which gives people a diverse perspective on what different change leadership can be. (P448:47)

A survey respondent shared that the Coady's approach to globalization and history (including the Antigonish Movement) prompted a change in how they approach their role in development:

This appreciation of history has further moved me to recognize and be sensitive to how histories connect both locally and globally—an interconnection that I know has determined my privilege and livelihood. Additionally, with this realization came a renewed sense of role as an active citizen to change present realities, understand structural causes, and create structural alternatives that help transition into a new paradigm of a life-sustaining society focussed on sustainable growth (99538930).

The third type of attitudinal shift identified was a move towards a more holistic approach to development:

I was awakened by new awareness that food has central position in discussing development, gender, environmental issue, politics, economy, culture and spiritualist... [it] showed me that everyone has responsibility and roles that they can play in terms of positioning food as the start and the way to contribute in development and in solving problems such as inequity and inequality of women and men, environmental issues due to mass food production and many more (99507688).

Underpinning the various descriptions of how Coady learning has been applied in the work of graduates, are the expressions of the motivations that have contributed to their efforts in their work and communities. Motivations include:

- recognition and valuing critical thinking and awareness of broader implications in local issues;
- commitment to greater collaboration, participatory approaches, and community-led processes;
- increased confidence in personal knowledge translating to greater participation;
- recognition of responsibility to use abilities to make a contribution and advocate for change; and
- the value of adult education and citizen-led approaches to draw out and build on the strengths within all people.

The above quotations and observations illustrate that Coady's transformative education approach goes beyond the acquisition of knowledge and skills to include a purposeful process that questions worldviews, power, perspectives, and motivates participants to create change.

Transformative Education

Overall, the data shows that the graduates did have a transformative education experience. It was not a sudden epiphany or defined moment in time, but an iterative process with trials and triumphs. It emerged from an equal combination of changes in knowledge, skills,

attitudes, and motivations that occurred and were reinforced over time. As shown in Table C: Qualitative Codes of Learning Types, the types of learning were coded at approximately the same frequencies, with slightly more codes for attitudes and motivations.

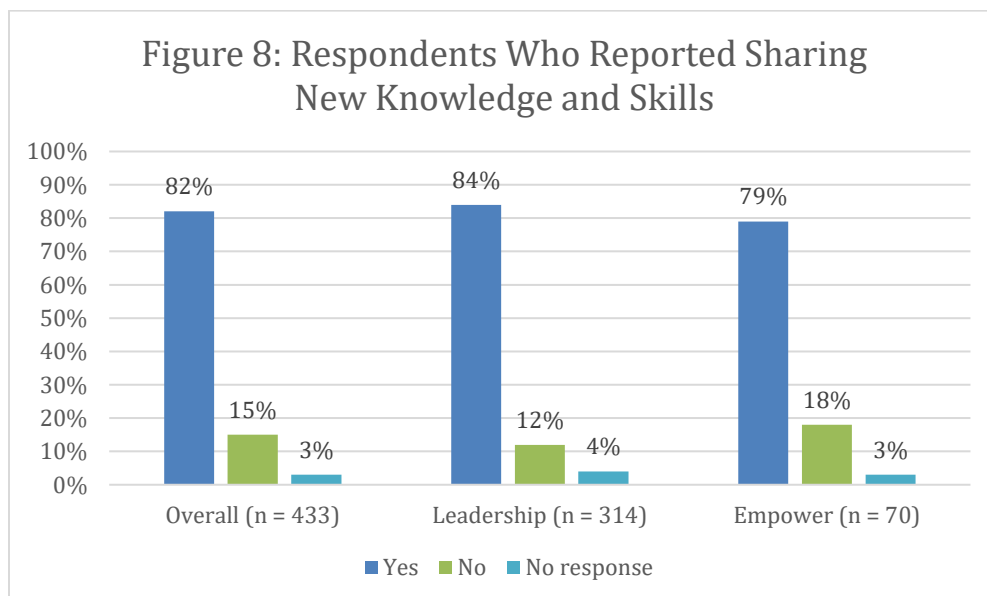
Table C: Qualitative Codes of Learning Types

Type	# of codes	Percentage
Knowledge	549	32%
Skills	526	31%
Attitudes and Motivations	634	37%
Total	1709	100%

Transformative learning is not a single experience but a dynamic, occasionally messy process that includes starts, stops, and overlaps as participants integrate information into their thinking, practice their skills, and apply their learning to their own contexts over time. Moreover, graduates are replicating and adapting the transformative learning approach to their own contexts and work. This shows the knowledge is not inert—it is living, being built and innovated upon. What seems key here is their self confidence and the approach of adult education that lets graduates move the learning beyond the classroom and apply it to the challenges and opportunities they experience by drawing out the strengths within all people.

9.3 Behavioural Change

This study's results show a significant amount of progress in Kirkpatrick's third level, behavioural change. It goes beyond assessing individual learning to evaluating whether graduates have applied their learning in development practice. At its core, behavioural change is one of the simplest and hardest factors to positively influence. Despite the challenges, it is fundamental to development practice. The study's design captured these changes through quantitative indicators of sharing and in the application of new knowledge and skills, along with the coding of outcome survey responses and stories of change.



The data show a significant level of behavioural change among graduates in a short period of time as well as a great deal of overlap between the sharing of knowledge, skills, and attitudes and their applications. It begins with one of the most common activities after graduates arrive home: sharing their new knowledge, skills, and attitudes with others in their professional and social networks. In fact, 82% (76%F/82%M) reported sharing what they learned. There are similar high percentages for the Leadership at 84% (83%F/86%M) and Empower at 79% (77%F/87%M). Please see Appendix H: Key Indicators with Numbers and Percentages.

A more accurate picture of the extent and way in which the sharing occurs emerged from the 337 respondents who described how they shared. One respondent stands out for his/her comprehensive process.

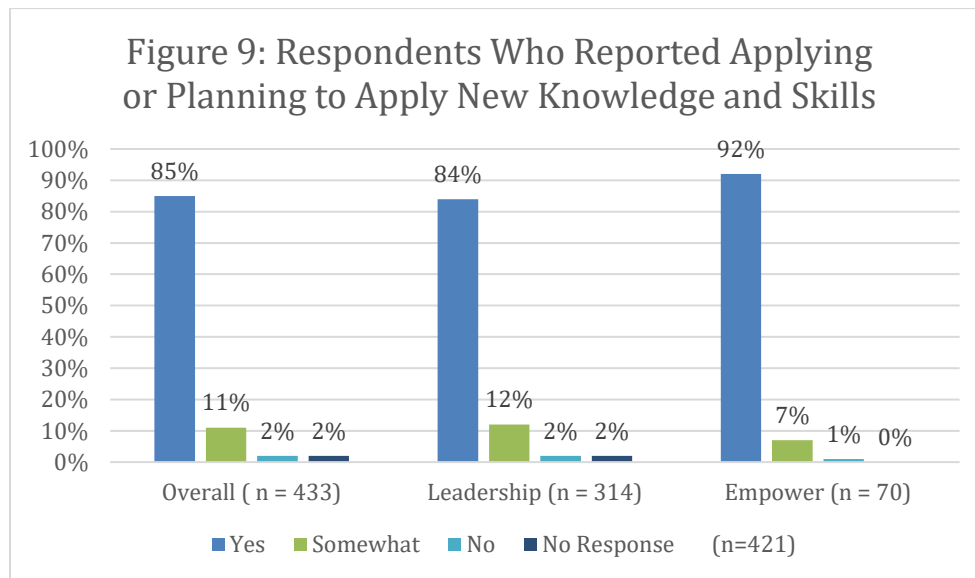
I trained 23 staff members using most modules of the LOC [Learning Organization for Change] and ABCD [Asset-based Community Development], I also selected the PATH [People Assessing Their Health] process from the Community Health Impact Assessment course to unpack stories. Coady made the training materials available. This made it easy to impart in staff training in sufficient number so as to effect change. Since the experiential approach of Coady lends itself for work-based learning, we could adjust our schedule in order to learn while working. This combination of learning while working brought about a chain of positive changes. Learning took place not only during the weekly sessions but in the course of daily work as well, and it is on-going. This in turn helped us to become a "learning organization for change". Participants were also passing on what they learnt. One colleague included "personal mastery" and "shared vision" when facilitating a workshop with 27 university students sponsored by our organization. For staff members who could not attend the workshop special sessions were organized by those who participated. Another participant shared what he had learnt with his church group. Many spontaneously shared the learnings with their families who eagerly awaited the weekly sessions. (108115954)

While most graduates did not report such an intensive process, their descriptions fall into a similar pattern of sharing and using Coady manuals/resource material, along with the training of trainers.

The sharing of information also supports implementation of core concepts and tools within organizations and communities. Overall, 85% (83%F/87%M) of respondents reported that they applied or are planning to apply their new understandings within 6–8 months after graduation. The application percentages are also high for Leadership at 84% (81%f/86%m) and Empower at 92% (94%f/87%m). Please see Appendix H: Key Indicators with Numbers and Percentages.

In keeping with the data on sharing, application occurred in a multi-dimensional way as graduates exercised their professional and thought leadership. One respondent noted that application occurs:

In my day to day life, a stronger emphasis is put on listening to the team members and trying to get their voices heard at the decision-making level. Facilitation skills used in organizing a team retreat and in simple meetings. Knowledge of citizen-led accountability used as basis of discussions with outside organizations to influence the management of their projects. (115470190)



The qualitative data on how graduates shared and applied their new knowledge, skills, and attitudes fell into 12 categories. They are ranked in order of frequency.

1) Formal Organizational Capacity Building: The promotion and sharing of knowledge is often a precursor to the implementation of tools and concepts. In fact, a number of respondents noted they used organizational capacity building and training as way to support the implementation of new programs and processes. Further, the majority of Coady participants received support from their organizations ranging from funds, leaves of absents and smaller accommodations. In return, they are often expected to present and file study reports on their learnings.

2) Training and Training of Trainers: A significant portion of graduates' work is within training organizations or on programs that have a significant training component. This group incorporates both course topics and Coady's transformative education methods as part of their overall training approach. As one respondent noted, "FTACC showed me how to create facilitation process that can unleash learners' power from within and help them create solutions to their needs" (106290781).

3) Application of Tools and Concepts: While at the Coady, many participants used their course work to develop projects or incorporate new concepts and tools in existing programs. Some even consulted with their colleagues while in the classroom. The sharing and application data shows that these practices allowed them to incorporate ideas into their plans and implementation within 6-8 months of arriving home.

4) *Informal Organizational Capacity Building*: A high number of respondents also reported sharing information in their day-to-day work and through interactions with colleagues in corridors and meetings. This included mentorship and coaching in order to guide the application of tools and concepts by others.

5) *Sharing and Adapting Resources*⁴: Respondents also reported sharing Coady manuals and resource materials with colleagues and organizations and among their networks. Several reported translating the material into local languages and/or adapting case studies to local context. For example, one graduate reported translating material into Creole, while another used the Coady approach and resources as the basis for a training manual for People with Disability.

6) *Leadership and Professional Skills*: One of the underlying themes that runs through the curriculum are core leadership and professional skills. Respondents noted that they were able to apply the lessons in terms of providing constructive feedback, innovative problem-solving, partnership building, empowerment of women and youth, appreciative inquiry, etc.

7) *Personal Performance*: In keeping with the emphasis on individual transformation, a subset of responses focused on application in terms of improving their way of being in the world and eventually their performance. This included increased confidence, reflective practice, emotional intelligence, ethical consumerism, etc. One respondent noted, “I am interacting more with women in my community and treat them with understanding and compassion realizing that our experiences as women are contextual. I have started mentoring other women and girls to also become confident, compassionate and effective female leaders” (115200534).

8) *Schools and Education*: Coady alumni intentionally includes a significant portion of youth workers, educators, and university professors. In these cases, the key concepts and tools are being incorporated into the curriculum and programs, magnifying the sharing and application of knowledge, skills, and attitudes to younger generations.

9) *Community and Faith-based Groups*: A number of participants also reported sharing and applying their new knowledge, skills, and attitudes with their communities and faith-based groups. These grass root efforts represent an integral part of civil society.

10) *Professional Networks and Associations*: Coady graduates are also members in a number of professional networks through partnerships, conferences, professional organizations and online communities. These venues further enhance development practice and, as a corollary effect, promote the Coady International Institute and partners.

11) *Family and Friends*: Several respondents noted that change begins at home. They shared and applied their knowledge, skills, and attitudes with family and friends. While one respondent reported using the Leaky Bucket tool to manage their household budget, another focussed on empowering women. He stated that “I discussed with my wife and 2

⁴ Please note, that Coady resources are held with the Creative Commons and participants are encouraged to use and adapt them to support their development initiatives.

daughters about gender equity and for them not to see themselves as inferior to men. We now discuss as a family to get everybody's thought on things and make decision together instead of lording things over them as a man of the house. I also help my wife out more than before in order to reduce the burden on her. I have discussed with friends and church members in the area of gender and power" (106285791).

12) Career Advancement: Approximately a dozen of the 433 respondents reported that their employment status changed 6–8 months after they arrived home. Some received promotions within their organizations, while others moved to better positions with other organizations in the development field. It is likely that this number will increase over time, especially in consideration of the self-reported increase in performance.

