NORTH-SOUTH KNOWLEDGE PARTNERSHIPS: PROMOTING THE CANADA-LATIN AMERICA CONNECTION (PHASE II)[1]

International Development Research Centre – IDRC Canada (Centre File 105119)

Technical Interim Report (July 2010)

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[1] The partners are:
- Canadian Community Economic Development Network (CCEDNet)
- Centre for Developing-Area Studies (CDAS), McGill University
- Centre for Intercultural Communications (CIC), University of British Columbia
- Centre for Research on Latin America and the Caribbean (CERLAC), York University
- Centre for Sustainable Community Development (CSDC), Simon Fraser University
- International Secretariat for Human Development (ISHD), York University
- Ontario Institute for Studies in Education (OISE), University of Toronto
- Centro Boliviano de Estudios Multidisciplinarios CEBEM & CEBEM International (Project Coordination)

1. INTRODUCTION

This interim report covers the period November 1st, 2009 to June 30th, 2010. Section 2 on Status of Objectives gives an overview of the project's results. Section 3 on Results gives detailed information about its activities. Section 4 is about the financial status. Section 5 is about the future.

2. STATUS OF OBJECTIVES OF PHASE II

The general objective is:

> *To promote and further develop an internet-based structure and organizational framework that supports on-going North-South and South-South knowledge partnerships based on participatory, constructivist, and democratic management of information and learning, implemented through integrated ICT-based pedagogical approaches, resources and practices.*

Specific objectives are:

> a. *To consolidate a model of collaboration supported by a Portal and organizational arrangements that provides opportunity, space, tools, and resources for the activities of communities of knowledge and practice;*
>
> b. *To enhance and promote modes of collaboration for the design, exchange, adaptation, and delivery of short online courses for professional updating and development in no less than four major thematic areas related to sustainable development;*
>
> c. *To provide short-term work and learning opportunities to Canadian and Latin American graduate students, postgraduate fellows, professors, and practitioners interested in collaborating in development-related issues across regions, thematic areas or types of organizations; and,*
>
> d. *To contribute to furthering the development of the Social Analysis System in Latin America through capacity building and application of the approach to new problems and situations.*

The "Conocimiento, Cooperación y Desarrollo – Cooperation, Knowledge and Development (CCD-CKD)" project is currently scheduled to end its Phase II in October 2010. This initiative, which grew out of a limited number of occasional North-South contacts and collaborations between CEBEM and a few Canadian universities and NGOs, has evolved since 2007 into an active and rich network with partner centres in major Canadian and Latin American universities, two regional networks, and several NGOs active in the Americas. Results and products generated during the intervening years include active participation of Northern and Southern institutions and networks, an operational web-based model supporting North-South partnerships, vast information resources about Canadian and LAC sources of knowledge, and interactive user-friendly ICTs. Moreover, a specific niche has emerged in the course of the last two years, which is to meet the knowledge, communication, information and professional updating requirements of professionals and practitioners working on the challenges of sustainable and equitable development in Canada and Latin America.

The project's working hypotheses have proved to be realistic:

> 1) There is a well recognized need for practitioner and professional updating in LAC especially for development practitioners and graduates from small and provincial higher education institutions;

2) Systematic and accessible information and timely communication about academic and research institutional and human resources are key to improving mutual visibility, understanding, and collaboration between Canadians and Latin Americans involved in development and other knowledge-based work;

3) Short-term courses for professional updating delivered across cultures are not unduly impeded by cultural and language barriers when conceived and delivered with the appropriate pedagogical methodology;

4) A model that combines the use of diverse ICTs – mass communication tools, on-line data bases and a virtual education platform – is effective for the promotion of N-S partnerships.

In summary, current and anticipated outcomes from Phase II to be obtained by October 31st are:

1) A capacity to provide Latin American and Canadian information about knowledge-related activities and resources to larger audiences in one another's region;

2) Wide regional recognition of the project's approach as an avenue to ensuring a better fit of higher education training to local needs in general and to community- engaged research in particular;

3) Expanded opportunities for Canadian partners to improve their visibility and capacity to reach Latin America through a website that receives hundreds of visits per month and a bi-monthly newsletter that reaches over 136,000 subscribers;

4) A proven on-line teaching platform able to deliver on-line courses and forums in Spanish and English;

5) A pedagogical methodology of high educational quality for course production capable of overcoming the challenge of cultural and language differences;

6) A set of demonstration courses produced by Canadian and Latin American subject specialists and Canadian graduate students suitable for distribution throughout the Americas;

7) A very significant demand in Latin America for the short-term courses offered by the project, demonstrating the value and interest of on-line courses for professional updating by Latin American specialists;

8) A large demand in Latin America to participate in on-line forums and calls coordinated by Canadian institutions with proven positive results;

9) Demonstration of a capacity for a significant cost recovery by courses despite the limited income capacity of audiences and the reduced number of deliveries per course – in most cases only once by October 31st.

More complete results will be available by the end of October.

A number of activities will require additional time beyond the current termination date of the project (October 31st, 2010):

1) Most courses have been delivered once. However, courses will require a second round of delivery in order to ensure the best quality possible of the demonstration products, and clear results. Lessons learned from the first round must be properly integrated at all levels (content, teaching methods and relevance). It is anticipated that the majority of the courses will continue to be taught. These courses will continue to demonstrate the robust nature of the project's model in terms of producing and delivering courses for which there is an effective demand, and which contribute to professional updating while promoting N-S partnerships. And, particularly in the case of courses produced by Canadian graduate students on the brink of their professional life, the courses open up new horizons in the area of on-line training and collaborative N-S knowledge work. By October 31st, 22 courses will have been delivered; delivering a second round would require no less than eight (8) additional months.

2) The strategy of the project has been to take advantage of emerging opportunities while accommodating the four thematic areas of the project. In the case of courses, contents are diverse, which indicates the potential of the model to cover a wide range of topics with similar results in terms of attracting attention, stimulating important demand, and contributing to learning communities. In this context, a second round of courses will make it possible to consolidate a portfolio of courses with two purposes: (1) to explore the feasibility of a more focused program for promoting N-S partnerships on the base of on-line methodology and an important "capital" of courses, some coming from LAC and other from Canada; and (2) to develop further a strategy for cost recovery that is crucial for ensuring sustainability and attracting the interest of new donors.

3) The Internet based model has been developed. Regarding information, the data system on Canadian centres, courses, graduate training programs, and specialists has been developed; it includes registration, log-in and self-editing options, and searching tools. Information has been uploaded for 30 Canadian universities and, by the end of Phase II, information for all universities will have been uploaded. In the case of Latin America, the process of data gathering continues mainly by self-registration of specialists, centres, and training programs. However, the section of data on Canadian NGOs and LAC research centres and universities has not been developed sufficiently. This is a very important component because the idea is to promote N-S partnership on the base of bringing academics and practitioners closer. Some additional time would make it possible to install and test the self-administered mechanism for

the uploading of documents in the virtual library, the mechanism for automatic uploading of news in the newsletter, and the training of partners in its use.

4) Regarding modes of collaboration, on-line courses, forums, and calls for participation in diverse activities have been conducted in the four thematic areas of the project: Local, Regional and Territorial Development; Human and Social Development; Intercultural Relations; and Virtual Education. The timing of implementation has varied by partner. In general terms, CEBEM has been able to follow the expected project schedule. However, the Canadian partners, being university centres subject to different institutional constraints, followed a slower path. This has caused some delays but, more importantly, insufficient time for rounding up and evaluating results. There is need for some additional time to assess results and avenues of future work and to respond to questions such as: How to take advantage of the existing social and knowledge capital and lessons learned? How to move forward with current partnerships? How to ensure sustainability of an eventual new initiative?

5) The 'System of Social Analysis' (SAS) component of the project has progressed at two levels: (a) The Bolivian SAS website has been updated with a new architecture of information with the idea that SAS will become one element of an interactive portal that includes diverse methodological tools. This new portal has web2 components to facilitate use of interaction modalities; from a substantive perspective, the website will be focused on the praxis of social research (http://isp.cebem.org/); (b) Following the project's objectives, a set of six in-classroom (non virtual) training workshops on communication tools for development and SAS was delivered for professionals and practitioners. On the base of this experience, the first two on-line courses will be produced and delivered on 'communication tools for participatory planning' and on 'SAS pedagogical content and processes'. Training on SAS has been done to date mainly in face-to-face classroom workshops, which has limited a great deal the capacity to reach a wider Latin American audience. After the first two on-line courses, some additional months would be necessary to complete the transfer of the workshop type of content to a complete set of on-line courses.

In general terms, it may be said that by October 31st objectives will have been reached to a significant extent. Until now the group of partners feels very confident about the usefulness of results and the experience obtained, and there is great enthusiasm for completing and rounding off Phase II well. A horizon of new possibilities has appeared based of results that have gone beyond original expectations and planning, and about which the entire project team is deriving a lot of satisfaction.

3.   RESULTS

3.1.   Information

The Internet-base information and communication service has been successfully implemented. The directories of research centres, training programs, courses and specialists have been organized and tools for self-registration, editing and searches (http://ccd-ckd.cebem.org/pages/can/result_eng.php) have been installed. The virtual

library section has been integrated into CEBEM's website; it has information on 91 virtual libraries (http://www.cebem.org/bibliotecas/index.php?t=0). There is also Information on 45 virtual journals and newsletters related to the four focus themes. This data will continue to be expanded gradually.

