"Constructing North-South Knowledge Community for Development Research"

1.   SUMMARY

The present project, proposed by the Centro Boliviano de Estudios Multidisciplinarios (CEBEM), Bolivia, CEBEM-International (CI), Ottawa, and the International Secretariat for Human Development (ISHD) at York University explore approaches to the co-creation of knowledge – co-created with partners in the North and South on the one hand, and universities and communities on the other. Its specific aim is to formalize a **North-South Knowledge Community (NSKC) for Development-related knowledge.** We define a NSKC as a decentralized yet structured mechanism for collaborative learning, with partners in the 'North' and 'South'; the NSKC will comprise of several thematic Learning Communities (LCs) – each of which will focus on specific research areas. As part of this project three LCs will be created – on the themes of gender, intercultural issues, and the social economy.

The proposed NSKC will have **six** distinctive dimensions (a) it will adopt a broad understanding of Development, encompassing social, cultural, human and ecological dimensions. (b) it will be based on fully equitable and collaborative partnerships between Canadian and Southern partners, with equal participation in agenda-setting, choice of methodologies and execution of research; (c) it will give priority university-community partnerships; (d) it will make extensive use of Information and Communication Technology (ICT); (e) it will systematically feed research into relevant curricula in Canada and Latin America; and (f) it will encourage North-South as well as South-South learning.

We envisage the following outputs from the : (1) A methodology for NSKC development; (2) Proposals for curriculum innovation based on university-community experiences; (3) Design of three model on-line short courses for professional development on gender, intercultural issues and the social economy; and (4) recommendations on how networks can KC approach their audiences by using the KC approach. In developing the NSKC and the associated LCs, we will pay special attention to the **methodology of collaborative research and teaching**; accordingly, we envisage a fully formulated methodology of collaboration as a major output of this project.

2. DETAILED DESCRIPTION

2.1 Introduction: The present project, proposed by the Centro Boliviano de Estudios Multidisciplinarios (CEBEM), Bolivia, CEBEM-International (CI), Ottawa, and the International Secretariat for Human Development (ISHD) at York University explore approaches to the co-creation of knowledge – co-created with partners in the North and South on the one hand, and universities and communities on the other. Its specific aim is to formalize a **North-South Knowledge Community (NSKC) for Development-related knowledge.** We define a NSKC as a decentralized yet structured mechanism for

collaborative learning, with partners in the 'North' and 'South'; the NSKC will comprise of several thematic Learning Communities (LCs) – each of which will focus on specific research areas.

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2.2 Context and Significance: Research and training for Development remains a critical problem both in the North and the South. In Canada for example, institutions, which train development professionals face the constant challenge of bringing classroom education close to the lived realities in the South. Southern institutions, on the other hand, are constrained by the paucity of resources. This situation is more acute in small or provincial universities, which train the majority of development/public sector professionals for the local or provincial levels. On the one hand, resource constraints leave many of their knowledge needs consistently unmet. On the other these institutions produce excellent practices of development despite their challenges, which remain isolated and invisible and receive little national or international support. These experiences rarely feed into university curriculum either in the North or South, despite their enormous potential to contribute to knowledge and learning. These views are repeatedly echoed at major international conferences - such as the recent UNESCO Conference on Higher Education in Paris, July 2009; the Steering Committee meeting for the Global Alliance for Community Engaged Research (GACER) and the Living Knowledge Conference held both in Belfast, Ireland, in August 2009, and so on.[i]