While there is only a marginal gender difference in the quantitative data, a gap is expressed in the qualitative data. Men tended to report sharing in official venues as well as through professional networks and media. While women also reported sharing knowledge and skills in official venues, they have a slightly higher rate of reporting they shared informally in social settings such as family, community, and faith-based organizations. Also, approximately 12 female respondents reported they shared their new knowledge, skills, and attitudes through leadership and communications, particularly having the confidence to participate and encourage others. For example, one respondent noted that "Collaborating with colleagues is something that occurs regularly. Whether it be staffing challenges or brain storming new ideas to see if it is a good fit with the organization" (85885762).

The complete dataset shows that the flow and use of knowledge, skills, and attitudes are multifaceted and move organically through the graduate's professional and social networks. Graduates often use several methods to contribute to a larger social change. While there are many positive stories of graduates sharing and applying their new knowledge and skills, a small percentage reported difficulties.

As seen in Figures 8 and 9, just 15% (17%F/11%M) or 64 respondents reported not sharing new knowledge, skills, or attitudes and another 13% (14%F/12%M) or 58 respondents reported that they only applied the learning somewhat or not at all. Within the qualitative data, only one respondent was critical of his/her education program, when s/he noted "much of the material presented was at a very superficial level" (84318266). The remaining feedback fell into four categories listed below in order of prevalence.

1) *Partial Application:* The strongest trend in this area were graduates who only "Somewhat" applied their knowledge and skills. These responses tended to be self-reflective in terms of acknowledging that they did some work, but could do more, particularly in terms of key concepts and tools.

2) *Barriers within Organizations:* Over a dozen respondents explained that they were not in a position to apply their knowledge and skills at their organizations. The responses included lack of opportunity and finances, project closure, playing a limited role within the organization, or working with a new organization.

3) *Planning in Progress:* A dozen respondents noted that change takes time and they are currently exploring opportunities and/or drafting plans for implementation.

4) *Time Constraints*: A few respondents noted that they were occupied by other social commitments and life events since they returned home. They plan to apply their new knowledge and skills in the future.

One of the most interesting aspects emerging from the qualitative data for “*Shared and Applied Somewhat*” or “*Not at All*”, showed once again, a gender bias. All three respondents who reported personal time constraints and 14 of 15 respondents who described barriers within their organizations were female. This indicates that women are facing more challenges with implementation in their organizations than men. This issue emerged during one of the focus group discussions, where one participant noted:

As women, as leaders, it is much more difficult to become leaders or to take positions of leadership because we always face challenges at the organization level or social aspects even after coming back from Coady. I can't say that instead of me, if I were a man, if they would be able to implement everything because there is no research done on that. But I do think that our value system, our social structure does play a role in that, in organizations as well as to how people perceive, how employees or staff are perceived and how women are not given positions of leadership. That is another challenge I think (P446:54).

This data is supplemented by conversations in other focus group discussions, in which several female participants discussed how their position within the organization impacted their ability to enact change. One senior member reported that she instructed her staff to review the material and they discussed how to proceed with implementation. Another woman, who worked at the middle-lower levels of an international NGO, found it difficult to convince her management to change. While she did not rule out the possibility of incorporating ideas in future proposals and projects, she struggled with application at the time of the focus group discussion.

That said, the majority of female respondent who did mention an increase in their influence within their organization also remarked on the significance of this shift for them and with their co-workers. One female respondent noted that “when our UN regional consultants visited a short while ago bringing ‘new’ practice to us I was able to assert myself, informing him that I am familiar with the tool and practice as I was exposed to it at the Coady. I have also been complemented on the way I am putting forward my programmes and the input I am making to policy development” (P63: 92436757).

As a whole, the data reported in this section shows that the learning of Coady graduates has a multiplier effect that moves horizontally through graduates’ organizations and social networks and vertically through the graduates’ behavioural change and application of new knowledge, skills, and attitudes. The Coady experience illustrated the power of transformative education and strengthened facilitation skills. Adult learning approaches are repeatedly cited as practices that are now informing their work. These improvements in development practice are also linked to enhanced development results discussed in the next section.

9.4 Results in Development Practice

The motivation behind individual behavioural change is an important aspect of the development process and reinforces long-term and sustainable results. These outcomes will grow and deepen as results begin to accumulate over time. In fact, four respondents in the survey stated that they just started their work and it will take longer for the meaningful impact to emerge, particularly in areas such as advocacy and the policy environment. Despite the limitation of time, the trajectory of results emerging 6–8 months post-graduation is significant. The stories and focus groups reveal how graduates are creating change in a wide range of populations and topics around the world.

As part of the survey, the graduates were asked to share a story of most significant change and then rank the three most relevant descriptors in the categories of area, topic, and population. This data provides insight into the breadth of Coady's influence. It also revealed a few underrepresented areas in the curriculum.

The self-coded data for the areas of change reflect the trajectory described in Kirkpatrick's learning model. The stories that were most relevant are individual change (76%), followed by organization (64%), community (55%), and the broader policy environment (10%). 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.

Table D: Self-Coded Areas of Change					
	Individual	Organization	Community	Broader Policy	Other
Most relevant	233	23	48	3	8
Second most relevant	34	136	80	14	18
Third most relevant	19	83	79	20	16
Subtotal	286	242	207	37	42
Total	377	377	377	377	377
As % of Respondents	76%	64%	55%	10%	11%
Other: organizations (9); individual (8); community (4); family and friends (8); professional and university education (7); government strategy and policy (4); and organizational policy change (2).					

The data indicates that the change process begins with individual learning, and then, as development practitioners change their behaviour, results radiate outwards. This will eventually affect family and friends, colleagues, organizations, communities, and the broader policy environment. Given the implications to Coady's Theory of Change, a second round of qualitative analysis was conducted on this theme; it is described in Section 10.0.

The emphasis on individual change and leadership was reiterated in the data from the self-coded topics of change. The first and second most relevant topics were development leadership (61% and highest second most relevant) and women's leadership (47% and highest most relevant). The thematic topics tended to be selected as second or third choice with local economies at 44%, resilient communities at 44%, and accountable democracies at 22%. The numbers show a high degree of consistencies with Coady's curriculum. In particular, several constituency programs focussed on women's leadership and empowerment.

The following story of women's leadership is common among Coady graduates:

I have learned a lot in Coady. The most important achievement from this training I think is to be confident. I had a lack of confidence always. Here the confidence of other women leaders actually transferred to me. The different concepts and exercises helped me built my confidence. The exercises and techniques on Leadership skills that are essential to be more influential leaders was really effective. We interact with each other on different issues, exchange experience and learning from different socio cultural background. That was really a good experience to have broader perspective on women empowerment and challenges to achieve successes. From different discussion and historical background of women empowerment I have realized whatever the context women generation by generation exploited and discriminated more or less similarly. (91460079)

Table E: Self-Coded Topics of Change						
	Local Economies	Resilient Communities	Accountable Democracies	Development Leadership	Women's Leadership	Other
Most Relevant	58	57	23	88	79	25
Second Most Relevant	41	61	23	90	63	21
Third Most Relevant	65	47	36	49	35	18
Subtotal	164	165	82	227	177	64
Total Responses	373	373	373	373	373	373
Subtotal as % of Respondents	44%	44%	22%	61%	47%	15%
Other: Facilitation (6); Youth development (6); ABCD (4); Advocacy (4); Peace Building & Conflict Resolution (4); Organization/NGO Management (3); Communication and Social Media (3); Financial Inclusion (3); Community-based Microfinance (2); Community Health (2); Learning Organisation and Change (2); Market Based Approaches to Development (2); Cooperative Inquiry (2); Gender and Power (2); Aboriginal Leadership (1); Action Research (2); Creating Just Food Systems (1); Globalization (1); Good School Practices (1); Poor Cotton, Fruits and Vegetables farmers (1); Culture and Religion (1); Inclusive Urban Economics (1); Innovation (1); Local and Indigenous Knowledge for Community-Driven Value Chain Development (1); Networking (1); Private sector participation (1); Public participation in civic processes (1); Self-knowledge (1); Theory of Change (1); and Volunteerism (1).						

The emphasis on women's development continues with the self-coded population of change. The most frequently cited population of change is women (73%), followed by youth (59%), and Indigenous (43%). The "Other" category received 41% of responses, representing a diverse set of people.

Table F: Self-Coded Populations of Change				
	Indigenous Peoples	Youth	Women	Other
Most Relevant	57	62	134	65
Second Most Relevant	41	84	94	55
Third Most Relevant	59	68	38	30
Subtotal	157	214	266	150
Total Responses	364	364	364	364
As % of Respondents	43%	59%	73%	41%
Other: 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).				

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. For example, one male participant noted that:

My story is based on how I have ensured that women begin to be recognized and appreciated as great resource managers and become resilient to impact of climate change in the rural community. From the time I graduated from Coady I made sure that the project I am coordinating had a deliberate approach to ensure that women were incorporated fully and in the last six months the community project committees where women are leading has proved to be very effective in project management and the community is appreciating the efforts of women leadership. (106284756)

In addition, many female respondents are also working with men on issues of gender equality:

The divorce rate is very high in our community. The management [leaders] of community is trying to understand the situation and reduce the number of divorces. That is why we decide to conduct the number of seminars to men and women locals where they can get some knowledge about gender basics and understand each other. The main topic was "family: modern and traditional aspects of life". The basic information was taken from our Gender course. (106281641)

The next most cited constituency was youth. It 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 development practitioners who work with youth.

The second distinction reveals the difference between working with youth and children. While both are very important, the approaches differ. For example, according to one respondent who works primarily with pre-school and primary teachers:

The pre-school teachers came up with a low hanging fruit with a focus on helping slower learners “ready for school”. At a meeting, their parents said that a television series takes their time, and insisted that these children come to the meeting to hear our concerns. To every one’s surprise the children understood and promised to reduce the time they spend at the neighbors’ TV and learn diligently. On follow up we learnt that they indeed kept their promise and achieved significant progress. Lesson learnt: “Even toddlers can be included in the citizen-driven development! (108115954)

Another respondent working with youth in a post-conflict situation shared this:

We are working with youth groups both literate and illiterate who are really at high risk of falling into hands of terrorist outfits due to unemployment. In order to save them from illicit social activities we engage them with different economic activities to develop their livelihoods and ensure cash flow streams through legal economic activities using both Technical and Vocational Skill Training. (80827882)

A certificate for development practitioners who work with children and youth is currently being discussed. The initial literature review and proposal should consider several factors, including resiliency and child development, intra-cultural dialogue, as well as counselling and support for those in high-risk situations.

The third most cited constituency is Indigenous Peoples. Most of the respondents who selected this category work with Indigenous or tribal groups in Ghana, India, Bolivia, and other countries across the Global South.⁵ The data recognizes the transnational aspects of Indigenous movements and presents an opportunity to broaden the Coady’s approach in line with our local-global perspectives. Coady could further explore how the curriculum addresses advocacy within global Indigenous movements. Participants in the focus group discussions noted that visits to the Mi’kmaq communities were powerful and allow them to share and learn about their common experiences with colonialism.

One particular story shows how Indigenous issues are globally connected and follow similar patterns. As one respondent wrote, “When the indigenous people are displaced the cultures and norms die, traditional knowledge of the community is eroded and globalization with westernization is at center stage which has its own effects or impacts to community development. The most affected are the women and young people because they don't follow their own cultures and norms” (106491616).

When the stories were brought back to the participants in the focus group discussions, the majority of participants stated that the stories reflected their experience with some exceptions. The participants’ concerns were related to the amount of time it takes for

⁵ Coady’s Indigenous Women in Community Leadership (IWCL) is a 3-month blended learning certificate for women from across Canada. It is not included in this study; however, its participants often engage with their colleagues in other programs.