The search engine system enables users to conduct searches across all data bases, including courses, news, and newsletters. Searchers may access all the data bases dealing with either 'Social and Economic Development' or 'Environment and Natural Resources' and refine their search strategy from there, or else identify specific concepts as entry points to the full set of data bases (http://www.cebem.org/buscador_i.php). As is often the case, much time and effort were required to build and test the system. Although some improvements are still needed, the work is done.

In the case of Canada the information is focused on graduate programs and research centres, as well as on academics and specialists interested in Latin American issues. The objective of gathering a critical mass of systematic information on practitioners and private sector individuals in Canada has not been fully reached. In the case of LAC the project was able to reach this type of audience through the newsletter which has currently a mailing list of 136,190 subscribers. Data about the composition of responses to calls made through the newsletter indicate that the project effectively reaches practitioners. However, this capacity needs to be improved. Subscribers have been required recently – as a result of this project – to fill a form that permits identification by type of institution, discipline, research interests, etc. Some additional time would make it possible to improve the data base on practitioners and private sector people and expand the information on selected universities and research centres.

As mentioned in the previous report, CEBEM created self-administered platforms for organization of two knowledge communities: (1) *Learning for Conservation* (Red de Aprendizaje para la Conservación RAC http://rac.cebem.org/index.php), and (2) *Intercultural Relations*, which currently hosts the Forum entitled "Formación en Comunicación Intercultural en el Ámbito Laboral: América Latina–Canada–USA–UE-Asia" (http://relacionesinterculturales.cebem.org), as well as the course on "Gender and Interculturality". These resources are still not sufficiently used for the benefit of the learning and knowledge communities promoted by the project. *Learning for Conservation* receives hundreds of visits each month and has logged over 4,500 visits in its first year of existence. *Intercultural Relations* will soon reach 30,000 visits after two years of existence. The use of these resources is expected to increase with wider use of Web2 options. (It was hoped to make fulller use of these resources with additional funding from SSHD. Unfortunately this support did not materialize as explained later.)

Table 1 summarizes the current status of data collection. In the case of Canada, data on 'specialists' includes all academics and professionals who have worked or currently work in Latin America in development activities, or who have interest in the region. Information comes from the examination of 30 Canadian universities across natural and social sciences and the humanities. In the case of information about research centres, data for Canada includes all major areas of sciences and humanities. Information about graduate programs is limited to the four focus themes of the project. The process will continue until all Canadian universities are included, objective which is expected to be reached by the end of October.

TABLE 1   CONTENT OF DATA BASE BY TYPE OF SOURCE AND COUNTRY
(June 30, 2010)

Country	Specialists (1)	Research Centres (2)	Graduate Programs (3)
Canada	568	616	50
Afghanistan	2		
Germany	8		
Argentina	98	2	18
Austria	0	1	
Belgian	1		
Bolivia	1138	6	3
Bosnia	1		
Botswana	1		
Brazil	11	2	17
Cameron		2	
Cape Verde	2		
Chad	1	1	
Chile	14		15
Colombia	128	4	19
Costa Rica	26		3
Cuba	10		1
Ecuador	78		7
Egypt	1		
El Salvador	1	1	2
Spain	17		
USA	14		
France	2		
Guatemala	7		
Netherlands	1		
Honduras	2		
Italy	3		
Kenya	1		
Mexico	48	6	16
Nicaragua	4		
Norway	1		
Panama	2		
Paraguay	7	2	
Peru	222	4	3
Poland	3		
Dominican Rep.	9	2	1
Russia	1		
Sweden	2		
Switzerland	1	1	
Uruguay	12	3	1
Venezuela	11		2
Total	2,459	653	158

1) 'Specialists' means persons who have worked, work or have interest
    in Latin American issues in any field of the sciences or humanities.
(2) Research centers in all sciences and humanities in the case of Canada.
(3) Graduate programs on the focus themes only: Local, regional and
    territorial development; Intercultural relations; Human and social
    development; Virtual education

The gathering of data is carried out by CERLAC-York University, and final processing is done by CEBEM. A graduate student, Paulo Ravecca, began the process, which continues currently under responsibility of Katarina Jurik. CSCD-SFU also hired a graduate student, Catherine Tegelberg, to provide information about SFU professors, programs and projects. Another graduate student, Evelyn Encalada Grez, Ph.D. candidate from Toronto University, was hired by ISHD-York University to collect similar information but focused on the area of Gender and Development. CIC-UBC hired a work-study graduate student, Kathryn Roswell, to work on this component. Prof. Giovane Assunção has contributed to the data base and the virtual library with a focus on UBC experts and products. All data are passed on to CEBEM's Librarian, Maria Rene Rivero, who uploads all the data into the data system.

For the Latin American countries data on specialists and research centres are limited to the four focus themes of the project. Figures in Table 1 reflect the historical fact that the data gathering began firstly in Bolivia, which explains the relataively larger number of specialists from this country. REDESMA's (Red de Desarrollo Sostenible y Medio Ambiente http://www.redesma.org/) and RIPPET's (Red Iberoamericana de Postgrados sobre Políticas y Estudios Territoriales http://rippet.cebem.org) data bases have been added to the project's data base.

The process continues as this report is written. The idea is to cover all Canadian universities and, in the case of Latin America, most specialists and graduate programs in the four focus themes. In the case of Latin America data gathering is done mainly on the base of self-registration. Pro-active searches have been more limited due to the large number of countries and universities in the region. The forms for automatic self-registration are accessible from the project's website front page and from its sections on 'Research' and 'Specialists' (http://ccd-ckd.cebem.org/pages/can/result_eng.php)

- Register in the in the **database** of specialists as academic, professional or businessperson with interest in development of Latin America and the Caribbean.
- Inform about your **graduate or professional development** or updating program. Programs in Latin American, the Caribbean and Canada are being registered initially on the focus themes of the project.
- Inform about your **research center**. The project seeks Canadian and Latin American programs to be known in the region.
- Register your **network**. This section provides information about networks of institutions and specialists working in the region.
- Register the **newsletter** of your research centre, **network**, NGO or professional organization.

A list of key words in Spanish and English has been created to facilitate self-subscription and searches (http://ccd-ckd.cebem.org/pages/can/menulista_eng.php). The search engine produces lists of results including a link to a short description of the specialist or institution in question.

Since December 2009, users are able through Google to conduct searches across all newsletters and CEBEM's databases for the last five years. This facility allows access to complete documents and news about graduate programs, institutions, and researchers.

Regarding visits to the project's website, Table 2 gives information about distribution by country over the two years of Phase II. Annex 1 includes a table and a graphic presentation of distribution of visits for all countries in 2010. The number of visits has gradually expanded beyond Bolivia, especially in the Andean countries and the USA. The reasons for the drop in usage in some countries have yet to be analysed.

TABLE 2   NUMBER OF VISITS BY COUNTRY AND YEAR
CCD-CKD WEBSITE

	2009		2010	
Country	Number	%	Number	%
Bolivia	15,948	27.2	18,788	25.8
Perú	6,156	10.5	11,069	15.2
Colombia	5,629	9.6	7,428	10.2
USA	1,700	2.9	5,097	7.0
México	4,046	6.9	5,097	7.0
Canada	4,222	7.2	4,660	6.4
Ecuador	1,818	3.1	3,350	4.6
Venezuela	4,515	7.7	3,058	4.2
Argentina	4,339	7.4	2,476	3.4
Spain	879	1.5	1,311	1.8
Other	9,381	16.0	10,486	14.4
Total	58,632	100.0	72,820	100.0

3.2.   Communication

Usually a newsletter is a means that provides information about the issuer. The project has adopted a different approach that conceptualizes the newsletter as a tool of information management. The newsletter is about events of diverse type conducted by networks, universities, agencies, NGOs, governments and any other actor interested in development, with emphasis on the four focus themes of the project. The newsletter has become a space in constant evolution in which information circulates, thus constituting a valuable resource for diverse communities of development practitioners in the LAC region. The challenge is to reach and include knowledge and learning communities from the North – in particular from Canada – and other regions.

As indicated in the first technical report, twelve extra or special issues of the newsletter were published during the first year of Phase II. During the last eight months another eight extra issues has been delivered. In addition, seventeen (17) regular bi-weekly issues have been released between November 2009 and the end of June 2010.   These newsletters are accessible at http://www.cebem.org/boletin_i.php?s=103

TABLE 3   NEWSLETTER: SPECIAL ISSUES

Inventario Mundial de Iniciativas de Cambio Social Lideradas por Mujeres
Extra 29 de marzo de 2010
http://www.cebem.org/boletines/bol_2010/extras/boletin_1.html

Building a Bridge between Canada and Latin America & the Caribbean
Extra 5 de abril de 2010
http://www.cebem.org/boletines/bol_2010/extras/boletin_6.html

Building a Bridge between USA - Canada and Latin America & the Caribbean
5 de abril de 2010
http://www.cebem.org/boletines/bol_2010/extras/boletin_7.html

Solicitud de Expresiones de Interés
Liderazgo En Clave De Género E Interculturalidad
14 de abril 2010
http://www.cebem.org/boletines/bol_2010/extras/boletin_8.html

Formación en Comunicación Intercultural en el Ámbito Laboral
Foro Virtual América Latina – Canada – Usa – UE – Asia
22 de mayo de 2010
http://www.cebem.org/boletines/bol_2010/extras/boletin_10.html

"Mejores Prácticas" en Proyectos en Migración, Remesas y Desarrollo
(1st version)
7 de abril de 2010
http://www.cebem.org/boletines/bol_2010/educacion_virtual/boletin_2.html

Liderazgo en Clave de Género e Interculturalidad
(2nd version)
18 de mayo de 2010
http://www.cebem.org/boletines/bol_2010/relaciones_interculturales/boletin_2.html

Canada: Una Fuente de Conocimientos para el Desarrollo
Cursos en Línea, Foros, Centros Y Especialistas
6 de julio de 2010
http://www.cebem.org/boletines/bol_2010/extras/boletin_16.html

Pensando la Actualidad Latinoamericana: "Neoliberalismo", "Giro a la Izquierda",
"Populismo" y Otros Dilemas Continentales
(1st version)
Thinking about Latin America Today: "Neoliberalism", "The Turn to the Left",
"Populism", and other Continental Dilemmas
(1st version)
August 2 to September 19, 2010
http://www.cebem.org/boletines/bol_2010/ccd/boletin_1.html

Beginning in early 2010, a system for generation of thematic newsletters has been created. Currently a subscriber may choose to receive a complete version of the

newsletter, or a version specialized either on Environment and Natural Resources, or on Social and Economic Development.