In August 2009, CEBEM organized a conference on curriculum development in Manizales, Colombia in association with the Ibero-American Network of Graduate Programs on Territorial Policies and Studies" (RIPPET) which has 35 members. Representatives of a university in Northern Peru traveled by bus for over three days across Ecuador and Colombia to attend it. In Manizales, which is a core coffee growing region, we also learnt how local universities are doing exemplary work with communities ranging from research on coffee productivity to local planning, poverty alleviation, and violence - which would make invaluable contributions to knowledge for development. It emerged very clearly from the Manizales conference that community-engaged research, professional development, participatory learning, and curricular innovation are clear needs, particularly amongst smaller institutions in the region that are consistently remaining unmet. However, the kind of knowledge that is required cannot simply be 'transferred' from the North to the South or from academia to the community. What is

required rather is systematic co-creation of a qualitatively new kind of knowledge. Our experience indicates that **ICT-based NSKCs** can be critical instruments for meeting these knowledge gaps, particularly for small or provincial higher education institutions in the South. They can also aid Northern institutions in internationalizing their content, enrich their curriculum and enable graduates to learn about the realities of development.

ISHD and CEBEM are currently partners in a project that can contribute significantly to the proposed NSKC. Funded by IDRC, and led by CEBEM, this project is entitled **North-South Knowledge Partnerships: Promoting the Canada-Latin America Connection** (CCD-CKD hereafter).[ii] Its aim is to provide Latin American partners greater access to Canadian research and vice-versa, and to convert existing research into relevant pedagogical tools (See Table 1).

Table 1. **CCD-CKD: Partners and Expected Outputs**

Canadian partners	Expected outputs
• Canadian Community Economic Development Network (CCEDNet) • Institute for the Study of International Development, McGill University • Centre for Intercultural Communications (UBC-CIC), University of British Columbia • Centre for Research on Latin America and the Caribbean (CERLAC), York University • Centre for Sustainable Community Development (SFU-CSDC), Simon Fraser University • ISHD, York University • Ontario Institute for Studies in Education (OISE), University of Toronto	a. A portal and associated structures for the activities of CCD-CKD partners b. Short virtual courses for professional development in four thematic areas ; c. Short-term opportunities for Canadian and Latin American graduate students, postgraduate fellows, academics, and practitioners; d. Further development of the Social Analysis System (SAS2) in Latin America through capacity building and application to new problems and situations.[iii]

2.3 Objectives: The main objective of the present project is to utilise the partnerships and resources being generated by CCD-CKD to formalize a North-South Knowledge Community (NSKC) according to the criteria (a)-(f) outlined in Section 2.1 above. As indicated above, a KC comprises several Learning Communities (LCs) in specific thematic areas. As part of this project, three such thematic (LCs) on **gender, intercultural issues** and **the social economy** will be created as pilot components of the NSKC.

A second and related objective of the project is to systematize a methodology for developing the LCs and NSKCs, which can then be applied to create more LCs and continuously expand the NSKC.

A third objective is to disseminate these findings through our well-established electronic forums. Primary amongst these are CEBEM's newsletter which has 150,000

subscribers and ISHD's gateway HDRNet which is published in Spanish and English and has subscribers from 95 countries ranging from UN officials to grassroots organizations.

2.4 Methodology: We will begin by building the three LCs, which will then be integrated into the NSKC. The process we envisage is as follows.

First, using databases produced by CCD-CKD, we will identify three university-community collaborations in each theme: gender, intercultural communication and social economy. These will be selected from Canada, Latin America, or other areas in the South. For Latin America, we will focus on small and provincial universities in Bolivia, Colombia, Ecuador and Peru. Once we identify these collaborations, we will approach the institutions involved to participate in the building of the thematic LC. We will use the model created by CEBEM for the *Learning Network for the Conservation* (RAC), with the support of International Conservation, Bolivia.[iv] It is a self-administered interactive space that allows users to create thematic areas, upload material and organize forums. Following the RAC model, the participants of each LC will:

1. Exchange information about their specific university-community collaboration
2. Collectively determine methodologies for curriculum development, co-production of knowledge, greater involvement of stakeholders etc. These interactions would be actively led by CEBEM and ISHD.
3. Using methods determined in (2), participants will propose curriculum innovation, design short courses, and other relevant learning tools of interest to LC. These learning tools will be disseminated through CEBEM's virtual platforms to the wider community, who can make use of them and leave feedback.
4. Participants will evaluate the exercise in a final workshop in Toronto to assess the usefulness of the RAC model. These deliberations will be used to formalize a methodology to enhance the KC and develop more LCs.
5. Results of the project, the virtual model used, and the experience of the KC itself will be published as a special issue of CEBEM's virtual journal REDESMA. REDESMA is an initiative supported with CEBEM's own resources and small contributions.[v] It offers free access and allows unlimited consultations. Special issues of CEBEM's newsletter mentioned above will be used also for disseminating results to Canada, Latin America and elsewhere. Other similar virtual journals in the region, like AGORA produced by the University of Manizales may also be used. For wider dissemination to other partners in the North and South, ISHD's electronic gateway will be used.

2.5 Expected outputs: We envisage the following outputs: (1) A methodology for NSKC development; (2) Proposals for curriculum innovation based on university-community experiences; (3) Design of three model on-line short courses for professional development on gender, intercultural issues and the social economy; and (4) recommendations on how networks can KC approach their audiences by using the KC approach.

2.6 Strength of applicant and research team: The applicant Ananya Mukherjee Reed is a professor of Political Science and International Development Studies and the Founding-Director of ISHD. All of ISHD's work stems from a vision of the university as an engaged social actor, whose task is not only to produce and disseminate knowledge but to foster non-exclusionary methods of knowledge production, to acknowledge the multiple sites of knowledge production and to open up potential alternative practices. Under her direction, ISHD has worked with leading Canadian and international organizations such as the International Labour Organization (ILO), Geneva; United Nations Office for Project Services (UNOPS), Rome and United Nations Development Program (UNDP). All of this work has been concerned with linking local development processes to national and international levels, and facilitating mutual learning between policy makers, practitioners and academics from different developmental contexts. She has also directed projects funded by IDRC and the SSHRC, which are relevant for the present project not only for their knowledge production models but also for the selected LC themes of gender and the social economy.

As of September 2004, Mukherjee has been directing the project **Gender perspective from the Global South** funded by IDRC. The specific goal of the project is to create an inventory of material that represents voices, experiences, and conceptualisations of gender from various structural and geographical locations, in particular those that are marginalized. The broader conceptual goal is to arrive at a deeper understanding of the similarities and variations between these conceptualisations. Through the project we have identified experiences and initiatives, which are disseminated through our electronic library HDRNet and have been used to develop an electronic teaching tool. The teaching tool presents material produced by academics and community organizations from all corners of the Global South on themes such as work, race, indigeniety, political economy etc. The overall approach of the project is elaborated in our position paper 'Knowledge without Boundaries'.

Mukherjee is also co-applicant in the SSHRC-funded Ontario Social Economy Suite since 2005. Here she is directing a sub-project entitled **Internationalizing the Social Economy,** which is creating linkages between social economy organizations in Ontario and India. One such organization is *Kudumbashree*, an award-winning women-centred anti-poverty initiative in Kerala, India, involving three million women. Its objective is to alleviate poverty by mobilizing women from the poorest families. One of its unique aspects is a Gender Self-learning Unit, where the participants collectively identify the key lessons learnt from their experiences, which are then documented and disseminated. CEBEM and ISHD see this work as a significant step for formalizing processes of South-South learning.

Co-applicant Jose Blanes, is a sociologist by training and the Director of CEBEM. He has published extensively on municipal and regional development in Bolivia; informality, and the urban economy in La Paz; decentralization, social policy and municipal governments; the Social Participation Law in Bolivia; and local and communitarian development as multiple pathways for learning. This work has provided methodological tools for the evaluation of public policies. They have also been used

extensively in several MA programs, such as the University of San Simon, Cochabamba; University of San Andres, La Paz; the Latin American Faculty of Social Sciences (FLACSO) in Ecuador, as well as in many training programs on social management for municipal officials. His accomplishments are reflected in CEBEM's successful trajectory.