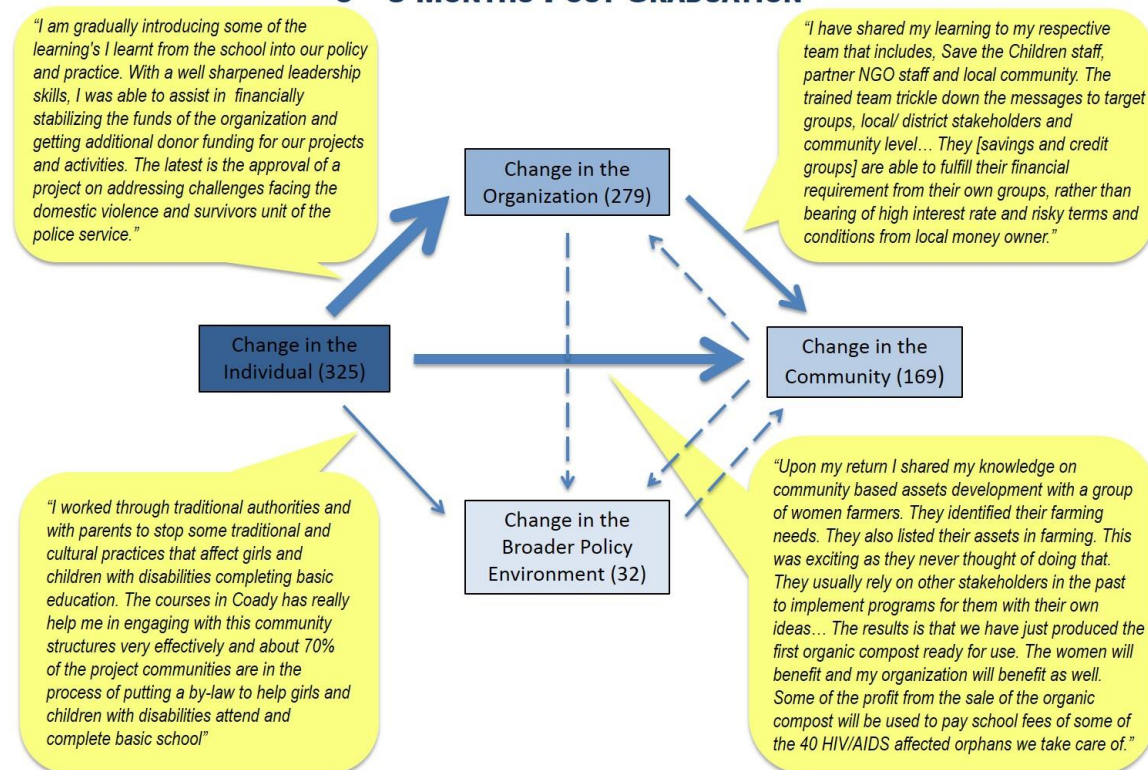
results to emerge, the struggle of applying their new knowledge and skills in their organizations, and identifying where the change was happening. In terms of the latter, one participant noted that it is not just about their actions, but about “the community taking initiative about having the power to challenge the authority so they have what they are entitled to in terms of rights” (P444:17).

10.0 Implication for the Theory of Change

This study also provided key insights into the Institute’s thinking around the theory of change. In 2012, the Coady conducted a strategic planning process that identified a number of frameworks. One of the frameworks identified was Coady’s areas of change as individual, organization, community and the broader policy environment. The linkages were specifically tested in the study. The responses to areas of change were coded using two independent methods that established the same pattern of the results.

The first method of analysis (as described in Section 9.4), asked respondents to rank which areas of change were most relevant to their story. In the second method, a researcher coded each story based on individual, community, organization, and policy environment change. In addition, the stories were coded for linkages between areas of change. This resulted in Figure 10: Linkages Between Areas of Change that depicts where the change is occurring and how strong the linkages are between the areas of change 6 to 8 months after graduation.

**FIGURE 10: LINKAGES BETWEEN AREAS OF CHANGE
6 – 8 MONTHS POST-GRADUATION**



As Figure 10 illustrates, the greatest area of change 6 to 8 months after graduating from Coady programs is at the individual level with 325 stories (78%F/81%M). This is followed by organizations at 279 stories (57% F/72%M); community at 169 stories (37%F/39%M); and the broader policy environment at 32 stories (7%F/7%M). While the concrete numbers differ from the self-coded discussed above, the overall pattern remained the same with one exception. The second round of coding revealed that more men (72%) than women (57%) shared stories related to organizational change. Please See Appendix H: Key Indicators with Numbers and Percentages.

The arrows depict how the strongest links among the areas is from individual to organizational change. Individual change also led to results in the community and the broader policy environment. The dotted arrows represent numbers under 20 and show a small amount of interplay between organization, community, and policy. However, the vast majority of linkages start with the individual and then sporadically move to organization, community, or policy. The reasons for the irregular linkages are highly localized to individual respondents and the context in which they work.

Examples of the dynamic nature in which graduates create change can be seen the different types of linkages data capture in the study.

Table G: Sample Linkages Quotes	
Individual to Organization	“On return to my organization I was assigned additional responsibilities to work as a regional coordinator for 4 projects in Central India. I am helping 4 projects by mentoring their project leaders and team to build effective/feasible monitoring and reporting system, as a result project staff were able to make a comprehensive project implementation plan which is more robust now. They were asked to do a collaborative inquiry of self-help group/CBOs, which helps them.... The whole process help to apply and share my new knowledge and skill with my colleague and communities which provide an avenue to do grass root policy level advocacy.” (59820437)
Individual to Community	“I apply specially the ABCD knowledge when lobbying for funding, raising awareness of our community problems as well as promoting community development among acid violence survivors. Today, the acid violence survivors are engaged in income generating activities such as crafts that have a ready market as a way of generating funds to support our community. I apply my knowledge of building resilient communities to promote the campaigns against acid violence in [my country] in the face of stigma, discrimination, and institutional gaps among other challenges. Because of this demonstrated resilience, our voices have begun to receive public attention in powerful civil society organizations like ActionAid and in many communities in the United States. As a result, our advocacy community is now growing at an international level.” (91378212)
Individual to Policy	“Presently [my country] is still in a reform process so we are making new policies and laws. When I make public consultation on the law-making process, I use participatory method by democratic practice because as I have learnt from Coady on democracy concepts.” (106167247)

Organization to Community	"I have started using the acquired knowledge and professional learning. At the [my organization], we are now engaging important stakeholders in all out projects to install a sense of ownership. For example, during the 16 Days of Activism, community dialogues were conducted in different provinces. We used the participatory approach and we did not impose topics or prescribe solutions to discuss during these dialogues. The communities were given the platform to discuss issues and causes of violence in their communities and ways of mitigating violence... The community now feels that it is their role to maintain peace and protect one another." (91502669)
Organization to Policy	"The main change is my understanding of Microfinance, this has helped me to improve our programming in this area. I am able to provide guidance on behalf of our organization to other institutions based on the experiences from other countries, which I learnt during my course at Coady. We are now in the process of helping/guiding the central bank to come up with the best way of linking the unbanked to formal institutions. I am part of this team." (81876930)
Community to Organization	"If you go to a community where people do have the ability or the experience of working with an asset based approach and tell them you have this new tool, they will say 'stop —we have our own experience and then they start sharing about it.' Then we [our organization] realize that this is something that has been happening in the community but we did not know about in that way. It is a good thing to have them [the community] sit there and share their experiences and their good practices." (P448:23)
Community to Policy	"To a large extent, the application of my knowledge has been intermediating between 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." (106242019)
Policy to Community	"I represent the Regional Administration of External Commerce and Tourism. Through my course at Coady, with a much broader vision, I presented to directors a proposal to work on tourism involving indigenous communities as park rangers. We have been putting equilibrium into practice which should exist between environment, social, and economic, involving the most vulnerable populations such as children, youth and women, respecting their rights without altering their culture." (91815730)

It is important to note that these linkages did not occur without challenges. As noted in the shared and applied findings, some respondents were not yet able to make changes. In addition, other respondents who reported change also described challenges. This included power dynamics, bureaucratic process around the size of their organizations, funding requirements, short project cycles, and readiness of the community.

While there are only marginal differences in the sex disaggregated data, the dual coding of the areas of change found that more women chose organizational change as the second most relevant area of change than discussed in the surveys. If we consider the additional barriers women identified in Section 9.3, one could presume that women face a more difficult challenge in linking their individual change to the organization. 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 (Parpart, Rai and Staudt: 2002).

The areas of change also show that graduates are working at the organizational and community level, but to a lesser extent in the broader policy environment. The reasons for this trend could stem from a number of factors including:

- fewer graduates in advocacy and accountable democracies;
- broader policy changes take longer to unfold (beyond 6–8 months); and
- there may be a degree of self-censorship depending on political climates.

The one element within this list that Coady can influence is the curriculum. This points to the potential to further develop the Promoting Accountable Democracies theme, and perhaps design more material on policy design and influence.

Overall, these findings are in keeping with the adult education and evaluation literature. As with Kirkpatrick's model, capacity building starts with individual reaction to the material, participants learning, then behavioural change, which in turn produces results in the community, organizations and the wider policy environment. During the focus group, one graduate describes the most significant change among her cohort was: "Self-awareness. The ability to locate themselves. And their capabilities in their communities to do a critical reflection and based on this engage work.... It helps to locate yourself with your community and from that perspective go on to make the change" (P444:21).

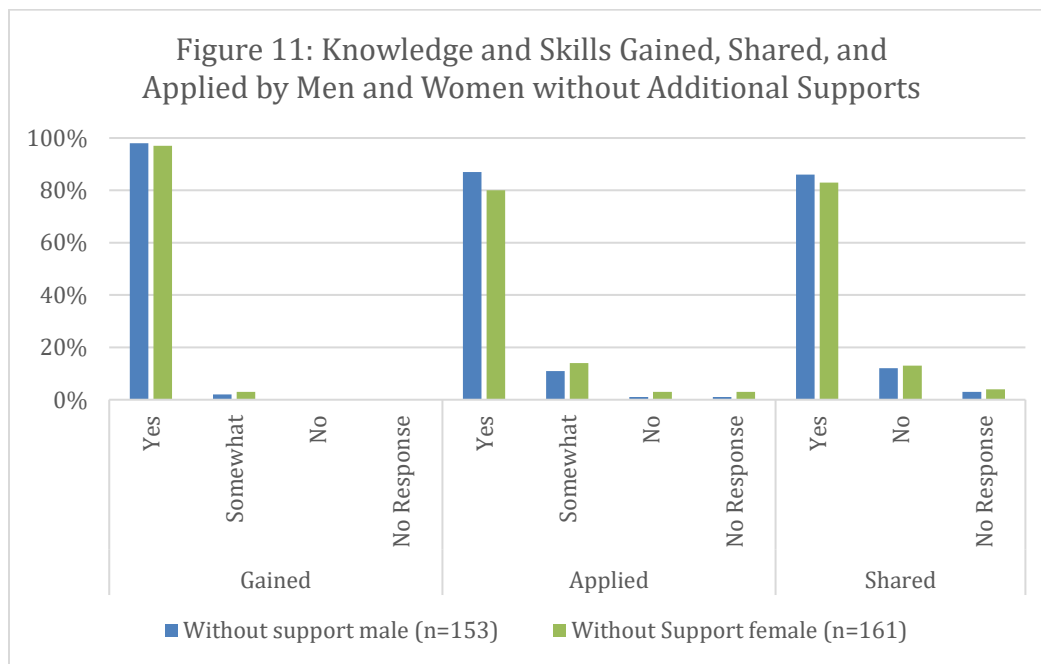
Beyond this report, Coady intends to use Figure 10 to create a theory of change. There are a number of organizations, such as SaferWorld International, that have improved the way they develop a theory of change. Instead of starting from the beginning again, the plan is to use the evaluation data to map the results Coady has achieved and then ask stakeholders if this is the direction we should go, what types of results are desirable, and how can they be achieved.

11.0 Gender at Work

When Moses Coady penned the words "well-being for all," he set the tone for the Institute's inclusive approach and foreshadowed the SDG's emphasis on "development for all" and the principle of "leave no one behind" (Sustainable Development Knowledge Platform, 2017). This established the Institute's long-term commitment to gender and inclusion of people from all walks of life. Today, a feminist approach is a core part of the Coady curriculum, with a particular focus within the International Centre for Women's Leadership and several women-only programs. Programs, such as the Global Change Leaders, are specifically designed to focus on women's leadership and include a 6-month mentorship component and access to the Coady Women's Network. These types of education enrichment and support mechanisms help alumnae stay connected, reinforce transformative education, share knowledge, and support each other around the world. The importance of this approach is evident in data.

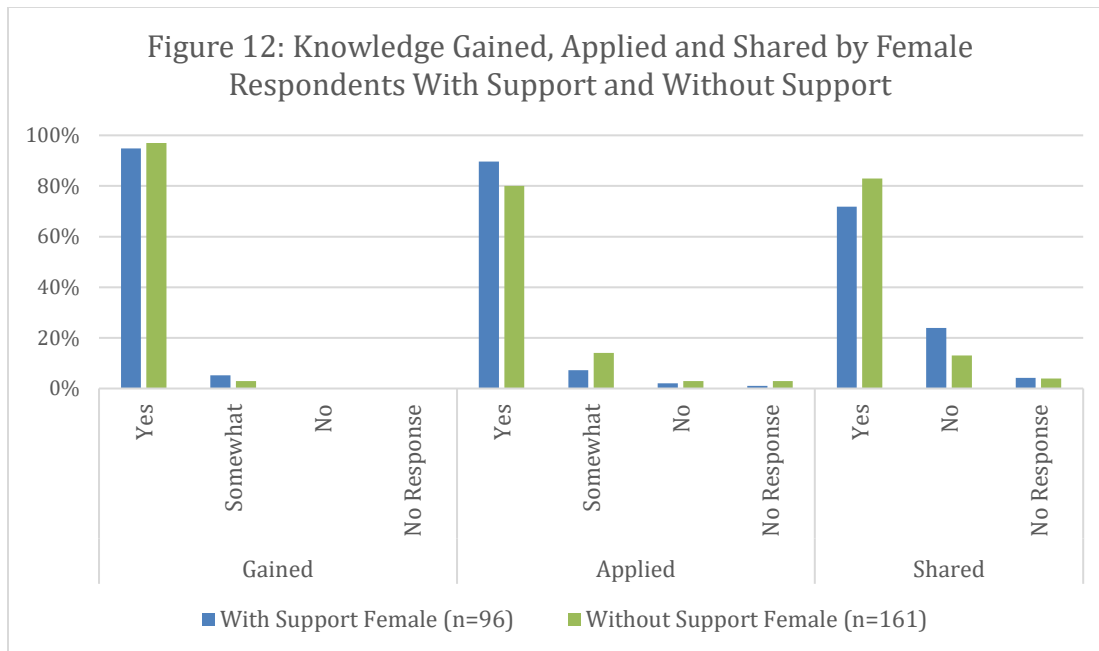
The analysis included a close examination of gender differences in terms of how the results unfolded. In 2015, the Annual Report on the Leadership Initiative to Global Affairs Canada noted small differences in the gender-disaggregated data. A slightly higher percentage of women reported gaining new knowledge and skills, and a slightly lower percentage of women reported sharing and applying their knowledge and skills. However, with a much larger data set in April 2017, the gap in learning between men and women closed. In fact, there were only marginal gender differences for learning in the Leadership, Empower, and the overall datasets. Yet, with exception of Empower, the small gaps between male and female application still remains.