The newsletter has become a very powerful tool for advertising activities of Latin American institutions. It has been also very useful for advertising Canadian courses, forums, and calls. Thus, CIC-UBC advertised its following courses:

- Introduction to International Development
- Facilitating Online Across Cultures
- Migration and Displacement
- Education and Development
- Project Planning and Proposal Writing

The ISHD-York University made a global call for production of a repository of initiatives of women-led initiatives and CCEDNet and CSCD-SFU made very successful calls for the organization of N-S Forums.

The newsletter reaches its target audiences effectively: professionals that work on diverse types of development institutions, practitioners from grass-root organizations, and academics. The range of disciplines is wide. This may be concluded from results produced by the advertising of courses, forums and calls (see Tables 7 and 9). However, the reach needs to be improved in terms of a wider regional audience. The newsletter was created by CEBEM in 1997 as a national newsletter and soon became a very popular resource for advertising diverse professional and academic activities inside Bolivia. This explains why around 40 percent of the 136,000 subscribers are from Bolivia. The audience has expanded gradually outside Bolivia as a result of CEBEM's leadership in networks such as RIADEL, REDESMA and RIPPET and the delivery of its first on-line courses in the early 2000s. At the time Phase II began its activities, it was decided rather than create another newsletter, to take advantage of this resource wherein CEBEM had invested significant human and financial resources over years of very patient work. The newsletter has been redesigned and a section on Canada has been created. Special issues of the newsletter devoted exclusively to Canadian institutions and activities relevant to the region have begun to be produced.

There is much work to be done in order to expand the audience in LAC as well as in the North (Canada, the USA and the European Union). To this purpose, collaboration with newsletters in the North will be pursued for obtaining reciprocity of circulation of selected sections or news.

The newsletter has a mechanism for on-line subscription, which is free. Some improvements are needed like the use of pre-established classification words at the time of registering so that statistics per country, type of professional work, country, and other characteristics may be obtained automatically. The newsletter is currently partially sustainable with the production of special issues requested mainly by Bolivian institutions and for which CEBEM charges US$120 per issue.

3.3.   On-Line Courses

Regarding courses, the project's objectives were the following:

a. To deliver a series of 20-25 new online non-credit professional development courses produced by Canadian and Latin American project partners experimenting with different modes of collaboration.

    i. The series of courses on Virtual Education will be revised and delivered again, according to demand. The advisability of creating of a Diploma or Certificate in this area will be considered. To this purpose the original courses (3 in Spanish and 1 in English) will be adapted to the other language version.

    ii. Between 9 and 10 substantive courses or series of courses – depending on demand, content and available materials – will be produced or adapted by partners in LAC. Among the possible topics are gender, social participation and governance, community-based economy, indigenous development, and migration. Participation of graduate students or post-graduate fellows in their production and delivery will be pursued.

    iii. Delivery of three introductory SAS^2 courses as complement to courses to be delivered by LAC and Canadian partners. An exploration will be conducted for the adoption of SAS^2 courses by LAC partners interested in methodological training (see 7.3.5. below).

    iv. A maximum of 10 short-term online courses or series of courses will be delivered by Canadian project partners. Topics may be those currently included in the project's current framework or new topics. The delivery of these courses will have the following characteristics:

        • *Courses related to current training programs of the partners that are adapted to a short format for the purpose of professional development / updating.*
        • *Courses will be delivered through their own learning platform or CEBEM's.*
        • *Producers and tutors will be professors assisted by graduate students or postgraduate fellows and, where required, supported by CEBEM.*
        • *Following each partner program, the identification of LAC institutions and programs that might collaborate with Canadian partners will be facilitated by CEBEM.*

    b. To reach to approximately 450 professionals in LAC.

Tables 4 and 5 present information about courses produced and to be produced until October 31st.

By October 31st, 28 on-line courses and 6 SAS workshops will have been delivered and over 703 professionals will have received training through this medium as part of the current phase of the project. The potential demand is much higher as 1,744 persons have indicated interest in taking the courses.

At the time a course is advertised, the first step is to pre-register persons interested in the course. The next step is to send to these persons complete information about the course. On this base, persons that decide to take a course proceed to register and pay fees. Tables 4 and 5 give information about both types of persons. The registration is kept open until enough number of participants is registered. Usually a course is delivered with no less than 12 persons and a maximum of 30. Most courses delivered by CEBEM have between 20 and 25 participants.

3.3.1. Courses produced by Canadian partners

Production of courses has the purpose to be a means to promote North-South communities of knowledge and partnerships. The assumption is that production of courses will open doors to mutual North-South participation and collaboration. Courses produced by Canadian specialists would look to obtain participation from Latin American graduate students and other interested persons and vice versa in the case of courses coming from

Latin American. One significant expected result is the development of communities of knowledge based on participatory learning courses.

Participation of Canadians has been very limited in courses produced from LAC. Cost has not been an issue because Canadians are charged the same as Latin Americans pay. One explanation may be that the current mailing list includes mainly academics for which this sort of courses is not needed. There is a need to expand the Canadian data base to graduate students and professionals working on development in the South. Another reason may be language. The experience with CCEDNet bilingual forums and CIC-UBC courses, which counted on bilingual tutors and occasional translation service, indicates the need to be flexible regarding language. The next courses to be delivered will require from Canadians the ability to read Spanish, but participants will be able to intervene in their own language (English, French, Spanish or Portuguese). Latin Americans will be required to read English if the course includes important bibliographical material in that language.

The interest of Latin Americans to participate in courses produced from Canada has been high. The course, "'Better Practices' Migration, Remittances and Development projects" by Professor Alan Simmons and Pedro Marcelino, received 149 requests but only 22 persons could be admitted for the first offering. Results for another three courses to be offered shortly from the Canadian side will be known in the next weeks.

The main limitation for Latin Americans to take Canadian courses appears to be the registration fee, as anticipated. A course on "On-line Facilitation" offered by CIC-UBC in 2009 included the participation of Latin Americans because there were small scholarships available. Language was a challenge but not an obstacle. However when full registration fees had to be paid, participation decreased very significantly. A second version of the same course had to be cancelled by CIC because this time scholarships were not available. CIC-UBC is exploring how to overcome this obstacle.

CIC-UBC produced two courses ("Facilitating On line Across Cultures" and "Evaluating International Development Work"), adapted two courses to Latin American audiences ("Introduction to International Development" and "Education & Development"), and produced a course with a graduate student ("Labour Migration & Displacement").

CERLAC-York University produced the course on "'Mejores prácticas' en proyectos de Migración, Remesas y Desarrollo" with Professor Alan Simmons and graduate student Pedro Marcelino (http://ccd-ckd.cebem.org/pages/tophum/index_esp.php). Another course will be delivered shortly "Pensando la actualidad latinoamericana: 'Neoliberalismo', 'giro a la izquierda', 'populismo' y otros dilemas continentales" by graduate student Paulo Rabecca (CERLAC & International Secretariat for Human Development –ISHD / York U.) (http://ccd-ckd.cebem.org/pages/tophum/index_esp.php#CCD031)

Under the sponsorship of the Institute for the International Study of Development (IISD), McGill University, another two courses will be delivered in the next two months by graduate students Itzela Sosa (Department of Sociology / Laval University) on "Social vulnerability, sexual and reproductive citizenship, health, and rights. Concepts, problems and practices in Latin America"
(http://ccd-ckd.cebem.org/pages/tophum/index_esp.php#CCD022) and Christian Krelling (School of Urban Planning, McGill University) on "Energy, Development and the Environment".