Established in 1989, CEBEM is devoted to interdisciplinary research, professional (non-degree) training in social sciences from a multidisciplinary and international perspective, and the dissemination of knowledge. CEBEM collaborates with a variety of institutions across Latin America. Despite its small size, its accomplishments are substantial, due to its capacity to innovate and its ability to establish alliances with academic and research institutions throughout the Andean region and beyond.

Under Blanes' leadership, CEBEM has established an impressive history of collaborating with Canadian academic and civil society institutions. It has received IDRC support since 1994 for projects in the areas of population studies, social policy, environmental development, and information sciences. It has collaborated with Carleton University on SAS2. SAS2 is an international initiative that provides access to an integrated collection of practical tools and strategies for collaborative inquiry, planning and evaluation in complex settings involving multiple stakeholders. SAS2 outputs are now used by practitioners for community-based research, organizational learning, project planning and evaluation, and public engagement. CEBEM is the main training organization for SAS2 in Latin America and the Caribbean. CEBEM has hosted Canadian interns from McGill, Concordia, Toronto and Guelph for thesis research in economics, political science, and local development. As a member of International Network of Local and Community Economic Development (RIDELC), CEBEM was involved in managing a Small Grants Competition of the Observatory on Local Development Policies. Blanes is also a member of the Program Advisory committee of the Canadian University Service Overseas (CUSO) for Latin America and the Caribbean.

CEBEM has also worked with numerous institutional partners in Europe and the Americas. It has offered graduate training programs for degrees granted by the Universidad Complutense in Spain, University Mayor San Simon (UMSS-CESU), Cochabamba, and the Centro Latinoamericano de Economia Humana (CLAEH), Montevideo, Uruguay. As Internet access increased in the region, CEBEM created valuable innovations for combining classroom and virtual formats for advanced training in development. For example, CEBEM has pioneered the development of short-term internet-based courses for professional development which are widely used in the region.

As mentioned above, CEBEM leads several knowledge networks under Blanes' leadership. It currently serves as Executive Secretariat of RIPPET, leads REDESMA, and is in charge of the Social Observatory on Effective Governance and Local Economic Development. A full account of its work in trans-national co-production of knowledge over the last 20 years can be viewed at http://www.cebem.org/redes.php.

Mario Torres, our second co-investigator, is a sociologist and social demographer. He is a member of CEBEM Bolivia and the Executive Director of

CEBEM-International office in Ottawa. He has extensive experience in coordinating regional research networks in Latin America and the promotion of institutional partnerships. He currently coordinates the CCD-CKD project (now in its Phase II). He has over 30 years of international experience in project development across different countries and involving diverse partners and stakeholders. He has promoted successful research projects and teaching cases on social policy management, municipal health systems, decentralized management of health services, economics of social policy, social security reform in Latin America and pension plans systems, monitoring and evaluation of poverty alleviation, social policy decentralization, and methods and tools for policy assessment.

2.7 Sustainability and Future Collaborations: The interest expressed in diverse forums by international organizations and networks for a knowledge community as conceptualized here gives us reasons to be optimistic that the project outputs will be used and adopted by networks in the region. The model proposed here offers feasible strategies for sharing different kinds of knowledge(s), and combining academic inquiries with professional needs. The use of ICTs reduces costs and dramatically increases the possibility of exchange between diverse and geographically dispersed partners. The following are some of our existing partners who are most likely to become involved in the NSKC:

A.   **Networks in Latin America**

- The Ibero American Observatory on Employment and Social Economy (OIBESCOOP): CEBEM is currently discussing collaboration on courses for professional development
- Program on Organizations Management with a Gender Approach (PROGEO): PROGEO is Latin American network which has two objectives (a) to contribute to knowledge and training for women for the management of organizations; and (b) to bridge the digital divide across gender. CEBEM, PROGEO and ISHD are collaborating on producing courses under the CCD-CKD project.
- The Latin American Centre on Youth (CELAJU): CELAJU administers the Portal on Youth for Latin America and the Caribbean, the most extensive network of experts and practitioners on the topic in Latin America. CEBEM and CELAJU are already collaborating on dissemination activities.