To better understand these differences, the data was further disaggregating by gender and programs with built-in educational enrichment and support mechanisms.⁶ The first comparison, Figure 11 below shows the rates of knowledge gained, shared, and applied by gender in programs that do not contain educational enrichment and support mechanisms beyond the program. The chart shows that once again, while women and men gain and share new knowledge at similar rates, female respondents have a lower rate of applying their new knowledge and skills (80%F/87%M). While 7% is not a particularly wide gap, the gender difference is consistent with trends found in the qualitative data described throughout this report.



An additional comparison was done between female respondents in programs with additional education enrichment and support mechanisms (i.e., Empower, GCL, CWFLI) to those in programs without (i.e., Diploma, Certificates, S4SC). As seen in Figure 12, female respondents in programs with supports reported applying their knowledge and skills at a rate of 90%—similar, if not slightly higher, then men in programs with no support. Additionally, women in the Empower program reported applying at 94%—a higher rate than men and women with or without support. Please see Appendix H: Key Indicators with Numbers and Percentages.

⁶Education Enrichment and Support Mechanisms include mentorship, networking, workshops, conference support, coaching, resource material, etc.



The qualitative responses from participants also show consistent gender differences in the expression of the changes they have experienced. Women are more likely to comment on their improved confidence, ability to communicate with different actors, and opportunities opening for them in their work context (e.g., taking the lead on projects, being recognized for their Coady education, etc.). Men's responses consistently remarked upon increased confidence as well, but are more focussed on renewed inspiration and commitment to participate in social justice work. As noted in the previous sections, the text-based responses showed that women tend to:

- emphasise the importance of confidence building and leadership skills;
- share and apply in less formal settings;
- confront more invisible social barriers within their organizations; and
- require more support in order to overcome barriers to organizational change.

While only small differences in the data, literature in this area does support the finding that women face visible and invisible barriers in the workplace and, more specifically, when applying their new knowledge and skills. The data also to show that when women are provided with education enrichments and support mechanisms to bridge this gap, they are able to do so.

Furthermore, these additional supports create a corollary effect where women are better equipped to support other women within their social and professional networks. As one Global Change Leader alumna explained:

One of the most striking things I took with me was the important balance of compassion and work principles when it comes to work so that one does not overwhelm the other. Especially as a female leader who works with women who come from different walks of life my listening skills were put to the test as I was part of a very diverse group of women with some who were very vibrant and with some I learnt to be patient and almost a nurturer. (15200534)

12.0 Reflection on Modalities

The study also provided an opportunity for deeper reflection on how funding and project modalities are designed to support and fit the education programs. Program supports for the participants differ depending on the way participants enter the programs. For example, the majority of the participants in the study applied as an individual, while others were recruited through special projects and partnerships. They range in size from Empower with 70 of the respondents (17%) to agreements with the *Centre Haïtien du Leadership et de L'Excellence*, Oxfam, CUSO, Crossroads International, and Aga Khan which each have under 10 respondents in the survey. There are also forms of specialized constituency programming, such as GCL, S4SC, CWFLI, and others for women, youth, and Indigenous peoples.

The different modalities use an array of education enrichment and support mechanisms to enhance the curriculum and meet specific context. This means that the program structure varies in length, organizational supports, accompaniment and fieldwork, location, diversity, technology, and so forth. The mechanisms employed in the programs may include:

- mentorship/coaching
- networks
- staff follow-up visit
- webinars
- learning forums, convenings
- additional education programs
- customized off-campus certificates and workshops
- case studies
- fellowships
- innovation and research
- peer study groups
- Regional dialogues

As seen in Section 11.0: Gender at Work, education enrichment and support mechanisms can reinforce learning and help graduates overcome barriers to application.

While the study did not set out to rate the different designs and mechanisms, it did shed light on how the combination can be used to strengthen learning and practice. Flexible programs allow the Institute to support development practice beyond a defined set of certificates or courses. The following examples explore how the various program designs influenced the data in terms of gender, training of trainers, visa and resource constrictions, and results. They fall into three programming streams: Education Partnerships, Consistencies Programs, and Program Partnerships.

Education Partnerships

Education partnerships are stand-alone agreements designed to work with organizations who have a mandate for capacity building aligned with Coady programs. They facilitate access to the education programs for our partner's staff, volunteers, and community members. They do not typically provide additional support mechanisms, but aim to build a critical mass of trained professionals within their organizations. Participants typically partake in the main education programs, but some partnerships organize distinctive courses. For example, the CUSO partnership included a separate Livelihoods and Markets certificate in Spanish on the Coady campus.

Education partnerships are also frequently used to support a suite of off-campus certificates and learning initiatives. Outside of Empower, no off-campus courses were captured in the study period to date. However, they ought to be mentioned for two reasons: (a) the

Leadership initiative started supporting off-campus courses as of 2016-2017; and (b) off-campus courses are a long-standing means for Coady to reach populations for whom the ability to obtain a visa or pay for travel to Canada can be prohibitive. These regional courses provide an opportunity to extend Coady programs beyond Antigonish, and can be offered to specific organizations or on particularly relevant issues. Several participants in the focus groups attended both on and off-campus programs, and noted that this approach provided flexibility and a different educational experience.⁷ Further study of off-campus courses is required.

Constituency Programs

Constituency programs are designed to meet the needs of particular populations – women, youth and Indigenous people through specialized programs. This emphasis was formally recognized in the Institute’s 2017-2022 Institutional Strategy and programs are designed to create a safe space for marginalized groups to learn the underlying principles of Coady’s curriculum in relation to their specific context. In fact, Coady has offered Youth Internships and Fellowships every year since 1997. The funding was initially provided through GAC’s International Youth Internship Program (IYIP) and now through a private family foundation.

While Coady has always included women and Indigenous people in their programs, it was not until 2011 that the International Centre for Women’s Leadership was established. Education programs such as the Global Change Leaders, CWFLI, IWCL,⁸ and others are designed to help women amply their leadership capacity, overcome barriers, and create change in the thematic areas.

Constituency programs tend to be longer and provide mentorships during the program and/or after graduation. It also includes eligibility for fellowships and travel grants to attend key events such as the Association of Women’s Rights in Development Summit. There is also an online network for women, youth, and Indigenous women.

Program Partnerships

Program partnership are closer relationships that tend to involve multi-year agreements with a variety of different activities to support co-learning and capacity building. They include education programs, action research, regional dialogues, and other activities for a particular community, NGO, or training institute in the Global South. While Coady has a long history of supporting Southern organizations, only two examples captured in this survey are described below.

Centre Haïtien du Leadership et de L’Excellence (CLE): The organizational capacity building and education partnership with CLE has supported a series of enrollments in on-campus courses as well as in-country courses, co-research, and informal coaching. The project has helped establish and develop a Coady-like training institute in Haiti with programs delivered at the grassroots level in Creole. This approach is particularly relevant where Coady can support a cadre of trainers fluent in local languages.

⁷ For more on off-campus programs and this difference, see the internal documents “Coady Case for Off-Campus Course” and “Off Campus-Course Report” submitted to Global Affairs Canada.

⁸ Indigenous Women in Community Leadership, not included in the Learning from Stories of Change study.

Women's Leadership for Economic Empowerment and Food Security in Ethiopia, Ghana and Zambia (Empower): Empower supports South-South partnerships for organizational capacity development and women's empowerment. It brings together four partners: Organization for Women in Self Employment (WISE) in Ethiopia; the Centre for Indigenous Knowledge and Organizational Development (CIKOD) in Ghana; the University of Development Studies (UDS) in Ghana; and Women for Change (WfC) in Zambia. Their goal is to co-learn and deepen mutual capacity building efforts. Program features include support for attending Coady on-campus courses, off-campus courses, regular regional meetings among the partners on common themes, and support for co-learning. While the Program Manager is situated at Coady, each country has a full-time project coordinator and a part-time monitoring and evaluation position that supports the organizational change process. For more information, see Appendix C: Empower Logic Model.

The various modalities are reflected in the data. As depicted in earlier in Figure 8 and in Section 11: Gender at Work, the Empower program had a lower number of respondents who reported sharing their knowledge and skills and a higher number of respondents who applied their new knowledge and skills 6-8 months post-graduation. As colleagues take the same courses, they share new knowledge with one another less. However, in the short term, the combination of program supports facilitates greater application within the organizations and their projects, eventually translating into development results.

These three programming streams (Education Partnerships, Constituency Programs, and Program Partnerships) aim to strike a balance between flexible program design and a consistent approach to transformative education. On one hand, there is an institutional need for admission criteria, administrative predictability, education standards, and thematic fit. On the other, flexible programs allow the Institute to expand education opportunities, tailor courses to assets and specific issues or constituencies, and promote innovative application and testing of new concepts and tools. They can also help build institutional, national, or regional capacity. These examples show the different ways in which programs can be designed to support development practice without compromising the integrity of Coady's approach.

It is also important to note that the education enrichment and support mechanisms will have an impact on the composition and emphasis within virtual, on- and off-campus learning spaces. Respondents reported that the successful aspects of Coady's education programs rests on an inclusive learning environment, relevant content, peer-to-peer learning, and quality facilitation. Underlying all four elements is a diversity of people, perspectives, subject areas, and industries. It reflects the way in which facilitators engage classes in a dialogical process that fosters a combination of change in knowledge, skills, attitudes and motivations. It is important to ensure the project modalities, as well as education enrichments and support mechanisms are anchored in Coady's approach and that they are monitored and assessed for effectiveness.

Given the significance of these multiple interactions and varying program designs, further study is needed on the range of programing options, variations, and innovative approaches. This would complement the occasional paper series on Innovation in Teaching and the current testing and development of online modules and courses described in the next section.

13.0 Expanding Transformative Education

As a dynamic and lengthy process, it is important to expand the perception of transformative education beyond the classroom setting. The journey archetype is more fitting and consists of three phases: the departure from the status quo; exploration with a new community of practice; and re-integration of those new knowledge, skills, and attitudes back into regular lives. In addition, a fourth could be added to describe continuous learning throughout one's career. Feedback from graduates indicates that Coady is succeeding in creating a space for transformative learning, but could also expand the approach both in terms of advanced preparation, reintegration, and continuing support beyond the classroom experience.

Anecdotally, we know that some Coady participants have a number of interactions with the Institute over the span of their careers. This includes several certificates and the Diploma program; fellowships; collaborative research; partnership between organizations, facilitators, funders, recruiters; and, more generally, being part of the "Coady family." Further research and insights into the multiple engagements and supports would contribute to the analysis.⁹

This study shows that the respondents are eager for more informal Coady engagement and put forth a number of ideas and suggestions. While one respondent suggested that online activities could help participants prepare for courses in terms of self-assessment, setting expectations, and advance readings, most focused on maintaining a community connection and strengthen the transformative education experience beyond the classroom. As explained by one respondent, "So Coady, I don't know how feasible it would be, but if Coady can connect the participants with the new developments in terms of research papers, sharing groups, lectures that are accessible to participants who have attended the course. That type of matter could be useful for continuous education for Coady graduates" (P446:56).

These ideas included overwhelming support for further development of Coady networks. Most respondents acknowledged the value of their relationship with fellow participants and staff and a desire to continue to enrich and develop this community of practice. Within this group, the emphasis was split between continuing learning and enduring friendship and support. Both are considered essential elements of a vibrant network. Suggestions also included:

- mentorship and coaching post-graduation;
- partnerships with individual's organizations;
- online programs;
- blended learning¹⁰;
- field visits and practicums;

⁹ The beginning of the study coincided with the implementation of a new student database. The data on how many times participants graduated from Coady or their involvement in other partnerships was not available at the time.

¹⁰ A combination of online and on-campus or in-country course programming; for example, an online component that is preceded (no current Coady examples), followed (e.g., Ghana Empower), or interposed (e.g., IWCL, CWFLI, OceanPath) by a face-to face component.

- regional chapters or hubs, which will allow graduates from different cohorts to connect and support each other;
- reunions;
- case studies of successful graduates;
- in-country study tours for alumni; and,
- coalition-building to create greater change in the development field.