TABLE 4   COURSES TO BE PRODUCED BY THE PROJECT DURING PHASE II CANADIAN PARTNERS

Name	Date of delivery	Professor	Institution	Interested persons	Actual or expected participants
"Facilitating Online Across Cultures"	March 23 to May 4, 2009	Sally McLean	CIC - UBC	15	9
"Introduction to International Development" (*)	March 2-May 4, 2009	Rosanna Hille, Paolo Bernasconi, Peter Boothroyd, Shirley Giggley & Moussa Magassa	CIC - UBC		20
	June 22-Aug 31 - 2009				19
	Oct 12-Dec 21, 2009				22
	Feb 2 –May 3, 2010				24
"Education & Development" (*)	March 9 – Apr 21- 2009	Shelley Jones, Evelyn Encalada Grez & Alejandra Zepeda	CIC - UBC		10
	Nov 2 –Dec 20 - 2009				9
"Evaluating International Development Work"	March 16 – Apr 30 2009	Zack Gross	CIC - UBC		12
	January 11-March5 2010				21
"Labour Migration & Displacement"	July 13 – Aug 28 2009	Evelyn Encalada Grez & Adriana Paz Ramirez	CIC - UBC		18
	April 19-Jun1 18 2010				9
"Mejores Prácticas" en Proyectos de Migración, Remesas Y Desarrollo	May 12 to June 20 2010	Alan Simmons & Pedro Ferreira Marcelino	CERLAC – York U.	149	21
"Social vulnerability, sexual and reproductive citizenship, health and rights. Concepts, problems and practices in Latin America"	August 09 – Sep 26 2010	Itzela Sosa	Department of Sociology University Laval		20
"Energy, Development and the Environment"	August 16 – Oct. 03 2010	Christian Krelling	School of Urban Planning, McGill U.		20
"Pensando la actualidad latinoamericana: 'Neo-liberalismo', 'giro a la izquierda', 'populismo' y otros dilemas continentales"	August 02 – Sep. 19 2010	Paulo Rabecca	CERLAC / ISHD – York U.		20
"Modelos de Economías Sociales y de Reciprocidad con enfoque Indígena"	Nov – Dec 2010	Gretchen Hernandez	CSCD-SFU		20
"Autodeterminación y Autonomía Indígena en América Latina y Canadá"	Late 2010	Miguel Gonzales	ISHD – York U.		20
Total				164	294

Another two courses will be delivered by the end of 2010: "Modelos de Economias Sociales y de Reciprocidad con enfoque Indigena" by graduate student Gretchen Hernandez (Centre for Sustainable Community Development CSCD–SFU) and

"Autodeterminación y Autonomía Indígena en América Latina y Canadá" by Miguel Gonzales, Sessional Assistant Professor, International Development Studies, Department of Social Science, York University (ISHD-York University).

How has the experience been assessed? According to CIC-UBC:

> "…the overall experience and our lessons learned we can conclude that it was a very positive experimentation and exploration of possibilities for collaboration for CIC, CEBEM and course participants… Latin American participants expressed that they gained a great amount of knowledge from the CIC course facilitator and were able to get valuable feedback about their own facilitation styles. In a similar way, CIC and Canadian participants benefited a great deal from LA participant comments and contributions..."

Results for CIC-UBC are remarkable. Before the project, CIC-UBC did not have courses addressed to LAC. Despite difficulties, as a result of the project they have initiated activities in LAC.

Regarding the course on "Migration, Remittances and Development", as course developers and professors, Alan Simmons and Pedro Marcelino offer the following observations on the course.

> "1. The bibliographic review for the course was extensive. We wanted to make sure that we had covered the field and had read the most recent studies and action proposals concerning migration, remittances and development. The number of studies in this field continues to expand. However, it seems that we are currently a hiatus. The insights and action proposals that emerged between 2002/03 and around 2008/09 are currently being tested in a number of pilot projects for which results will not be available until 2011 or later. The current course summarizes the knowledge up to 2008/09 and could be offered again in its current form for the next year or two. Subsequently, new information will become available and the course should be revised.
>
> 2. We were pleased with the level of interest. Twenty-one participants initially registered. Of these sixteen completed all requirements. Feedback from those participants who have responded to the course evaluation questionnaire is very positive.
>
> 3. Our expectations for the time and level of contributions of the participants took into account the fact that most were involved in full time work or study while doing the course. Nevertheless, we did expect that all would contribute to on-line discussions at least once a week throughout the course. Many contributed more than once per week. The quality was variable, with some participants contributing at a very high (graduate student) level and others contributing at a lower level and more passively (a few participants seemed to be contributing on occasion or even frequently without having actually read the study materials). We are however satisfied that everyone learned from the exchanges.
>
> 4. Final papers were also quite variable. Roughly half of the papers were of a high quality, which is to say they contained at least some original observations and insights relevant to advancing knowledge in the field. A few final papers were of marginal quality: in four cases we asked the authors to revise (clarify and/or add material) to their final papers in order meet minimum course requirements.
>
> 5. We plan to write the authors of the best papers and propose revisions that would lead to further improvements before posting them (with their permission) to a location where other researchers and practitioners are likely to find them.
>
> 6. The course was run by internet from CERLAC in Toronto with continuous support from CEBEM. The support from CEBEM was excellent. All participants were effectively linked in. Communications from the professors to the participants were revised (for clarity) by CEBEM before going out. Immediate technical problems raised by participants were addressed immediately by CEBEM. We are indebted to Amelia Garrett in particular for her outstanding work throughout.

In sum, we view the course as a positive experience. If we were to offer it again we would make the instructions for on-line discussions and for the final papers even clearer than they were in this first offering. We would also likely revise the discussion questions and modify the final assignment question so that the new offering would be different from the first offering."

The courses have opened also an opportunity for participation from other regions, an experience which merits attention given its potential for development of learning communities across regions. In this regard CIC indicated:

"It is important to note that as part of the developmental process of this course, international development practitioners from Latin America and Africa were interviewed in a round table discussion, which is part of the actual content of the course. The purpose of incorporating southern voices as part of the content and during the process of developing the course, is to promote knowledge exchange and meaningful dialogue between north and south in topics related to international cooperation, so course participants are not only expose to different approaches and point of views but also have a space to make connections and network. At the end of the course some of the Canadian participants, especially those ones who are already working on the field, asked for the contact information of southern participants from the round table discussion so they can connect with organizations in Bolivia and Africa."(p.4)

3.3.2. Courses produced by LAC partners

From the LAC side, production of courses has focused on developing solid portfolio of experiences. Preparation and delivery of the first round has taken more time than anticipated due to the need to identify good professors willing to develop on-line courses along guidelines that would ensure high quality products. This has not been an easy task because the practice of on-line education in the higher education level environment is not yet common in LAC.

The series of CEBEM's courses on "Virtual Education" has not been delivered for a second time yet. Rather, as explained in the previous report, given time constraints of Canadian graduate students and professors, it was necessary to produce a short self-administered version. This short version has been used for the training of the graduate students hired after September 2009, in combination with another short self-administered course on the Moodle platform. A second round of the complete series on "Virtual Education" for university professors, graduate students, and the wider public in the region is planned for early 2011.

Table 5 presents information about the current status of production and delivery of courses produced in LAC, including some offered in collaboration with a Canadian university. "Liderazgo en clave de género e interculturalidad" (Gender Leadership and Interculturality) has been delivered by Professors Silvia Salinas Mulder and Lidia Inés Heller (PROGEO). The course has been tested twice and is ready for wider dissemination. Demand for the second delivery of this course increased significantly.
(http://relacionesinterculturales.cebem.org/vcurso.php?ID=747)

"Salud Ambiental" (Environmental Health - http://www.redesma.org/curso.php?ID=1014) and "Economía Ecológica" (Ecological Economy) has been delivered by Marthadina Mendizabal M.A. under the sponsorship of the Institute of Ecology of Universidad Mayor de San Andres, La Paz. "Salud Ambiental" is another course already tested twice and is ready for wider dissemination. Demand for this course increased also significantly.

TABLE 5   COURSES TO BE PRODUCED BY THE PROJECT DURING PHASE II
LATIN AMERICAN PARTNERS
(FIRST ROUND)

(a) Name	(b) Date of delivery	(c) Professor and sponsor institution(s)	(d) Institution	(d) Number of interested persons	(e) Actual or expected number of participants
"Liderazgo en clave de género e interculturalidad" (Gender Leadership and Interculturality)	Oct10 – Nov 29 2009	Silvia Salinas y Lidia Heller	PROGEO	249	19
"Liderazgo en clave de género e interculturalidad" (Second versión)	June 7 – July 25 2009	Silvia Salinas y Lidia Heller	PROGEO	394	29
"Salud Ambiental"	June 06 – July 25 2010	Marthadina Mendizábal	Instituto de Ecologia - UMSA	333	21
"Economía Ecológica"	Oct 12 – Nov 11 2009	Marthadina Mendizabal	Instituto de Ecologia - UMSA	294	24
"Economía Ecológica" (Second version)	Aug 2 – Sep 3 2010	Marthadina Mendizabal	Instituto de Ecologia - UMSA	310	26
"Estrategias de Comunicación"	Aug 16 – Sep 3 2010	Carlos Camacho	Universidad Católica Boliviana	____	20
"Cambio climático"	August 30 – October 07 2010	Sol Bagur	Instituto de Ecologia – UMSA	____	20
"Economía Social y Solidaria"	September 2010	Miguel Angel Conde	Universidad de la Mancha – Albacete CSCD / ISHD	____	20
"Guia Metodológica SAS"	September 27 – Nov 05 2010	Edgar Pabón	CEBEM – Carleton University	____	20
"Intercdulturality and the labour environment"	October 2010				
"SAS"	October 2010	Juana Perez	CEBEM – Carleton University	____	20
Total				1,580	239
PROGEO Programa en Gestión de Organizaciones con Enfoque de Genero http://www.wim-network.org/progeo/site/presentacion/presentacion.asp UMSA Universidad Mayor de San Andrés CSCD Centre for Sustainable Community Development – Simon Fraser University (SFU) ISHD International Secretariat for Human Development – York University					

Courses on "Cambio climático" (Climate Change), "Economía Social y Solidaria" (Social and Solidarity Economy), "Guía Metodológica SAS" (SAS Methodological Guide) and "SAS" are under production and will be delivered in the next months.