B.   **Networks in Canada**

- The Canadian Community Economic Development Network (CCEDNEt): CCEDNet is a partner   of the CCD-CKD project. It has already organized five participatory forums through CCD-CKD,   which can easily be developed into a learning community and then integrated into the NSKC.
- Institutions of Democratic Governance Network (IDG-NET): A new network funded by the Canadian International Development Agency (CIDA), its mandate is to support governance institutions which promote accountable, participatory and strategic governance, especially in developing countries. Its founding

members are the Institute of Governance Studies (Bangladesh), Centre for Good Governance (India), and the Institute on Governance (Canada). CCD-CKD has been instrumental for securing Latin American partners such as the Instituto POLIS (Brazil), the Latin American Faculty of Social Sciences (FLACSO) Chile and Argentina, and Centro Estado y Sociedad (Argentina).

- Global Alliance on Community-Engaged Research (GACER): Blanes, CEBEM's director was invited to participate in the Steering Committee Meeting at Belfast in August 2009. The project's results will be an input to GACER's activities for promoting community engaged research.

2.8 Potential For Advancement, Impact And Value Added: As we hope to have indicated above, the project has the potential to fill critical knowledge needs in the North and South. Its particular value added lies in its potential for producing models and methodologies for the co-production of knowledge with partners in the North and South, university and community. Second, it will generate significant resources for professional development and curricular innovation in the North and South. It will be particularly able to impact a large number of development/public policy professionals in the South, who face significant resource constraints and yet perform bulk of the developmental activities. Third, it will contribute to the efforts to draw more attention to community-engaged research, by introducing it in forums like UNESCO (see above). Fourth, it has a strong potential to foster South-South learning, both within the region and beyond.

2.9 Potential For Leverage: The project will add an important resource to the ongoing CCD-CKD project, which will reinforce its potential and impact. On the other hand, the methodology for organization of knowledge communities will be a resource for all parties mentioned above. These facts together will enhance the capacity to leverage funds from donor organizations interested in supporting proven methodologies for mobilizing knowledge around development initiatives and community-university collaboration.

2.10 Student Training Opportunities: Given the short duration of the project, the potential for student training is somewhat limited. Two students will participate in the project, one located at York and the other in CEBEM, La Paz. They will be involved primarily in the conceptual and research aspects of the project, i.e., in conceptualizing the methodological approach for the co-creation of knowledge. They will therefore contribute significantly to the publication that will outline the methodological issues. Second, they will also be trained in curriculum development and delivery.

3. REFERENCES

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Proceedings of the Third International Community-University Exposition (CUexpo 2008)
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World Class Worldwide: Transforming Research Universities in Asia and Latin America.
Johns Hopkins University Press, 2007

Blanes, Jose   Latin America: Challenges and Achievements in the University-Community Association. Presented at 4th Living Knowledge Conference 'Engaged Communities, Engaged Universities: Developing policy and practice in participatory research", and at GACER Steering Committee Meeting at Belfast Regional Report Series, 25-29 August.
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Hall, Budd L   Higher Education, Community-Engagement and the Public Good: The Future of Continuing Education. Office of Community-Based Research, University of Victoria.

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National Co-ordinating Centre for Public Engagement. University of Bristol. NCCPE Research Synthesis.

Nirmala Lall,   Assessing Community Engagement Impact: An initial review of the literature
Office of Community-Based Research, University of Victoria, 2009.

Tremblay Crystal,
Community-based Participatory Research (CBPR) as a Tool for Empowerment and Public Policy. Office of Community-Based Research, University of Victoria.