These program components should not be seen as an either-or question, but a combination education enrichment and support mechanisms that support wider social change.

The respondents also recognized the networking efforts underway, with specific mention of the following initiatives:

- In-country alumni associates;
- Egypt's TAG network;
- Coady Women's Network Facebook site with 418 followers run by the International Centre for Women's Leadership;
- Community-based Approach to Microfinance and Livelihoods Facebook site with 1220 followers run by a Coady facilitator;
- Empower partners;
- Research class Facebook page;
- Staff visits and alumni groups organized by the SILE program; and
- LSC Outcome Surveys and Focus Group Discussions.

Although not directly mentioned in the survey data, it is important to note that Coady also hosts an active Coady Youth Facebook page and organizational social media accounts and activities including the Coady's institutional website, Facebook, Twitter, and podcasts.

There is room to expand and deepen the transformative education process through a more integrated approach. This could include a combination of social and content-driven networks, online courses, blended learning, learning initiatives, and social media strategy. The expansion of the learning process beyond classroom recognizes that transformative education is a dynamic process with many stops and starts. The depth of the classroom experience should be matched by the breadth of supports to ensure long lasting and continuing change.

14.0 Additional Alumni Feedback

The outcome surveys and focus group discussions also touched on areas that did not fit neatly into the report. Particularly in the focus groups, participants were eager to share their reflections and thoughts on how Coady can best contribute to their work and strengthen education programs and research. They also discussed issues of obtaining a Canadian visa and the cost of tuition. While participants were not asked directly about these issues, they did raise them for discussion. In this regard, it is important to consider these emerging themes.

Accreditation/Masters program: Participants are eager to further their education, and several noted that accreditation of Coady courses could help demonstrate value. A few also inquired if Coady was considering a Master's program, either on-campus or blended, that would allow them to continue their studies.

Length and depth of course: Several participants in the focus groups shared that if certificate duration was slightly longer, their depth could be increased. They noted that while the material is topical and relevant, the short duration of courses prevents them from fully exploring the implications. In longer certificates, the material could be enriched and participants could go further in depth. This might also enhance their ability in training of trainers. As one participants said about the material, “Make it robust to really take home and say, ‘oh yes!’ and maybe new research on that” (447:52).

They also noted that blended components following certificates could help deepen the learning while keeping the on-campus component the same length. One participant noted that “Some of us really can’t stay away for 5 months or 6 months. We would really like to benefit from these programs—diploma or masters—are there any online courses? Or we could maybe come for one or two weeks and then come back and engage online. At least go there one week, two weeks, then participate in those activities online” (447:62).

Visas and costs: Participants noted that there are difficulties in attending Coady courses because of limitations related to visas and costs. They recognized the importance of the Coady on-campus environment, but did recommend maintaining and perhaps expanding off-campus course offering. As one respondent mentioned, “Because of so many limitations...crossing the ocean coming all the way to Canada I think Coady should think about how it can do regional centres so many people can benefit from the courses especially Nigeria because there are many difficulties coming to Canada” (445:18).

Suggestions for additional courses: The study results provided insight into topics Coady might wish to cover in programs. In the focus group discussions and outcome surveys, participants also suggested additional courses or topics. The most prominent suggestions included:

- Fundraising and resource mobilization
- Monitoring and evaluation as cross-cutting or a standalone certificate
- Advocacy as cross-cutting in courses

15.0 The LSC Methodology in Review

This next section addresses the third research/evaluation question posed at the beginning of study: *How does the Learning from Stories of Change framework perform?* The observations are based on feedback from key stakeholders and our own self-reflection as designers and implementers. As a whole, the LSC framework successfully collected a rich body of data that measured education results as well as helping to confirm and refine Coady’s approach. While the framework was also able to meet multiple demands, it should also be recognized that this added an extra layer of complexity during implementation which is discussed below.

The LSC process captured rich data not available through course evaluations or standard tracer studies. The inclusion of stories and a significance framework that prompted participants to code their own stories provided respondents with an opportunity to express the transformative aspect of their educational experience. Respondents were eager to share stories, and the process created the space for the storyteller and readers to engage in participatory and reflective dialogue over great distances. The method was also able to provide insights into the development practice, identify intended and unintended results,

and assess the more intangible aspects of development. The latter is reflected in the coding of the data itself.

Table H is a cross-reference of the questions asked in the survey with the number of qualitative codes in the knowledge, skills, attitudes, and motivations. It shows that the question had an influence on the type of responses offered. The questions on sharing and applying captured more practical and concrete examples. While the request for stories and their significance captured the more intangible aspects of the change process. More specifically, the stories provided insight into transformative education, particularly around the attitudes and motivations that enable people to continue to work towards social justice and inclusive development.

Table H: Survey Questions by Number of Codes for Types of Learning

	Skills Gained?	Applied How?	Shared How?	Tell us a Story?	Significance?
Knowledge	208	41	70	37	19
Skills	174	52	46	41	12
Attitudes	42	23	16	90	46
Motivations	25	15	4	51	35

The richness of the data stems from the stories and the participants' own analysis found in the significance framework and focus group discussions. The sheer volume of the database, detailed stories, and consistency among the respondents speak to the trustworthiness of the findings. In fact, the LSC process has reached a saturation point, meaning the representation of graduates and consistency of feedback has reached a point where gathering further data would be redundant.

As with every methodology, there are some dilemmas and limitations to the framework. It is an intensive methodology with data capturing, coding, and analysis occurring approximately 3 to 5 times a year. While the iterative process provides timely data for monitoring, reporting, and decision-making, the rolling schedule requires additional coordinated efforts. This posed the classic dilemma between resources and results.

The other limitation was time. It is generally recognised that social change takes time, and our graduates will have many challenges and successes as they advance their work over a lifetime. The LSC provides a very positive snapshot of Coady participants 6 to 8 months after graduation; however, further research over a longer period of time would generate further insights into the Coady's long-term impact. In fact, Coady is celebrating its 60th anniversary in 2019, providing a timely opportunity for longitudinal studies. There exists the potential for deeper understanding of the transformative adult education experienced by Coady graduates and how its link to positive social change evolves over a lifetime. This could be achieved through follow-up surveys with the respondents in this study, case studies, tracer study, or life narratives with selected alumni.

While this LSC study has been winding down, there have been several inquiries about replicating the methodology. Two options were discussed in terms of scaling up vertically to include the remaining Coady programs as well as horizontally to reproduce the study with

other departments and organizations. Given that Coady has reached the saturation point, it is time to scale down the project and focus on other questions. However, the methodology can be used as a comparative between programs or shared and adapted for other organizations. There is an audience among our graduates and partners for MEL techniques that are consistent with Coady's approach.

16.0 Conclusion

The study finds that Coady's approach to adult education is transformative. The education programs go beyond typical professional development training by intentionally fostering changes in worldviews and promoting a critical examination of reality that leads to a more inclusive, socially-just perspective. Respondents reported they have gained new knowledge and skills, as well as transformed attitudes and motivations through critical and reflective dialogue. This potent mix is at the heart of Coady's contribution to development practice and results.

The study also provides insight into how transformative adult education unfolds. The data demonstrates that transformative education is a dynamic process that emerges over a period of time. Changes in knowledge, skills, attitudes, and motivations are reinforced at different moments, both in and outside the classroom, as well as during and after courses/certificates. Thus, transformative learning is not a single experience or course, but a process that extends beyond the length of any particular education program as alumni integrate concepts and theories, practice new skills, apply their learnings, and face challenges and opportunities in their own contexts.

The framework is able to assess both tangible and intangible aspects of the education programs. It does so by being participatory and reflective. The story-based methodology complements quantitative indicators and provides a rich database of Stories of Change. It allows key outcomes to be tracked and demonstrates that change begins with individuals and radiates outward to other areas. Overall, the data sets show congruence with intended topics of change (development leadership, women's leadership, and the three thematic areas), with populations of change (women, youth, and Indigenous peoples), and with areas of change (individual, organization, community, and the broader policy environment). It also implies that when women are provided with supporting mechanisms to bridge the gap from individual to organizational change, they are better able to do so. This provides additional confidence that constituency programs are an important means of inclusion in the development process and outcomes.

Finally, the study provides an opportunity for alumni to tell the Institute what they are interested in, where they are now, and how Coady can continue to contribute. This includes overwhelming support for the development of Coady networks, expanding education opportunities through the networks, and ideas for course offerings. Alumni also asked the lead investigators to pass along their best wishes and gratitude to Coady staff and facilitators.

17.0 Recommendations

The findings in the report are very positive and illustrate that Coady's transformative education is linked to social change in organizations and communities located around the world. While many of the recommendations are designed to sustain the successful aspects of the education programs, there are some areas that can be enhanced. The following recommendations are based on the analysis described in the above report and are grouped into six categories. Each recommendation is followed by a page number that allows the reader to refer to particular findings in the report.

1. *Sustain and Enhance Coady's Approach to Transformative Education*

- a. Continue to foster and maintain the integrity of Coady's approach to transformative education that focuses on social justice through an inclusive learning environment, relevant content, peer-to-peer learning, and quality facilitation. These factors should formally become part of the criteria for assessing future curriculum and program decisions. (page 12)
- b. Ensure that education programs remain diverse by welcoming people from different geographies, backgrounds, aptitudes, perspectives, organizations, sectors, and so forth. Diversity should be one of the key factors for consideration in recruitment and admission strategies as well as program design. (page 15)
- c. Continue to support skilled facilitators and effective facilitation methods that foster transformative learning. This can be reinforced by consistent policies and procedures that encourage ongoing enhancement of teaching and facilitation skills and curriculum development, as well as mentorship and coaching. (page 16)
- d. Ensure that the duration of education programs that award certificates and diplomas are long enough to achieve learning outcomes and foster transformative education. The study shows that transformative learning is dynamic process in which individuals gain new knowledge, skills, attitudes, and motivations at various moments in time throughout the program. (pages 12, 42)

2. *Enrich the Coady Curriculum*

- a. Continue to invest and dedicate resources to curriculum development and resource materials that enrich course delivery and provide graduates with resources that they can share and adapt to their contexts. (pages 14-15, 17).
- b. Continue to collaborate with Coady alumni in co-learning and co-knowledge creation that informs curriculum and resource materials. The stories of change show that graduates are a rich source of knowledge and experience from around the world and are eager to continue to work with Coady. Wider policies and guidelines should be established for partnering with alumni in education programs and knowledge creation. (pages 15, 21, 40, 42)
- c. Continue to ensure that course offerings reflect the realities of development practice and are relevant to development practitioners. The data identified a number of areas where topics were underrepresented or respondents proposed new subjects. It is recommended that the following topics be explored:

- Working with Children and Youth at Risk (pages 29-30)
- Global Indigenous Movements (page 30)
- Transformative Education and Development Practice (page 22)
- Policy, Power, and Participation (page 34)
- Fundraising and Resource Mobilization (page 42)
- Monitoring and Evaluation as cross-cutting or standalone certificate (page 42)
- Advocacy as a cross-cutting in courses (page 42)
- d. Assess and build capacity around the pedagogical and methodological approaches of blended learning. This has the potential to further enhance the practical aspects of the curriculum and assist with adaptation and implementation in the field. (pages 12, 21, 41)
- e. Continue to incorporate online platforms, such as Moodle, into all on-campus education programs. (page 40)

3. Expand the Transformative Learning Process

- a. Expand opportunities for graduates who are eager to continue their learning, either through additional certificates, research opportunities, and/or online components. Ongoing and life-long learning present an opportunity for alumni to enhance transformative change. (page 40)
- b. Continue to support existing alumni learning networks and build new ones using Coady Connects (currently being piloted). This report shows that alumni are eager to stay connected and learn through a multifaceted platform with capabilities for discussion groups based on themes, regions, and programs. (page 40)
- c. Integrate online learning into the curriculum through blended and stand-alone courses. This may require capacity building with Coady staff on the technology and opportunities to fostering transformative education in virtual spaces. (page 40)
- d. Continue to explore, develop and implement off-campus certificates that align with Coady's institutional strategy. (pages 37, 40, 42)
- e. Continue to coordinate and design programs with education enrichment and support mechanisms (mentorships, webinars, networks, resource materials) that meet the needs of marginalized constituencies. The study found that these mechanisms help women to close the gender gap. (pages 34, 37, 40)

4. Strengthen the Administration and Delivery of Education Programs

- a. Design a new Theory of Change for Coady based on the findings of this study and the 2017-2022 Institutional Strategy. (page 31)
- b. Identify and assess the different types of education enrichment and support mechanisms (mentorship, webinars, coaching, accompaniment, etc.) and program modalities currently being used in the Institute. (pages 34, 37, 40, 41)

- c. Strengthen information management systems to facilitate the tracking and analysis of graduates and programs. This will increase efficiency and enhance the analysis of long-term development results, particularly in the following two areas:
 - Map multiple interactions with individual graduates and organizations. These interactions occur in a variety of ways, including different education programs, partnership agreements, employment, innovations, and so forth. (page 40)
 - Disaggregate participants by funders, partners, and program type (certificate, diploma, constituency programs), and mode of delivery (online, blended, etc.). (pages 43, 37)
- d. Examine Coady's approach to tuition and scholarships in order to improve access to courses, particularly for economically disadvantaged applicants. Respondents were appreciative of the opportunities they had, but some noted that other qualified colleagues were unable to attend. Many requested more scholarships, reduced tuition, and further break down of costs. (page 42)

5. *Study and promote Coady's Adult Education Approach*

- a. Review and expand courses and resource material on transformative education in development practice. This study shows that a significant number of alumni are training others. This is in keeping with Coady's tradition of supporting other adult education institutions around the world. (page 23)
- b. Study and promote Coady's approach to transformative education, including how the different modalities and techniques affect learning. The studies would also fit within Coady's Innovation in Teaching paper series. (pages 34, 37)

6. *Enhance Monitoring, Evaluation and Learning*

- a. Continue to build MEL capacity and integrate the lessons from this study into planning and decision-making. The dissemination plan includes a learning forum and/or workshop for Coady staff along with a developing a series of shorter documents for specific audiences including alumni, funders and academics. (page 42)
- b. Scale down the Learning from Stories of Change project and refocus on next area(s) of study. (page 43)
- c. Build on Coady's history to study its long-term impact. There is the potential for 10 to 20-year case studies, lifetime narratives, or follow-up with respondents in this study 3 to 5 years later. (page 27, 43)
- d. Document and share the Learning from Stories of Change framework with partners interested in mapping the results of their transformative education programs. (page 43)

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Appendix A: Coady's Programming from 2014 to 2017

Diploma in Development Leadership

Our flagship 20-week Diploma in Development Leadership is designed for community development leaders who are passionate about creating positive change in their communities. Each summer, we welcome a diverse cohort of practitioners from around the world who represent a wide cross-section of civil society, public, and private groups, and organizations. Together they learn innovative skills and approaches for leadership in sustainable, citizen-led development.