"Economía Social y Solidaria" is a course to be sponsored by CSCD-SFU and ISHD-York U. from Canada and University of Campinas (UNICAMP). The co-participation of professor Leandro Morais from UNICAMP is currently under negotiation. The course will take advantage of an extensive network of specialists working on the topic in Spain and the EU. It course will be delivered in coordination with the course "Modelos de Economías Sociales y de Reciprocidad con enfoque Indigena" by graduate student Gretchen Hernandez (CSCD–SFU).

TABLE 6   SAS WORKSHOPS

WORKSHOP	PLACE AND DATE	PARTICIPANTS
Taller Análisis de Actores	San Cristóbal: 9 - 11 March 2009	20
Taller SAS	San Simón: 15 - 7 October 2009	30
Taller SAS	San Cristóbal: 14 - 16 January 2010	15
Taller Presencial de Planificación y Diseño Participativo de Estrategias de Comunicación (1ra Versión)	La Paz 9 - 17 April 2010	28
Taller Presencial de Planificación y Diseño Participativo de Estrategias de Comunicación (2da. Versión)	La Paz 21 - 29 May 2010	31
Taller Presencial de Planificación y Diseño Participativo de Estrategias de Comunicación	La Paz 2 - 10 July 2010	26
Total		150

The two courses related to SAS will be delivered by Professors Edgar Pabón and Juana Perez. These courses represent a transition from SAS workshop-format to SAS on-line course format. Table 6 gives information about SAS workshops conducted as part of the project's objectives.

What types of professionals are attending these courses? Table 7 presents data available for two recently delivered courses. Tables 14 and 15 in Annex 2 give additional information about country of origin and disciplinary background. Audiences differ according to the nature of course. The course on "Gender Leadership and Interculturality" attracted the interest of persons who work as consultants or advisors, and individuals who are members of NGOs. However at the time of actual registration, persons that registered were those who work in national foundations or NGOs (which include GROs) or are responsible for programs and projects. The course on "Migration, Remittances and Development" attracted directors of NGOS, members of NGOs, university professors and individuals working in research centres. At the time of actual registration, the number of persons working in the public sector increased and the number of 'academics' was dominant.

TABLE 7   COURSES "GENDER LEADERSHIP AND INTERCULTURALITY" & "MIGRATION, REMITTANCES AND DEVELOPMENT"

DISTRIBUTION OF INTERESTED PERSONS (I) AND PARTICIPANTS (P) BY TYPE OF PROFESSIONAL WORK

Type of professional work	Gender Leadership & Interculturality				Migration, Remittances & Development			
	I	%	P	%	I	%	P	%
Private sector / consultancies (1)	72	21.6	3	10.3	4	4.0	3	14.3
Director / Executive of Non Governmental Organization	29	8.7			19	19.2	1	4.8
Officer of foundation (2)	23	6.9	12	41.4	3	3.0		
Officer / member of Non Governmental Organization / GROs (3)	86	25.9	6	20.6	30	30.3	3	14.3
University Professor / Higher education institution	13	3.9	1	3.5	9	9.1	5	23.8
Researcher at university / institute	18	5.4	1	3.5	9	9.1	5	23.8
Local authority / Officer at local government / municipality	22	6.6	1	3.5	6	6.1		
National ministry officer / employee	12	3.6			2	2.0	1	4.8
Other type of national government institution	12	3.6			7	7.1	1	4.8
Project manager / operator (4)	4	1.2	5	17.2	3	3.0	2	9.4
University student	27	8.1			7	7.1		
Other	15	4.5						
Total	333	100.0	29	100.0	99	100.0	21	100.0

(1)	Managers of private enterprises, self-employed workers, consultants, advisors
(2)	Members / officials of NGOS that operate as national foundations
(3)	Includes administrators, general coordinators, program coordinators, members
(4)	Includes persons that declared to be operating a program or project

In general terms, these two cases show that the audiences are not predominantly 'academics' but people who work in NGOs, GROs, local institutions and public sector, or are responsible for programs or development projects. It is this sort of 'non-academic' audience that is the target of the project. In other words, they are people who are development professionals with limited time or resources to return to the university classrooms. It should be underlined also that this sort of audience, although able to pay for courses, would be challenged if fees were significantly higher.

As indicated before, completion of a second round of on-line courses would ensure good quality and well-tested educational products. More significantly, it would allow the

consolidation of a portfolio of courses of diverse types in terms of content, audience and proven interest, supported by effective communication means and data bases. This result would be clear proof that the model proposed by the project is not only feasible but that it also meets a need, opens opportunities for Canadian professors and graduate students to reach the audience of people that are in the 'front line' of development, and represents an avenue to develop Canada-LAC partnerships.

3.4. Other Supporting Partnership Activities between Canada and LAC

i. *The project will support participation of the project's partners and selected Canadian network representatives in two workshops organized by RIPPET or other LAC networks. The purpose will be to assess project advances and explore partnership opportunities between Canadian and LAC institutions. Advantage will be taken of existing forums and the organization of conferences with wide Latin American participation by adding one or two days to the agenda of the event in question.*

The first meeting of project partners was organized to take advantage of the VIII Meeting of the Ibero American Network on Territorial Studies and Policies (RIPPET) held in Manizales, 6-8 August 2009. Participation of Canadian partners was funded by the project, the University of Manizales, and local sponsors from the "Eje Cafetero" in Colombia. Documents from this event are available at:
http://www.cebem.org/cmsfiles/publicaciones/1._Documentos_del_Encuentro_RIPPET.pdf

Papers presented in the conference were published as a special number ANFORA journal Year 16, Number 26, January-June 2009 (sic). It includes the paper entitle "Asociaciones de Conocimiento para el Aprendizaje Participativo y la Actualización", which was prepared and presented with collaboration of all partners.
http://rippet.cebem.org/revista.php?ID=1312

A second workshop or seminar should take place before the project ends. However, it is proposed to conduct this second workshop in virtual format, in order to save resources and meet the financial needs of a time extension for the project (see section 4).

ii. *Mutual access to newsletters: Many LAC and Canadian institutions produce and circulate their own newsletters. The project will pursue to promote cross utilization between these newsletters, and between them and the project's newsletter, in order to disseminate information and promote collaboration for purpose of sharing knowledge.*

The newsletter publishes news from the partners, including links to books and newsletters. Thus, "LACYork" from CERLAC and IISD-McGill Newsletter receive wide dissemination in the region. There is still work to be done with issuers of other newsletters from Canada in order to reach agreements for mutual circulation and exchange of news. Language is not an insurmountable barrier any more because the newsletter includes a Google translation facility. Although Google translation does not produce good results always, it is the best option given the limited resources for the bi-weekly publication of the newsletter.

iii. *Mutual access to virtual libraries: Information about virtual libraries and how to access and use them will be circulated by means of the project's newsletter. Emphasis will be put on the introduction of documents, books, theses, and other documents produced by the project's partners.*

The data base has links to a small number of Canadian virtual libraries. This is an area that requires further development. There is a significant number of links to Latin American libraries.

> *iv.   Visits by graduate students, postgraduate fellows and professors: In special cases, the project will support visits with the purpose of exploring development of specific collaboration or partnerships between the project's partners. Objectives may include development of materials for the focus themes, training courses, databases, and dissemination tools.*

The only activity conducted under this point was the participation of partners in the Manizales conference. It was useful to establish contact with a large number of Colombian universities. There is much work to be done in terms of follow up.

> *v.   Forums: At least two forums or teleconferences will be organized for discussing academic issues and promote partnership development. One topic will be Community Economic Development; in this case the forum will be organized between CCEDNet and CEBEM.*

(See section 3.5 below)

> *vi.   Online courses will look to feed existing networks and CoPs in Canada and LAC.*

Evaluation of the first round of courses will be done in order to improve the marketing strategy with new networks in Canada in LAC. The courses are expected to be a tangible base to attract participation.

> *vii.   Network capacity building. An online workshop in the format of a short course will be organized with the assistance of IDRC's Partnership and Business Development Division on Capacity Building for Resource Mobilization (CBRM). The purpose will be to identify and assess elements and mechanisms for a strategy aimed at giving sustainability to the project's activities. Participants will be the project partners and a select number of experts and stakeholders.*

This activity is pending of discussion with CBRM.

3.5.   Online Forum Facility

> *Support to online forums is currently available but not utilized. CEBEM will help interested partners to organize forums as requested. The partner interested in experimenting with this tool in the short term is CCEDNet, which plans to organize a region-wide Community Economic Development Forum in order to expand its reach.*

3.5.1.   Forums

Support for the organization of five virtual Latin America–Canada forums was given to CCEDNet and CSCD-SFU (Table 8).

Results from these forums showed that this model of learning can work well. It was possible to overcome distance and language barriers to engage in mutually beneficial exchange of information, ideas, models, and strategies for indigenous-directed community development. Proceedings of online participations and discussions were prepared in English and Spanish. These forums were developed in collaboration with CCEDNet and a CED instructor (Community Economic Development) from Nicola Valley Institute (an Aboriginal College in B.C.) and participation of SFU graduate students.