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4. DESCRIPTION OF TEAM

The International Secretariat for Human Development (ISHD), York University, and CEBEM will be the main partner institutions. CEBEM-International (CI) will provide additional support as CEBEM's office in Canada. In terms of value added, ISHD will contribute with its global perspective, in addition to the Canadian views; CI will mobilize all CCD-CKD resources towards the project; and CEBEM will give a key access to its ICT's resources and extensive institutional capital. The team will perform as follows:

Ananya Mukherjee Reed (ISHD) will have the role of project coordinator. Her responsibilities will be: (1) to ensure the overall attainment of the project's objectives; (2) to plan and coordinate the project's activities, and supervise and follow-up activities of the research team; (3) To contribute to identification of candidates from Canada for organization of the knowledge community, especially regarding the gender theme. She will enhance discussions on the topic by bringing the ISHD experience; (4) To contribute with identification of resource persons from other regions, particularly South Asia, that may help organization of the KC. In this way, it will be possible to put the project in a wider global perspective; (5) To participate in the KC activities, and (6) To implement the promotion strategy of the project in Canada and globally, based on ISHD resources and its international constituency.

Mario Torres (CI) will be Associate Researcher. His responsibilities will be: (1) To implement the methodology for the organization of the KC and to ensure generation of the model; (2) To ensure that the CCD-CKD project resources and products will feed the project's activities. The purpose is to capitalize on all advances made, thus enhancing the base of the experiment; (3) To coordinate with CCD-CKD partners in Canada in order to create the conditions for synergies between the two projects for collaboration, mutual learning, and co-production of materials. A particular focus will be on networks CCD-CKD is working with; (4) To prepare all materials and terms of reference needed for implementation of the KC and the evaluation workshop; (5) To contribute to identification of candidates from Canada for organization of the KC, particularly on the social economy theme, and (6) To participate in all KC activities.

Jose Blanes (CEBEM) will be research collaborator. His responsibilities will be: (1) To contribute to identification of candidates from Latin America for organization of the KC, giving especial attention to the theme on intercultural issues. His extensive contacts in the region will permit to bring candidates with strategic institutional and networking background; (2) to oversee the development of all virtual supports to the project, which includes the platform for the KC following the RAC model, use and expansion of databases that may be needed, publication of newsletters, and production of a special

issue in a virtual journal, REDESMA or other similar; (3) To be responsible for the supervision of personnel that CEBEM will hire for the project; (5) To contribute to the implementation of the project's promotion strategy in Latin America, based on CEBEM's resources and constituency.

Marcelo Pinto will be responsible for development of the virtual platform. His experience as software developer will ensure adaptation, use, assistance, and services the project may require. He will be also responsible for helping in the use of databases, uploading documents, organizing forums, and solving problems in the operation of virtual tools.

Amelia Garret will be research assistance in CEBEM. She will be on charge of processing of documents, giving support for all communications, conducting searches, and all other support activities that may be required.

5. TRAINING (ROLE OF STUDENTS)

One doctoral student will be hired to fill the role of research assistant in Canada for the following duties:

1. To help in the identification of Canadian candidates to the knowledge community in the three selected themes.
2. To search potential Canadian experts, graduate programs and networks that could be interested in knowing about the project activities and results, and eventually in using the model to be produced.
3. To participate in the organization of the knowledge community.
4. To follow up the discussions and activities of the KC and prepare follow up short reports, minutes, and other summaries.

The student will receive training on the Moodle platform, in the RAC model and on the basics of what is virtual education. The purpose will be to prepare a resource person that eventually could continue disseminating information about the model of KC and, more important, be a trainer on the topic and very familiar with some key Latin American development issues.

6. BUDGET JUSTIFICATION - FUNDS REQUESTED FROM SSHRC

Total request: 74,950

Personnel costs

1.   **Student salaries and benefits / stipend (9900.00)**
Stipend for the doctoral student is calculated according to York's standard rates. The total cost is $20000; SSHRC's contribution will be matched by York.