The Diploma program strengthens participants' capacity to confront the complex issues they face and to propose pragmatic strategies for change. Throughout the program, participants build and draw upon a critical and reflective social change framework to enhance their leadership competencies and their abilities to motivate and support people in creating a better world for future generations. The program is inspired by current action research and deeply rooted in a community-driven and adult education approach that draws on over 50 years of practical experience.

Throughout the program, a collaborative relationship is fostered among facilitators and participants to draw out lessons and insights from their rich and diverse experiences. This sharing and co-creation of knowledge is a cornerstone to the Diploma program. Graduates leave with greater confidence and even stronger leadership skills, joining a global network of committed Coady graduates.

The Diploma includes mandatory foundational courses in leadership and asset-based development, electives centred on topics relevant for today's community development practitioner, and specialized "skills" courses.

Constituency Programs with Blended Learning or Mentorship Components

Canadian Women's Foundation Leadership Institute (on hold)

The CWF Leadership Institute builds the leadership capacity of emerging and mid-career women leaders working on economic development issues in the Canadian not-for-profit sector, including those from Indigenous communities in Canada. The intent is that these women leaders will strengthen their organizations and communities and ultimately create transformational and systemic change in Canada. Participants are chosen through a competitive call for applications managed by the Canadian Women's Foundation.

Global Change Leaders

Established in 2011, the Global Change Leaders Program is a 7-week education program offered by Coady Institute's International Centre for Women's Leadership. This program enables women from developing countries to strengthen their leadership capacities in order to contribute to innovation and change in their organizations and communities. Program participants engage in learning that is grounded in real world experiences and focused on Coady's core thematic areas. Through a shared learning environment with other emerging women leaders from around the world, participants are exposed to a range of experiences and the beginnings of a potentially lifelong network of support.

The Global Change Leaders program provides successful candidates with a scholarship that includes tuition, travel, accommodations, and meals. Successful participants are responsible for costs pertaining to acquiring a visa to enter Canada.

Program participants benefit from the guidance and mentorship of accomplished women leaders from around the world. The program is led by a core team of staff in the International Centre for Women's Leadership and supported by other Coady faculty and associates.

Indigenous Women in Community Leadership

Indigenous Women in Community Leadership is an award-winning program offered by the Coady Institute's International Centre for Women's Leadership. It supports First Nations, Métis, and Inuit women in building their capacities to be empowered leaders and agents of change capable of strengthening and contributing to the development of their communities.

In operation since 2011, the Indigenous Women in Community Leadership program provides successful candidates with a full scholarship that includes tuition, travel, accommodations, and meals. Program participants also benefit from the guidance and mentorship of accomplished Indigenous women leaders throughout their learning journey.

OceanPath Fellows

This year-long experiential learning and community development Fellowship is designed to provide young people with opportunities to further develop skills in becoming active and effective change-makers. Through working with a community—local, national, or international—with which they have a connection, Fellows foster sustainable and positive social change in the world.

Targeted towards students 29 years old and under who are about to graduate from undergraduate or Masters level study at McGill, uOttawa, Queen's or StFX, the program offers up to \$25,000 in funding to support the Fellow's travel, living expenses, and project costs, while providing them with comprehensive learning support and ongoing guidance throughout.

Skills for Social Change (discontinued)

Grounded in Coady Institute's approach to citizen-led development, Coady youth programs offer learning opportunities to support the aspirations of young leaders around the world to develop the capacity for citizen action toward a more just world.

On-Campus Certificates Offered in the Spring and Fall (10 to 15 day)

Action Research for Citizen-led Change

This program covers the basics of participatory action research for citizen-led change. Participants will design their own action research initiative step-by-step, learning about the principles and methods appropriate for different research purposes. Examples of action research around the world will build on the experience of course participants and include a field visit to a local community.

Asset-Based Community Development

Rather than starting with needs and deficits, the ABCD approach helps communities to identify and build upon existing strengths and assets. This program will introduce participants to ABCD principles, methods, and tools. It will also highlight how local government, private sector, and civil society organizations can respond to citizen-led initiatives at the community level.

Advocacy: Increasing Citizen Voices

This certificate provides practitioners with insights into the underlying concepts and current trends in advocacy and mobilizing citizens for action. Through discussions about written and video case studies and exercises to apply strategic planning tools, participants will enhance their ability to create an enabling and just environment for development through their advocacy campaigns.

Building Local Indigenous Knowledge

Communities can respond to environmental, economic, and equity challenges while maintaining their sense of identity. Participants will explore community resilience from this citizen-driven perspective. Central to the exploration is valuing and sharing local and indigenous knowledges that enable communities to respond to shocks and stresses and influence policies, programs, and practices.

Citizen-Led Accountability: Strategies and Tools

Accountability is the cornerstone of democracy and good governance. This program explores how to empower citizens to use innovative practices to monitor government actions, seek accountability, prevent corruption, and improve essential public services such as health care and education. Participants learn to design pro-accountability strategies, build cross-sector coalitions, and apply practical tools.

Community-Based Conflict Transformation and Peace building

This program is intended for leaders passionate about building cultures of peace. Participants will learn to create safe, inclusive spaces; learn conflict analyses skills and tools; explore non-violent techniques in addressing conflict; learn mediation skills; design conflict transformation and peacebuilding programs; examine different forms of violence; and contribute to networks for conflict resolution, reconciliation, and peacebuilding.

Community Based Microfinance for Inclusion

Community-based microfinance models, owned and governed by community members, are critical for deeper financial inclusion. Participants will explore how these models support women's empowerment, agriculture, livelihoods, value-chains, and enterprises in rural and urban areas and how innovating links with banks and mobile payment systems can reach millions that are outside formal banking systems.

Community Development Leadership by Women

This program inspires women to recognize their leadership potential and find the space to act as leaders for social change in solidarity with others. The course welcomes women of all ages and backgrounds who want to support community development and social change.

Community Driven Health Impact Assessment

The Community-Driven Impact Assessment is a community development process that gives citizens increased control over the well-being of their communities. Using the People

Assessing Their Health process (PATH), communities develop their own tool to assess potential impacts of policies and programs on community health and identify strategies for change.

Facilitation and Training Approaches for Community Change

Development practitioners, trainers, and educators in this course learn participatory design and facilitation approaches and techniques. Participants improve their skills through hands-on, small group practice and strengthen their knowledge of principles and practices of transformative education. Collectively, they create strategies for overcoming challenges in their own work.

Global Youth Leaders

This 3-week certificate is for young development leaders (20–30 years old) from developing countries to develop and deepen their leadership capacities in order to contribute to innovation and change in their organizations and communities. Participants are provided with the opportunity to share ideas and to exchange experiences with other practitioners from around the world. A wide variety of presentation, case study, and experiential and participatory methods are used.

Increasing Citizen Voice and Agency

This certificate provides practitioners with insights into the underlying concepts and current trends in advocacy and mobilizing citizens for action. Through discussions about written and video case studies and exercises to apply strategic planning tools, participants will enhance their ability to create an enabling and just environment for development through their advocacy campaigns.

Integrating Food Justice into Community Programs

Participants will deepen their analysis of systems and study frameworks of food security, justice, and sovereignty. They will explore local efforts to create and strengthen citizen-led and community-driven alternatives to the global food system. The course also offers strategies for advocating changes to harmful policies and practices.

Learning Organization and Change

Participants will explore how changes in structure, plans, and actions can strengthen an organization's relevance to its community. Leaders practice the art of change by exploring mental models, personal mastery, shared vision, team learning, and systems thinking, which create a vibrant culture of learning in any organization.

Livelihoods and Markets

The program explores different approaches for livelihoods promotion including value chain development, making markets work for the poor, and social enterprises. It combines in-depth deconstruction of key concepts and tools, real-life illustrative examples and interactive exercises to help participants build and enhance their skills in developing inclusive market systems.

Rethinking Partnerships

Development requires collaboration to meet mutual interests and the Sustainable Development Goals highlight the importance of multi-stakeholder partnership. The objective of this course is to re-think partnership and to enhance capacity to collaborate

across differences for positive social change. It is designed to build shared knowledge for intentional, equitable and effective partnerships.

Off-Campus Certificates and Learning Initiatives (various lengths)

- Asset-Based Community Development
- ABCD for Community Vision
- ABCD and Gender Equality Review Workshop
- Action Research for Citizen-led Change
- Academic Leaders Seminar on Microfinance
- Advancing Women's Leadership-Empower
- African Institute on Local and Indigenous Knowledge's for Community Resilience
- Building Accountability in the Health Sector
- Building Leadership for Transparency and Accountability in Governance
- Business Skill Training of Trainers
- Advanced Training in ABCD
- Community Based Microfinance for Financial Inclusion
- Community Based Microfinance
- Community Driven Health Impact Assessment
- Good Governance and Social Accountability Tools
- Increasing Citizen Voice and Agency
- Indigenous Knowledge for Community-Driven Value Chain Development
- Livelihoods and Markets
- Microfinance
- Participatory Education Methodologies for Strengthened Women's Leadership
- Participatory Monitoring and Evaluation
- Partnerships and Multi-Stakeholder Relationships
- Re-thinking Partnership for University-Community Engagement
- Understanding Microfinance
- Women's Leadership for Community Development

Appendix B
Logic Model for Investing in Leadership and Learning for Development Effectiveness (No.: D000114)

Ultimate Outcome	1000 Women, men and youth in targeted communities have mobilized assets, strengthened local economies, built resilience, promoted accountable democracy and advanced women's empowerment		
	▲		▲
Intermediate Outcomes	1100 Increased application of community and asset-based approaches by development organizations with women and men Coady graduates		1200 Increased availability of community and asset-based approaches, tools and strategies for use by organizations to strengthen development effectiveness
	▲		▲
Immediate Outcomes	1110 Strengthened knowledge, skills and attitudes of women and men Coady graduates in community- & asset-based approaches	1120 Enhanced capacity of Coady graduates (women and men development leaders) to spread and apply new knowledge and skills in their organizations, communities and countries	1210 Increased number of innovative tools, strategies and approaches for community & asset-based development are developed and tested by women and men practitioners from selected partner organizations
	▲		▲
Outputs	1111 Diploma in Development Leadership designed and delivered annually 1112 Thematic Certificates designed and delivered annually 1113 Focused leadership certificates designed and delivered for women as well as young women and men <ul style="list-style-type: none"> Global Change Leader Certificate for Women Global Youth Leader Certificate for young women and men (aged 20-30) 	1121 Systems created and designed to support women and men Coady graduates to share, use and apply community- and asset-based approaches, through local, national and international support networks 1122 Response-based on-going learning, mentor and peer support initiatives designed and implemented for networks of women and men Coady graduates	1211 The <i>Advanced Citizen-led, Community-based Leaders Fellowship</i> program designed and established for women and men Visiting Fellows 1212 Gender-sensitive citizen-led, community-driven, asset-based development innovations tested, researched, documented and disseminated in collaboration with organizational partners 1213 Monitoring, evaluation and learning process designed to capture key lessons on cultivating development leadership and community- & asset-based approaches
	▲		▲
Activities	Activity 1111 Design and delivery of gender-sensitive Diploma in Development Leadership Activity 1112 Design and delivery of Certificate programs related to core Coady capacities and themes: <ul style="list-style-type: none"> Strengthening local economies Building resilient communities Promoting accountable democracy Enhancing core skills in organizational learning and transformative education for citizen-led, community-driven, asset-based development Activity 1113 Design and deliver focused leadership certificates for women as well as young women and men <ul style="list-style-type: none"> Global Change Leader Certificate for Women Global Youth Leader Certificate for young women and men (aged 20-30) 	Activity 1121 Create and design systems to support women and men Coady graduates to share, use and apply community- and asset-based approaches, through local, national and international support networks Activity 1122 Design and implement response-based on-going learning, mentor and peer support initiatives for networks of women and men Coady graduates	Activity 1211 Design and establish the <i>Advanced Citizen-led, Community-based Leaders Fellowship</i> program for women and men Visiting Fellows Activity 1212 Research, test, document and disseminate gender-sensitive innovations (strategies, tools, practices or approaches) in citizen-led, community-driven, asset-based development, in collaboration with organizational partners Activity 1213 Design monitoring, evaluation and learning process to capture key lessons on cultivating development leadership and community- & asset-based approaches