TABLE 8   FORUMS ORGANIZED BY CCEDNET AND CSCD-SFU

Name	Date	Number of participants
"Inclusión Económica de la Juventud. Sesión de tele-aprendizaje América Latina – Canadá""	February 6, 2009	11 Canadians, 27 Latin Americans
"Investigación de desarrollo de políticas públicas para la economía solidaria. Sesión de tele-aprendizaje America Latina – Canadá"	March 27, 2009	9 Canadians, 18 Latin Americans
Aboriginal / Indigenous Community Economic Development Teleconference – Latin America-Canada Learning Forum "Desarrollo Económico Comunitario Indígena"	May 4, 2009	15 participants (3 Canadian and 12 Latin American) 82 requests to participate from LAC
Aboriginal / Indigenous Community Economic Development Online Forum for Latin American-Canada exchange "Desarrollo Económico Comunitario Indígena. British Columbia y los Andes"	July 18 – August 23, 2009	25 participants: indigenous (First Nations) from British Columbia, Peru, Paraguay, and Ecuador
"Políticas Públicas e Investigación para la Economía Solidaria" Policy Frameworks for the Social Economy	02 Nov.– 06 Dec. 2009	28 core participants (5 canadians, 23 latin Americans) and 112 auditors

A summary document of main points and findings from the online forums has been produced for the virtual library and distribution to interested people through forum participants' networks (in English and Spanish).

Additionally eight (8) case studies of indigenous CED (in English and Spanish) have been prepared, pending permission from participants to publish and disseminate these cases. Some of these materials and information will be used in the online course currently being developed on the topic by CSCD-SFU.

In May 2010 a call was made for participation in a virtual forum on "Training in Intercultural Communication in the Working Place. Latin America–Canada–USA–EU–Asia" (http://ccd-ckd.cebem.org/pages/topint/index_eng.php). This activity was organized by CEBEM in collaboration with CIC-UBC, CSDC-SFU, ISHD-York University, and three German organizations: Centre for Cultural and General Studies (ZAK), Supporting Association of Postgraduate of Regional Planning Institute (IfR) e.V., and German Evangelic Working Committee for Adult Education e.V. The purpose was to conduct a wide consultation in the LAC region about the most important issues for development of courses and applied research initiatives on the topic. The expectation is to obtain a framework for a more fruitful North-South discussion and collaboration.

The forum, currently under development, is led by Ana Rosa Lopez de Cardenas, specialist in Social Communication for Development, M.A. in Political Action and Citizen Participation in the State of Law (Madrid, Spain), M.A. in Regional Science and Regional Planning and with complementary studies in Applied Cultural Science (Karlsruhe-Germany); (http://www.cebem.org/cmsfiles/personas/2010_CV_LOPEZ.pdf).

TABLE 9   VIRTUAL FORUM LATIN AMERICA–CANADA–USA–EU–ASIA: TRAINING IN INTERCULTURAL COMMUNICATION

DISTRIBUTION OF PARTICIPANTS BY TYPE OF PROFESSIONAL WORK

Type of professional work	N	%
Private sector for profit organization (1)	65	14.0
Director of Non Governmental Organization	40	8.7
Officer of foundation (2)	21	4.5
Officer of Non Governmental Organization (3)	126	27.3
University Professor / Higher education institution	62	13.4
Researcher at university / institute	31	6.7
Local authority / Officer at local government / municipality	23	5.0
National ministry officer / employee	34	7.4
Other type of national government institution	12	2.6
Project manager / operator (4)	36	7.8
University student	12	2.6
Total	462	100.0

(1)   Managers of enterprises, independent workers, consultants, advisors
(2)   Majority work for NGOS that operate as national foundations
(3)   Includes administrators, general coordinators, program coordinators
(4)   Includes persons that declared to be operating a program or project

The call was responded by over 460 interested persons from 14 countries in Latin America and from some other countries beyond, which resulted in the organization of three versions of the forum. Table 9 gives information about the composition of the audience by type of professional work. The forum attracted mainly consultants, members of NGOs, academics, and people from the public sector. As expected the participation from Bolivia was massive given the political importance of the issue in current Bolivian politics.

The forum is producing very rich material including suggestions, proposals and experiences useful for future courses and research projects. From the first two versions of the forum the following topics emerged as most important:

- Intercultural communication and migration (internal or national, and international)
- Intercultural communication in health contexts
- Intercultural communication and environmental management
- Training on intercultural communication skills for the handling of multicultural work environments
- Integration of interculturality concepts in the training of professionals

Results will be serve as input for the production of a course on "Auto-determinación y Autonomías Indígenas en América Latina y Canadá" to be produced by ISHD-York U.

3.5.2. Call for "A Global Inventory of Women-Led Initiatives of Social Change"

The International Secretariat for Human Development (ISHD) launched a call, using the project's newsletter, for presentations of cases for the creation of a global knowledge bank of women-led initiatives of social change, with an emphasis on small and marginalized communities.

The purpose of the inventory is to contribute to wider dissemination of key women-led development experiences. The purpose is to integrate real life experiences of women/communities into development-related curricula, research and practice, and service and policy advice delivery. The hope is that this inventory will create an incentive for researchers, practitioners and women's groups to document and synthesize their work. In the process of submitting their case study, women's groups may find important opportunities for reflection, assessment and exploration. In ISHD's experience in working with women's groups, excellent practice often goes undocumented, and many important lessons and opportunities to provide policy advice or improve services are lost.

This inventory will serve also to create a data base of researchers, practitioners, and organizations with a capacity to give advice or consultancy services to women groups or women-led development activities around the world. It is also expected that the inventory will be a useful input to curriculum development and training activities.

The call was sent in English and Spanish; 44 proposals were received, 35 were accepted of which 10 were selected. Their profiles are being uploaded on a special website created for that purpose http://perspectives.apps01.yorku.ca/. The material is currently both in Spanish and English http://perspectives.apps01.yorku.ca/category/featured-content/. A graduate student, Irma Molina, a Ph.D. candidate at University of Toronto has been hired to collaborate in this initiative. Distribution of cases by country is given in Table 10. All cases were submitted by grass-root organizations, NGOs or practitioners (see Table 16 in Annex 2).

TABLE 10   PROPOSALS FOR CASE STUDIES ON WOMEN-LED INITIATIVES OF SOCIAL CHANGE BY COUNTRY

Country		Country	
Argentina	4	Kenya	1
Bolivia	11	Mexico	3
Canada	1	Paraguay	1
Colombia	2	Peru	2
Congo	1	Spain	2
Costa Rica	1	Uruguay	1
Cuba	1	USA	1
Germany	1	Venezuela	1
India	1		
Total		35	

3.6.   Training of Graduate Students

A training of up to twelve Canadian graduate students in virtual education and their subsequent participation in the courses as tutors and co-producers with university professors, the organization of thematic areas, and the creation of data bases;

The purpose will be to increase LAC and Canadian human resources familiar with online education and the methodology of the project's model, and to enhance sustainability of project activities. Two modalities will be supported: visits to CEBEM and the project's partners, and participation in the production of online courses and other activities of the project.

Ten Canadian graduate students have received training in diverse activities, six of them on the production and delivery of on-line courses. Table 12 summarizes the information. The process of selection of students was conducted by each Canadian partner.

CERLAC hired a graduate student, Paulo Ravecca, in 2008-2009 to collaborate in the search of specialists in Canadian universities. In 2010 CERLAC hired two graduate students, Pedro Marcelino and Katarina Jurik to assist in the production of an on-line course and to continue the work on the directory of Canadian researchers respectively. Marcelino identified relevant course readings and resources and assisted with course delivery. The other student is conducting research for the directory of Canadian researchers. The selection has been through an open call for applications using CERLAC's listserv. A total of 6 applications were received. Two students were interviewed and selected for the positions.

IISD sent out an open call in September 2009 to its distribution list, which currently has over 400 subscribers, many of whom are located in Montreal and Quebec universities. Various inquiries were received including Montreal and Laval universities and four applications were made for the positions. Two graduate students, Christian Krelling and Itzela Sosa were selected.

CIC-UBC selected a graduate student, Evelyn Encalada Grez for the development of a course on migration. Another Ph.D. student, who is originally from Chile, was hired in February 2009 to introduce a module into the content of a course about alternative forms of education.

CSCD-SFU hired two graduate students. The first graduate student was selected because she was already selected for a grant to do research in Bolivia through a CIDA funded project. However, the selection process for her research grant was competitive: an open call went to graduate students in the Latin American Studies and International Studies programs, and a committee of three evaluated the applications. For the second graduate student, a job description was posted to Latin American Studies and International Studies and received two applicants, which were evaluated by a committee of two professors. ISHD made the selection based on former work experience with the Secretariat or through recommendations from other faculty members.

3.7. Beneficiaries

Two major groups of beneficiaries are targeted in this project, although several secondary groups are expected to benefit as well. They are individuals and institutions engaged in, or interested in experimenting with, learning communities and CoPs across geographic, substantive and occupational boundaries; and professionals and technical personnel working in various disciplines interested in expanding or updating their knowledge and skills in one or several substantive focus areas of the program.