2.   **Non-student salaries**

Salary for Jose Blanes in CEBEM La Paz, Bolivia is calculated at $1000 per month for 12 months, amounting to $12,000. $7200 will be contributed in-kind by CEBEM towards his salary.

Salary for Mario Torres in CEBEM-International, Ottawa is calculated at $1500 per month for 12 months, amounting to $18,000. $10800 will be contributed in-kind by CEBEM-International towards his salary. Salaries paid in cash have been calculated taking into account academic credentials, professional expertise, international experience, and local living costs. The rates have been estimated similar to those included in other projects submitted and approved by IDRC-Canada. The allocated time is a minimum estimation. The experimental character of the project may require more time than expected from the personnel. In this case, the research team will be absorbed any extra cost.

Travel and subsistence costs

Travel and subsistence costs	11850.00
Applicant	
Canadian travel	**1300.00**
Ottawa - Toronto: 1 person x 480	480.00
Hotel accomodation 1p x 3days x 140	420.00
Local transportation 1p x 80.00	80.00
Per diem 1p x 80.00 x 2 days	320.00
Foreign travel	**10550.00**
Manizales - Toronto: 2 persons x 1250	2500.00
Piura (Peru) - Toronto: 1 persons x 1450	1450.00
Cuenca (Ecuador) - Toronto: 1 person x 1000	1000.00
La Paz (Bolivia) - Toronto: 1 person x 1100	1100.00
Hotel 5 person x 130.00 x 3 days	1950.00
Per diem 5 persons x 80.00 x 4 days	1600.00
Airport taxes: 5 persons x 30.00	150.00
Local transportation:5 persons x 80.00	400.00
Entry Visa: 4 persons x 75.00	300.00
Visitors health insurance: 5 pers. x 20.00	100.00

These funds are required for organization of the final two-day workshop. Travel expenses have been calculated using online purchase options. Visa entry costs are included for 6 non-Canadian visitors attending the final workshop from Andean countries or other countries if replacements are needed. Final selection of five participants – among all members of the knowledge community – will be done on the base of potential of participants to take the project to the next phase. Hotel and per diem expenses are for visitor participants and correspond to standard rates in Toronto.

Canadian travel: Funds for Mario Torres for going to Toronto from Ottawa
Foreign travel: Funds for researchers going to Toronto from South America (5 persons).

Salaries for personnel to be hired by CEBEM have been calculated according to local rates. Marcelo Pinto's skills as Webmaster and software developer are needed for the design and administration of all virtual tools. Amelia Garret as research assistant will give an indispensable support for minor but highly time consuming tasks as data gathering and information processing. Both are bilingual in Spanish and English. Amelia has experience as tutor for Canada-Latin American forums and courses.

Other expenses

Items	Funds requested
Total Request	**23200.00**
Professional / Technical services	**15600.00**
Web/software developer 1200.00 x 8 months (4)	9600.00
Research assistant 600 x 10 months (5)	6000.00
Supplies In-kind	
Other expenses	**7600.00**
Final Workshop in ISHD-Toronto (6)	**7600.00**
Hospitality (Coffe breaks) 2 days	600.00
Simultaneous translation 2 days English-Spanish	3000.00
Reproduction of materials	1000.00
Incentive for 15 case studies x 200.00 (7)	3000.00
International Communication Costs (8))	
Office (computers, internet) In kind	**0.00**

Funds for simultaneous translation are needed in order to ensure that Canadian and Latin American participants in the workshop that do not speak English or Spanish may communicate.

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i http://www.livingknowledge2009.org/).
ii http://ccd-ckd.cebem.org
iii (http://sas.cebem.org/pages/sas2bolivia/quienes.htm).

iv http://rac.cebem.org/index.php
v (http://revistavirtual.redesma.org)