Appendix C: Empower Logic Model

Title	Women's Leadership for Economic Empowerment and Food Security in Ethiopia, Ghana and Zambia	No.	S065641	Name of University	Coady International Institute, St. Francis Xavier University (StFX/Coady)
Country/Region	Ethiopia, Ghana and Zambia	Budget	\$6,638,648 (CIDA: \$4,944,668)	Duration	5 years

ULTIMATE OUTCOME	1000 Strengthened women's leadership for poverty reduction in Ethiopia, Ghana, and Zambia
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INTER-MEDIATE OUTCOMES	1100. Strengthened voice and leadership for women and girls at the community level in decisions that affect their economic livelihoods and food security	1200. Strengthened leadership, capacity and organizational sustainability of three partner organizations that directly support women's economic empowerment and food security.	1300. Increased knowledge on women's leadership, women's economic empowerment and food security	1400. Strengthened influence by partners and their peers on program and policy decisions that contribute to women's leadership, women's economic empowerment & food security.
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IMMEDIATE OUTCOMES	1110 Increased access for women and girls to community-based training courses, leadership development and life-skills training 1120 Enhanced leadership learning (skills, knowledge and attitude) for girls and women in communities	1210 Improved capacity of partners to design, implement and evaluate community-based, citizen-driven learning methodologies focused on food security or women's economic empowerment 1220 Strengthened effective leadership of three partner organizations and their national networks	1310 Increased partner capacity to document and evaluate learnings from action research for results-oriented social change. 1320 increased learning on women's economic empowerment, food security, and environmental sustainability by partners, their peer development actors and the communities with which they work	1410 Expanded outreach through dissemination of participatory interventions, models and action research on food security and women's economic empowerment 1420 Increased partners' capacity to collaborate on and contribute to a more enabling environment for women's economic empowerment and food security.
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OUTPUTS	<p>1111 Community based training courses designed and implemented for women and men (ex: gender & power, food security, mobilizing assets, multi-stakeholder collaboration, markets & livelihoods, micro-finance, endogenous development, citizenship, natural resource management)</p> <p>1121 Life-skills training courses offered to women and men in leadership, critical analysis, confidence building, effective communication, decision-making, information management, negotiation, conflict resolution.</p>	<p>1211 Train-the-trainer courses for women and men delivered by Regional community-based training & learning centres in Ethiopia, Ghana and Zambia</p> <p>1221 Coady leadership courses attended by women and men from partners, community & network members (ex: Citizen Engagement/Advocacy, Mobilizing Assets for Community Change, Multi-stakeholder Partnerships, Community-Driven Health Impact Assessment, Natural Resource management, Livelihoods & Markets (value chains) and Women's Leadership)</p>	<p>1311 Six pilot action-research projects implemented and delivered:</p> <ul style="list-style-type: none"> • Ethiopia: entrepreneurship & business plan competitions • Ghana: agro-ecological farming, endogenous seed development, food processing and marketing • Zambia: citizen-led, adult-education methodology related to women's economic empowerment <p>1312 Inter-country peer learning and documentation related to 6 pilot projects is disseminated</p> <p>1321 Project impact assessment tools and participatory M&E systems designed and utilized by 3 partners</p>	<p>1411 Documentation from innovative projects in each country is shared at an annual regional multi-stakeholder learning forum</p> <p>1412 Multi-sector networks and linkages established with other African-based training & learning centres, academic institutes, government departments and private sector</p> <p>1421 Analysis tools related to gender, power, environmental sustainability and food-security developed and shared</p>
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ACTIVITIES	<p>1111 Co-design and offer gender-sensitive community-based training courses to women and men in Ethiopia, Ghana and Zambia</p> <p>1121 Co-design and offer gender-sensitive life-skills training to women and men community members</p>	<p>1211 Co-design and facilitate train-the trainer community-based, citizen led training courses to women and men in Ethiopia, Ghana & Zambia</p> <p>1221 Offer scholarships to key partner and network women and men members to attend Coady courses in Canada</p>	<p>1311 Pilot 6 innovative action-research projects</p> <p>1312 Coady support and facilitation of a collaboratively designed knowledge learning and dissemination processes related to pilot projects</p> <p>1321 Develop participatory M & E systems and impact assessment tools to measure the impact of innovations and training.</p>	<p>1411 Co-design annual learning forums</p> <p>1412 Develop linkages with peer institutions</p> <p>1422 Develop tools for gender, power and food security analysis, refined from an endogenous-development perspective, to be shared regionally and across sectors.</p>
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Appendix D: Course Evaluation Form

Coady Course Evaluation Form

Please take a few moments to complete the course evaluation form. All the responses will be confidential. Your feedback will help the Coady Institute learn from your experience and improve programming for future participants.



Course Title: _____ Date: _____

Facilitator(s): _____

Do you identify as: Female ☐ Male ☐ Other ☐

Please rate the following course characteristics on a scale of 1 to 5 by circling your choice (1 being poor and 5 being excellent).

1. Facilitation	Poor	Fair	Average	Good	Excellent
a. Encouraged collaboration	1	2	3	4	5
b. Fostered a safe classroom	1	2	3	4	5
c. Provided constructive feedback	1	2	3	4	5
d. Knowledge of subject	1	2	3	4	5

Comments:

2. Course	Poor	Fair	Average	Good	Excellent
a. Organization of course	1	2	3	4	5
b. Relevance of topics	1	2	3	4	5
c. Mix of teaching methods (discussions, lectures, activities, etc.)	1	2	3	4	5
d. Appropriateness of course material	1	2	3	4	5

Comments:

3. Learning	Poor	Fair	Average	Good	Excellent
a. Increase in my knowledge	1	2	3	4	5
b. Increase in my skills	1	2	3	4	5
c. Change in my attitudes (beliefs, values, confidence)	1	2	3	4	5
d. Usefulness of my learning(s) to my work	1	2	3	4	5

Comments:

4. Advice for Next Time						
a. What worked well?						
b. What should be changed?						
5. Overall Satisfaction		Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied
a. What was your overall level of satisfaction with the course?		1	2	3	4	5
Other comments, suggestions and ideas?						

Appendix E: Outcome Survey

Learning from Stories of Change

Thank you for your interest. Your input will help the Coady Institute learn from your experience and understand how to create positive social change. The survey should take 15 to 30 minutes to complete and contains approximately 20 questions. The questions are designed to gather information on the type and range of outcomes that emerge 6 to 8 months post-graduation.

Once you click "next" your responses will be saved and you can close and continue the survey later if you need more time.

1. Where are you currently living?

▼ Afghanistan (1) ... Other (197)

If other, please specify

2. What geographical area does your work cover? Which community, province/state, country region or global?

☐ Same as above (1)

☐ Other (2)

Display This Question:

If what geographical area does your work cover? Which community, province/state, country region or g... = Other

If other, please specify:

3. Do you identify as:

- ☐ Male (1)
- ☐ Female (2)
- ☐ Other (3)

Display This Question:

If how do you identify as: = Other

If you selected other, do you wish to further self-identify? (ie trans*, two-spirit, non-binary).

4. How many times have you graduated from the Coady Institute?

- ☐ 1 (1)
 - ☐ 2 (2)
 - ☐ 3 (3)
 - ☐ 4 (4)
 - ☐ 5 or more (5)
-

5. Please list the course(s) and year(s) of graduation.

- ☐ a. (1) _____
- ☐ b. (2) _____
- ☐ c. (3) _____
- ☐ d. (4) _____
- ☐ e. (5) _____

6. Was your participation in the course facilitated by an educational partnership between your organization on the Coady Institute?

- ☐ Yes (1)
- ☐ No (2)

Display This Question:

If was your participation in the course facilitated by an educational partnership between your organ... = Yes

7. If yes, please indicate which educational partnership

- ☐ Aga Khan Foundation (1)
- ☐ Crossroads International (2)
- ☐ CUSO International (3)
- ☐ Haitian Centre for Leadership Excellence (CLE) (4)
- ☐ Ministry of Religious Affairs (Indonesian) (5)
- ☐ Monterrey Tech (6)
- ☐ Strengthening Islamic Leadership in Education (SILE/LLD) (7)
- ☐ Plan International-Academy (8)
- ☐ Transparency International-Academy (9)

- ☐ Transparency and Accountability in Government (TAG) Egypt (10)
- ☐ Women's Leadership for Economic Empowerment and Food Security in Ethiopia, Ghana and Zambia (EMPOWER) (11)
- ☐ World University Service of Canada (WUSC) / Farm Radio (12)
- ☐ Oxfam GB (13)
- ☐ Care International (14)

8. Which of the following best describes your work situation?

- ☐ I am the only Coady graduate in my organization or community. (1)
- ☐ I work in a local or country-level organization in which there are other Coady graduates. (2)
- ☐ I work in a large international organization in which there are other Coady graduates. (3)
- ☐ I am part of a network that works across my country/region in which there are other Coady graduates. (4)

9. Did you gain useful and relevant knowledge and skills from Coady's educational programs?

- ☐ Yes (1)
- ☐ Somewhat (2)
- ☐ No (3)

Display This Question:

If Did you gain useful and relevant knowledge and skills from Coady's educational programs? = Yes

If yes, what were the most significant knowledge and skills gained?

Display This Question:

If Did you gain useful and relevant knowledge and skills from Coady's educational programs? = Somewhat

If somewhat, please describe what worked and what didn't work.

Display This Question:

If Did you gain useful and relevant knowledge and skills from Coady's educational programs? = No

If not, please explain why. What were the challenges?

10. Have you applied, or plan to apply, your new knowledge and skills in development practice?

- ☐ Yes (1)
- ☐ Somewhat (2)
- ☐ No (3)

Display This Question:

If Have you applied, or plan to apply, your new knowledge and skills in development practice? = Yes

If yes, please describe how you are applying your new knowledge and skills.

Display This Question:

If Have you applied, or plan to apply, your new knowledge and skills in development practice? = Somewhat

If somewhat, please describe what worked and what didn't work.

Display This Question:

If Have you applied, or plan to apply, your new knowledge and skills in development practice? = No

If not, please explain why. What are the challenges?

11. Have you shared or trained others in the new knowledge and skills you gained at Coady?

☐ Yes (1)

☐ No (2)

Display This Question:

*If Have you shared or trained others in the new knowledge and skills you gained at Coady?
= Yes*

What was the topic? How did you share?

12. From your point of view, please tell us a story about the most significant change resulting from your participation in educational programs at Coady.

13. Please select and rank the **three** most relevant areas where this change happened.

	Most relevant (1)	Second most Relevant (2)	Third most relevant (3)
Change in an individual (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in an organization (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in a community (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in the broader policy environment (government, NGOs, donors) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other A (please specify) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other B (please specify) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please select and rank the **three** most relevant populations to your story of change.

	Most relevant (1)	Second Most Relevant (2)	Third Most Relevant (3)
Indigenous people (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other A (please specify) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other B (please specify) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Please select and rank the **three** most relevant topics to your story of change.

	Most relevant (1)	Second most relevant (2)	Third most relevant (3)
Local economies (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilient communities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountable democracies (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development leadership (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's leadership (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other A (please specify) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other B (please specify) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Why is the story significant for you?

17. How, and to what extent, did the Coady contribute to this change?

18. Do you have any additional comments or suggestions for the Coady Institute?

19. How would you like your information to be used?

- ☐ I would like my identify and information contained in this survey to remain confidential. (1)
- ☐ I give the Coady International Institute permission to use my name and information publicly. (2)

Appendix F: Focus Group Discussion Stories

Stories of Change



Story A: The Confidence to Lead

"The inspiration I got from other Coady participants and from the facilitator really changed my way of thinking, made me confident and more people oriented. ...Coady helped us to know thyself. To understand myself, my capacity, my potentiality and my limitations. ...

The most important achievement from this training is to be confident. I was lacking confidence always. Here the confidence of other women leaders actually transferred to me. We interact with each other on different issues, exchange experiences and learned from different socio-cultural background. That was really a good experience to have broader perspective on women empowerment and challenges to achieve successes. After returning back to my organization, I found myself in a different position. My organization, peer colleagues, and other senior team members are considering me differently than before. They are referring me as Coady Graduate and expecting that I can help my organization to expand the leadership scenario and contribute more from my experience in Coady. ...We have a large group of trainers and I am trying to develop their capacities on some of the areas that will help to develop themselves as well as transfer the knowledge and skill to our impact populations like women garment workers.