TABLE 11   TRAINING OF CANADIAN GRADUATE STUDENTS

	Name	Institution	Course / Activity	Date
1	Evelyn Encalada Grez http://www.evelynencalada.com/academic.htm	Centre for Intercultural Communication (CIC) University of British Columbia	Course: "Labour Migration & Displacement"	July 2009 & April 2010
		ISHD – York University	Work for on-line data base	Nov. 2009
2	Gretchen Hernandez http://www.sfu.ca/cscd/directory/gretchen-hernandez/	Centre for Sustainable Community Development	Course: "Modelos de Economías Sociales y de Reciprocidad con enfoque Indígena"	Nov. – Dec. 2010
3	Christian Krelling http://sites.google.com/site/ckrelling/	School of Urban Planning, McGill University	Course: "Energy, Development and the Environment"	August – Sept. 2010
4	Pedro Marcelino http://ccd-ckd.cebem.org/who/pedro_marcelino_CV.pdf	Centre for Research on Latin America and the Caribbean (CERLAC) International Secretariat for Human Development (ISHD) – York U.	Course: ""Mejores prácticas" en Proyectos de Migración, Remesas y Desarrollo"	May – June 2010
5	Itzela Sosa http://ccd-ckd.cebem.org/who/Itzela_Sosa_CV.pdf	Department of Sociology / Laval University	Course: "Social vulnerability, sexual and reproductive citizenship, health and rights. Concepts, problems and practices in Latin America"	August 2010
6	Paulo Rabecca http://ccd-ckd.cebem.org/who/Paulo_Ravecca_CV.pdf	CERLAC / ISHD / York University	Course: "Pensando la actualidad latinoamericana: "Neoliberalismo", "giro a la izquierda", "populismo" y otros dilemas continentales"	August 2010
7	Catherine Tegelberg Master's student	CSCD – Simon Fraser University	- Work for on line directories and data bases - Participated in online courses run by CEBEM on Virtual Education: (a) on using Moodle and (b) on facilitating Virtual Education - Participated as facilitators and observers in forums	2009 – 2010
8	Erwin Blanco Master's student			
9	Irma Molina Ph. D candidate - UT	ISHD – York U.	Assistant for Call on Case Studies on Women Lead Organizations	April – August 2010
10	Allee Attoe, Graduate student York University	ISHD – York U.	Assistant for production of on-line course on "Self-determination and indigenous autonomy"	May 2010

Secondary beneficiaries include regular and occasional users of the widely disseminated information services, international cooperation agencies working in Latin America, and communities involved with researchers and other professionals who apply SAS[2] approaches to their work. Specifically:

I   *Professors, graduate students, postgraduate fellows from Canadian and Latin American and Caribbean training and research institutions will benefit with training on what is, how to produce, demand, and control quality of virtual education courses, and the potential of this new avenue of learning for participating in the global educational market.*

Ii   *Professionals, technical personnel, and project operators working in various disciplines interested in expanding or updating their knowledge and skills in one or more of the substantive focus areas of the program will benefit with the delivery of short-term courses for professional updating.*

Iii   *CoPs and networks that work in one of the thematic areas will benefit by having access to a Portal that is open to them, provides easy access to communication and information sources and tools, and supports them for knowledge exchange and collaboration. In this way, the project will be benefiting also learning communities related to those networks.*

As shown in previous sections and Tables 7 and 9 the project has been able to reach its target audiences in significant extent in Latin America. The audience is made of development professionals, many of them working at the grass-root level. A special case is the audience for REDESMA which made of specialists in environment and natural resources management (see Table 17 in Annex 2). However, much work has still to be done to continue expanding audiences in Latin American and the Caribbean countries, particularly in Central America and Paraguay. Brazil has not been an explicit target due to the existing of very active national networks and strong universities and centres. Outside Latin America there is also much work to be done in order to expand contacts with the NGO community in Canada.

Regarding new contacts at the international level, CEBEM has contributed two case studies to the research project on community engaged research conducted by GACER (http://communityresearchcanada.ca/?action=alliance). A book in print and virtual format will be published shortly. CEBEM has also been invited to participate in the next on-line "Dialogue on Strengthening North-South Collaboration in CU Engagement" (September 22-23 2010 along with the following initiatives and networks: The Talloires Network (Boston) http://www.tufts.edu/talloiresnetwork/; PASCAL International Observatory (Glasgow) http://www.obs-pascal.com/; GACER (New Delhi, India and Victoria, BC) http://communityresearchcanada.ca/?action=alliance; Living Knowledge Network (Bonn, Germany and Groningen, the Netherlands) http://www.scienceshops.org/; Global Universities Network for Innovation (Barcelona) http://www.guni-rmies.net/; http://www.cebem.org/cebem_internacional_i.php; and the Association of Commonwealth Universities Extension Network (London, IK and Stellenbosch, South Africa) http://www.acu.ac.uk/member_services/professional_networks/extension/Extensio.

Table 12 presents information about CEBEM's current national and international partners. CEBEM has broadened its capacity to reach more diverse and wider audiences. The number of its beneficiaries and interlocutors has expanded. CEBEM has been able also to introduce in the region and beyond the concept of participatory information management, going beyond the usual practice of circulation of news and documents. The number of projects and institutions that identify with CEBEM's perspective has increased, shaping emerging knowledge communities. Consolidation of this avenue of work will make it easier for other academic, education and training institutions in LAC and Canada to create knowledge communities around specific themes, which is one of the higher-level purposes of this project.

TABLE 12   CENTRO BOLIVIANO DE ESTUDIONS MULTIDISCIPLINARIOS PARTNERS

NOMBRE	YEAR	ACTIVIDAD
RIPPET / UAEM/ UAM/ RII/ RIER	2010 - 2011	Organization of XI RII and RIER Conference Organization of XII International, Manizales Publication of Newsletters Technical Secretariat Responsible for RIPPET's website
POLIS	2010	Production and delivery of on-line courses on Social and Solidarity Economy
Universidad de La Mancha España & Instituto Polis/UNICAM	2010	Production and delivery of on-line courses on Social and Solidarity Economy
RIBEI	2010	Participation in the creation of the network and organization of first conference next 2011 in Buenos Aires
PROGEO	2010-2011	Production and delivery of on-line courses on Gender
CESU	2010- 2011	Production and delivery of on-line courses for Program on Local and Territorial Development
IE	2010- 2011	Production and delivery of on-line courses on Sustainable Development and the Environment
VertebrAlcue	2010- 2011	Collaboration in thematic networks and activities with the objective to create a common space for the promotion of quality in higher education
FLACSO Ecuador	2009	Production and delivery of regular and on-line courses on indigenous peoples and development

RIPPET – Red Iberoamericana de Postgrados sobre Políticas y Estudios Territoriales http://rippet.cebem.org/
UAEM – Universidad Autónoma del Estado de México. Instituto de Estudios sobre la Universidad. http://uaemiesu.blogspot.com/
UAM – Universidad Autónoma de Manizales. Maestría en Desarrollo Regional y Planificación del Territorio. Colombia http://www.autonoma.edu.co/
RII – Red Iberoamericana de Investigadores sobre Globalización y Territorio
RIER - Red Ibero Americana de Editores de Revistas
RIBEI – Red Iberoamericana de Estudios Internacionales http://www.fundacioncarolina.es/es-ES/Paginas/RIBEI.aspx
Universidad de la Mancha – Faculty of Economic and Business Sciences http://www3.uclm.es/fcee-ab
Instituto POLIS http://www.polis.org.br/default_en.asp
UNICAM – Universidad de Campinas, Brasil
PROGEO – Programa en Gestión de Organizaciones con Enfoque de Genero http://www.wim-network.org/progeo/site/presentacion/presentacion.asp
CESU – Centro de Estudios Superiores Universitarios, de la Universidad Mayor de San Simón http://www.cesu.umss.edu.bo/
IE – Instituto de Ecología de la Universidad Mayor de San Andrés http://www.umsa.bo/dipgis/app?service=page/InstituteList
VertebrAlcue – Vertebración America Latina, el Caribe y la Unión Europea) http://vertebralcue.cebem.org/socios.php
FLACSO – Facultad Latinoamericana de Ciencias Sociales http://www.flacso.org.ec/

3.8.   Advisory Board

The informal Advisory Board was set up with two members: Jorge Balkan Ph.D. sociologist (Centro de Estudios Estado y Sociedad CEDES, Argentina & OISE-University of Toronto (http://cide.oise.utoronto.ca/people/faculty_profiles/Balan/Balan_CV.doc) and Budd Hall, Director, University of Victoria, Office of Community Based-Research (http://web.uvic.ca/ocbr/index.html)

4.   FINANCIAL SUSTAINABILITY

This Phase of the program will build upon what was learned about sustainability during the previous phase (see section 2 above). Sustainability, given the collaborative nature of the initiative, is rooted in the on-going interest of the partner institutions. It is expected that, insofar as the activities of the project become part of the regular activities of the partners, they will be maintained beyond the project end. In this way, CoPs could be strengthened and promoted in virtual format.

CEBEM recently established contact with IDRC's Partnership Building and Development Division (PBDD) with a view to organizing a virtual workshop on Capacity Building for Resource Mobilization.

From the point of view of institutional support, results are satisfactory. The focus of activities has continued to be in expanding the network of institutional contacts in LAC and Canada. Results have been very positive and the project as well as CEBEM's and the partners' activities are more known. The project's website has currently over 75,000 visits.