This story is significant for me as because this is not only my own story of change but I realized this is true for all. When I felt that the struggle of women irrespective their social, political, and economic status are more or less same, how important for a woman to be a leader and practice her leadership in every space of her life, for the first time I actually identify myself, not only felt eagerly to further promote my leadership but also become accountable for others."

Story B: Increasing Access to Financial Services

"Most of the people in rural areas depend on individual money owners to meet the financial requirement and apply to informal risky channel due to lack of knowledge on formal financial system, inaccessibility, and lack of security collateral. Our organization is working to help them access formal financial systems through increasing their knowledge and skills. We are uniting the most vulnerable people in the groups and capacitated on community based micro financial system.

This course provided more knowledge and insights about how other countries accessing the vulnerable youths and poor household in financial institutes and system. The capital is the essential element for starting up the business, in which the youths

paying a high interest rate to money owner. The course helped me for implementation and development of livelihoods interventions particularly target to rural and urban poor.

[My learning] was shared in three different groups: 1. Our organization 2. Partners staffs 3. Community and district level relevant actors including target beneficiaries. These groups started saving and credit program in their own groups. The trained team trickle down the messages to target groups, local district stakeholders and community level. The groups who have already involved in groups saving impressed with this information and convince to reform the groups as per the mandate of saving and credit program. They have fixed monthly saving amount as per their capacity and initiated the saving and credit groups. They have set the norms and rule for the groups regarding to saving and credit. Now the groups are functioning smoothly. Some groups merged and registered in district cooperative divisional office (Government Office). They are able to fulfill their financial requirement from their own groups, rather than bearing of high interest rate and risky terms and conditions from a local money owner."

Story C: Communities Leading Development

Community Based Asset Development inspired me and challenged me to rethink development initiatives in the communities my organisation works with. I carried this home and shared it with the community members and they loved the idea very much. They all realise that they had to develop their own community with real initiatives that are sustainable and not wait for mana from heaven.

Upon my return I shared my knowledge on community based assets development with a group of women farmers. They identified their farming needs. They also listed their assets in farming. This was exciting, as they never thought of doing that. They usually rely on other stakeholders in the past to implement programs for them with their own ideas. They were able to identify the assets they have in the community that can help get their most pressing need. After explaining the concept to them they championed the process. The results are that we have just produced the first organic compost ready for use. The women will benefit and my organization will benefit as well. Some of the profit from the sale of the organic compost will be used to pay school fees of some of the 40 HIV/AIDS affected orphans we take care of.

[The course] has changed my persona. I have more confidence and believe I can be a good leader and team player. My organisation has adopted the community resilient concept and we are working at empowering the community member and our beneficiaries to empower themselves to solve their problems instead waiting for donations. My organisation has equipped our office to provide secretariat work for the public at a fee. The profit will be used for the school fees, school supplies for the HIV/AIDS affected orphans. We are working at getting the caregivers to process a local cereal for sale, some of the profit will go direct to the caregivers and part will be for the health insurance and food aid for the orphans. The community organic compost project and bee farming will also support school fees and sex education club activities."

Story D: Communication as Leadership

"For now the most significant change result from my participation in the educational program at Coady is Myself. I've become a new person. I am now a more tolerant person and a more assertive Leader. I am a better communicator. I've become more concerned in community development and more interested in changing people lives.

I am applying my new leadership skills. I listen actively to people and express myself clearly, and give positive feedback. As a result of that I have better relationship with my team. ...We want to establish an Entrepreneurship Center in order to teach entrepreneurial skills in [my community]. ...The students trained by the center will have capacity to start a business. I am in the process to accomplish this dream. ...

The role of Coady is really significant in who I am and in what I am doing in my community today. I have learned a better way to do things. The better ways to do things conduct us to better results or success. I can say that Coady Institute improves leadership skills of leaders; those leaders will improve people's lives and communities."

Story E: Research in Action

"My work in Gender Equality and Social Exclusion in water sanitation and hygiene seeks ways of ensuring the programmes in rural areas are inclusive.

Using principles of Action Research we engaged the various community groups to identify issues. It became clear that if the project only focused on infrastructure it would not be sustainable and would not have full impact on the targeted groups. Some of the issues include the need to look at social issues that lead to exclusion, which include stigma, discrimination and levels of education.

Engagement with the target group helped to modify the project to also focus on awareness raising communities, and also coming up with strategies to target key representatives in project design. It also assisted in us understanding that vulnerable households have skills within the family members that can be enhanced and bring sustainable sources of coping at household levels.

This course helped me to gather knowledge on and to create positive social change. As a participant, we learned how research could help citizens make better decisions as they seek to exercise greater influence in the development field. I also learned how to use human rights approaches and methods of designing research in an ethical and effective manner. I gained extensive knowledge and experience coordinating citizen-led research at community level. I strengthened my skills in project research, advocacy and lobbying, social mobilization, and have been able to disseminate this information to community women, who in turn are now able to trigger other women in their communities to demand for services and need in the communities, based on research."

Appendix G: Data Party Report

Learning from Stories of Change: Data Party Report June 26, 2017

Design and Support: Molly Den Heyer, Eric Smith, Wendy Kraglund-Gauthier, Cathy Sears, and Susan Hawkes

Purpose: The purpose of the data party was gather staff for the opportunity to interact with and increase their understanding of the Learning from Stories of Change process and its draft findings, and provide input for conclusions and recommendations. Participants were asked what the qualitative, quantitative, and video data were telling them, what was occurring and why, if it aligned with their expectations, and what stood out.

Format: The data party began with a short introduction, followed by circulation through five stations. Each station provided qualitative and quantitative data about the Monitoring and Evaluation (M&E) process, demographics, participant learning, or community change. Staff were encouraged to re-arrange and group quotations according to theme. Molly, Eric, and Wendy distributed a series of cards with questions to prompt reflection. Staff circulated learning stations for approximately 45 minutes, writing observations and implications on four easels. Their reflections framed a group discussion led by Molly, with notetaking by Eric.

The five stations were:

1. Process and Demographics: How was the study done and who responded?
2. Learning and Knowledge: Did the participants learn and what helped or hindered the learning?
3. Application and Sharing: What did the participants do?
4. Community Change: Does the data reflect Coady's Theory of Change?
5. Rich data: Video interviews and a Story Nook with stories in participants' own words.

For videos, Stories of Change, data used and other information, please see Molly or Eric. Pictures are available here: https://www.flickr.com/gp/coady_institute/9HBE2n

Themes from Implications, Observations, and Group Discussion

A) Diversity, Peer Learning, and Demographics

Staff analysis of the Learning from Stories of Change data focused on a shared recognition that a global and diverse classroom with peer learning is a core element of Coady's approach. Diverse peer groups and the opportunity to share experiences can change mindsets and challenge dominant paradigms. This, and cross-cultural exchange, is closely linked to creativity and innovation, both of which are core elements of resilience thinking and building communities that work well together. One aspect of strong evidence for individual change may be that participants come from environments where their voices are suppressed, and this is an opportunity for them to talk and open space for creativity. This

can move people from being marginalized (i.e., work done or controlled by others/experts) to empowered (i.e., playing a role and using knowledge differently).

Transformative education literature is clear on the importance of perspective sharing, and this comes out strongly in the stories. However, is there a certain level of readiness needed for perspective sharing and openness in the classroom?

A second area of analysis around demographics/diversity occurred, based on the quantitative data in regard to numbers of participants from countries. A key question was whether or not Coady is as diverse as we think, given country concentration data. Staff shared the following observations:

1. That the LSC respondents (and participant demographics) are a reflection of our current programs and partnerships, as well as historic connections and programs.
2. That demographics reflect geographic depth in certain areas, but a general breadth across the global South.
3. Country numbers of participants may also be skewed from the accepted country numbers due to visa issues.
4. Geographic location of alumni may reflect staff expertise and experience in particular regions.

B) Campus Environment

The campus environment provides an opportunity for development practitioners to step away from their work and gain perspective. Courses also touch on the need for self-care in the workplace, an important lesson for many. Is there a way for Coady to market the importance of the campus and small-town environment? If this is a core part of Coady programs, how can we reinforce this environment, as well as diversity, in off-campus courses?

C) Theory and Practice

Staff noted several comments and stories about theory and practice in the classroom. Some comments and stories reflected the importance of practice and practical, experiential learning. Others reflected the importance of strong theory and research, and more of this in the classroom. Staff discussion noted the following:

1. Part of participants' comments may be due to coming from post-colonial education, where rote learning and theory is emphasized more than an adult education approach.
2. Perhaps the question is not the content itself, but around the delivery mode. There is a balance between participatory work, presentations, and learning from facilitators' experiences. This highlights the importance of co-facilitation and who we work with as co-facilitators.
3. Facilitators judge the classroom needs and can alter delivery accordingly by providing more theory to those who want it. Diversity of ways in which Coady approaches social justice and change is part of our value system. In the classroom, this requires an ability to read the emotional balance in the room, which takes some time in class to assess and find the balance for participants.
4. Tension between theory and practice is a good thing if it is a dynamic tension drawing from the natural relationship between theory informing practice and vice versa.

D) Aggregation

Several staff noted the importance of aggregating the LSC data to demonstrate change at scale or at the systems level. They also asked if it was possible to track long-term (beyond six months) change in a systematic fashion. Others shared that Canadian Women's Foundation does this at the individual, institutional and systems-level, but the LSC data reflects participants' own stories of change, and what they feel was important, yet does not specifically prompt for individual, organizational, systems level, or policy change. Analysis shows that change begins and is most visible at the individual level, and spreads from there.

E) Networks

In group discussion, staff noted that one of the most valuable and mentioned pieces of feedback is the opportunity to meet another practitioners from around the world and to continue those conversations in country or regionally. There is an opportunity to reinforce continued learning, collaboration beyond the classroom, and additional off-campus work that enables graduates to network.

Recommendations and Questions

1. Collect information and aggregate data on organizations that are sending multiple participants year by year.
2. To what extent are we looking at the private sector, civil society, and government collaboration?
3. Can Coady research/explore how larger scale, systemic change can be done more effectively?
4. Can a data party be held for senior StFX Leadership, the Advisory Body, and key donors?

Appendix H: Key Indicators with Numbers and Percentages

Critical Path	Overall				Leadership				Empower			
	F		M		F		M		F		M	
Path 1	49%	125	48%	86	54%	90	52%	76	11%	5	17%	4
Path 2	33%	84	27%	48	27%	44	24%	35	68%	32	56%	13
Path 3	7%	18	13%	23	8%	13	14%	20	6%	3	13%	3
Path 4	12%	30	11%	19	12%	20	11%	16	15%	7	13%	3
No response	0	0	0	0	0	0	0	0	0	0	0	0
N=	257		176		167		147		47		23	

Knowledge and Skills	Overall				Leadership				Empower			
	F		M		F		M		F		M	
Yes	96%	247	98%	173	98%	163	98%	144	100%	47	100%	23
Somewhat	4%	10	2%	3	2%	4	2%	3	0	0	0	0
No	0%	0	0%	0	0	0	0	0	0	0	0	0
No Response	0	0	0	0	0	0	0	0	0	0	0	0
N=	257		176		167		147		47		23	

Sharing	Overall				Leadership				Empower			
	F		M		F		M		F		M	
Yes	79%	203	86%	151	83%	138	86%	126	77%	36	87%	20
Somewhat	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No	17%	44	11%	20	13%	21	12%	17	21%	10	9%	2
No Response	4%	10	3%	5	5%	8	3%	4	2%	1	4%	1
N =	257		176		167		147		47		23	

Application	Overall				Leadership				Empower			
	F		M		F		M		F		M	
Yes	83%	214	87%	152	81%	136	86%	127	96%	45	87%	20
Somewhat	12%	30	11%	19	11%	19	12%	17	4%	2	9%	2
No	3%	7	1%	2	4%	6	1%	1	0	0	4%	1
No Response	2%	6	1%	2	4%	6	1%	2	0	0	0	0
N =	257		176		167		147		47		23	

Female with supports (GCL, Empower, CWFLI)			
Shared	No Response	4%	4
	No	24%	23
	Yes	72%	69
Applied	No Response	1%	1
	No	2%	2
	Somewhat	7%	7
	Yes	90%	86
Gained	No Response	0%	0
	No	0%	0
	Somewhat	5%	5
	Yes	95%	91
N =			96

Male without supports			
Shared	No Response	3%	5
	No	12%	18
	Yes	86%	132
Applied	No Response	1%	2
	No	1%	2
	Somewhat	11%	17
	Yes	87%	133
Gained	No Response	0%	0
	No	0%	0
	Somewhat	2%	3
	Yes	98%	150
N =			153

Female without supports (Diploma, Certificates, etc.)			
Shared	No Response	4%	6
	No	13%	21
	Yes	83%	134
Applied	No Response	3%	5
	No	3%	5
	Somewhat	14%	23
	Yes	80%	129
Gained	No Response	0%	0
	No	0%	0
	Somewhat	3%	5
	Yes	97%	156
N =			161



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