From the financial point of view, the courses so far delivered by the project have generated income by an amount that is approximately 40 percent of the courses' direct costs. Additional deliveries per course could increase this percentage. Further financial analysis is needed to examine under what conditions – coordination costs, number of tutors, number of new courses to be produced, number of additional deliveries of courses produced, number of participants per course, and cost of registration fees to be paid - financial sustainability may be obtained for a program of short on-line courses addressed to development professionals. One key condition is how much may be charged as registration fee. A fee between US 200 and 150 is charged currently in order to give access to professionals in LAC region. Higher registration fees would increase income but it would put the courses outside the reach of the audience the project aims to benefit. This dilemma is not new. One experience from the project is the case of CIC-UBC, which is obliged to charge full cost for its courses – between CAD 700 and 1,000 – and as a result LAC audience becomes out of its reach.

5.   HOW DO WE SEE THE FUTURE?

The project has accumulated an important capital of experience in several areas for the benefit of all partners with respect to how to reach audiences in Latin America, how to identify expertise in Canada, ICT know-how, organization of virtual libraries and databases, and how to marketing courses for professionals and practitioners. On that basis, CEBEM and partners in Canada and Latin America envision beyond 2011 an

initiative that would give academics and practitioners, professors and graduate students the opportunity to generate collaboratively educational products for professional updating, while at the same time testing curricular contents, academic knowledge, program research results, and thesis ideas. The objectives would be (1) to learn more and better (i.e systematize experience) about how to improve the engagement / interconnectedness of training programs and research and development activities, in particular but not exclusively with the needs of local communities; and (2) to meet the on-going needs for professional development and updating of knowledge and skills in areas of greatest need, with special emphasis on individuals engaged in development work and on university-community links.

Discussions about the specifics of a new initiative have begun. The new initiative could take the form of a program to improving curriculum in institutions in both North and South by giving academics, university professors, and graduates the opportunity to test knowledge and hypotheses; indeed, there remains much to be done to support the connection between knowledge and practice, university and community, and academics and practitioners within and between regions. A new initiative could also facilitate testing results from research programs of donors, research centres and cooperation agencies through their exposure in on-line courses and forums with participation of development professionals and practitioners. A final key issue: it is strongly believed that the financial sustainability of this idea can achieved to a significant extent on the base of fees paid by participants.

5.1. Objectives for next months

As indicated before, there are a number of activities which will require additional time beyond the current termination date of the project (October 31st, 2010). The general objective of the next period of eight (8) months until June 2011 is to <u>consolidate results</u> from Phase II and, on that basis, to produce and promote a new initiative for North-South knowledge partnerships aimed at meeting the needs of professionals and practitioners and, in this way to improve the engagement of training and research programs with the community. Thus, results, products and instruments from Phase II would be in the position to be fully disseminated and utilized by professionals, academics and practitioners.

Specific objectives for the next months are:

1) To complete the development of communication mechanisms, databases, and SAS website.

2) To deliver a second round of courses produced during Phase II in order to obtain well tested educational products, and expand the reach of these courses.

3) To conduct an assessment of the achievements of Phase II and disseminate results to Canadian and LAC institutions.

4) To conduct a financial feasibility study for a future program in order to assess its potential sustainability and explore interests of donor agencies, development institutes and universities from Canada, the USA and the EU to participate in a new initiative.

5.2.   Activities

The following complementary activities will be conducted between November 2010 and June 2011.

(1)   Expanded development of the Structuring Model

    a. Newsletter and virtual library:

        1) Negotiation of agreements with issuers of Canadian newsletters for the mutual circulation of news, information, advertising of activities, and documents.

        2) Create a system of key words (country, type of professional work, occupation, interests, and other relevant characteristics) for automatic self-subscription to the newsletter and easy compilation of statistics

        3) Analysis of a sample taken from the 136,000 subscribers to the newsletter with the purpose to update information about types of audiences and design more effective marketing strategies

    b. Expansion and improvement of directories and databases:

        1) Completion of the data base on Canadian virtual university libraries

        2) Expansion of the data base on Canadian newsletters and selected LAC newsletters

        3) Expansion of data base on Canadian NGOs

        4) Expansion of data base on graduate programs, research centres, newsletters, and NGOs in Central America, the Caribbean and Paraguay.

    c. Online Forum Facility:

    On-line publication of documents produced by forums. Integration of results produced by Forum on Interculturality into ISHD course on "Autodeterminación y Autonomía Indígena en América Latina y Canadá"

    d. Focus themes/ thematic areas:

    Completion of development of website produced for "Participatory Research Methods" integrating SAS with other methodological tools.

(2)   Online courses for professional development and updating

    a. Courses produced by CEBEM and LAC partners:

        i. Delivery of second round of four (4) on-line courses produced by LAC partners.

        ii. Production and delivery by LAC partners of three (3) on-line courses complementary to Canadian courses.

iii. Delivery of a second round of (4) SAS^2 on-line courses.

b. Courses produced by Canadian partners:

   i. Delivery of second round of six (6) on line courses produced by Canadian graduate students and professors.
   ii. Assessment of demand for courses produced by all partners, particularly by CIC-UBC.

(3) <u>Other supporting partnership activities between Canada and LAC</u>

   i. Organization of a final evaluation workshop with participation of all partners and invited experts from donor agencies and international organizations. The workshop will have a virtual format. The evaluation will focus on (1) products obtained; (2) interests and needs of audiences and institutions reached through courses, forums, calls and newsletters; and, (3) potential of results and outcomes for new initiatives.
   ii. Dissemination of the project's results through the newsletter.
   iii. Organization of an online workshop with the assistance of IDRC's Partnership and Business Development Division on Capacity Building for Resource Mobilization (CBRM). The purpose will be to identify and assess elements and mechanisms for a strategy aimed at giving sustainability to the project's activities. Participants will be the project partners and a select number of experts and stakeholders.

(4) Analysis of financial sustainability of a program of short on-line courses for professional updating, addressed to development professionals and practitioners in LAC.

ANNEX 1

TABLE 13   CCD-CKD WEBSITE DISTRIBUTION OF VISITS BY COUNTRY
(Up to June 30 2010)

Country	Visits	%	Country	Visits	%	Country	Visits	%
Bolivia	18788	25.8	UK	369	0.5	Zambia	79	0.1
Peru	11069	15.2	France	261	0.3	Kenya	71	0.1
Colombia	7428	10.2	Honduras	178	0.2	Somalia	70	0.1
USA	5097	7.0	Japan	171	0.2	Egypt	68	0.1
Mexico	5097	7.0	Hungary	168	0.2	UAE	63	0.1
Canada	4660	6.4	Nicaragua	155	0.2	Qatar	57	0.1
Ecuador	3350	4.6	South Africa	149	0.2	Turkey	55	0.1
Venezuela	3058	4.2	Germany	146	0.2	Italy	51	0.1
Argentina	2476	3.4	Sweden	145	0.2	Serbia	42	0.1
Spain	1311	1.8	India	139	0.2	Poland	38	0.1
Chile	1275	1.7	Australia	127	0.2	Slovakia	29	0.1
Brazil	921	1.2	Taiwan	118	0.1	Austria	27	0.1
Uruguay	906	1.2	Eritrea	113	0.1	Bangladesh	26	0.1
Paraguay	831	1.1	Sri Lanka	107	0.1	Singapore	20	0.1
Costa Rica	684	0.9	Granada	98	0.1	Vietnam	17	0.1
Guatemala	536	0.7	El Salvador	96	0.1	Thailand	16	0.1
Cuba	519	0.7	Belize	87	0.1	Philippines	12	0.1
Dominican Rep.	407	0.5	Haiti	86	0.1	New Zealand	10	0.1
Panama	395	0.5	Jamaica	83	0.1	South Korea	5	0.1
Portugal	381	0.5	Nigeria	79	0.1	Total	72820	100.0

ANNEX 2

TABLE 14   COURSE GENDER LEADERSHIP AND INTERCULTURALITY
(LIDERAZGO EN CLAVE DE GÉNERO E INTERCULTURALIDAD)

DISTRIBUTION OF INTERESTED PERSONS (I) AND REGISTERED PARTICIPANTS (R) BY
COUNTRY AND DISCIPLINE

Country	I	%	R	%
Bolivia	199	50.4	15	51.7
Peru	59	15.0	4	13.9
Colombia	31	7.9		
Ecuador	25	6.3	4	13.9
Mexico	21	5.3		
Argentina	17	4.3		
Spain	10	2.5		
Chile	7	1.8		
Brazil	4	1.0		
Paraguay	4	1.0		
Costa Rica	3	0.7		
Uruguay	3	0.7		
Venezuela	3	0.7		
Honduras	2	0.5	1	3.4
Austria	1	0.3		
El Salvador	1	0.3	2	6.9
Dominican Rep.	1	0.3	1	3.4
Guatemala	1	0.3	1	3.4
Ncaragua	1	0.3	1	3.4
Panama	1	0.3		
Total (4)	394	100.0	29	100.0

Discipline	I	%	R	%
Communication	27	8.3	1	3.8
Journalism	3	0.9		
Linguistics	1	0.3		
Agronomy	17	5.2	2	7.7
Forestry	3	0.9		
Zootechnics	1	0.3		
Veterinary	4	1.2		
Education	32	9.9	2	7.7
Law	35	10.9	5	19.3
Public Administration	2	0.6		
Anthropology	8	2.5		
Sociology	16	4.9	2	7.7
Political Science	17	5.2	1	3.8
Economy	18	5.6	2	7.7
Accounting	11	3.4		
Business Administration	19	5.9	2	7.7
International Relations	5	1.5	1	3.8
Tourism	1	0.3		
Human Resources	7	2.2		
Psychology	25	7.7	2	7.7
Social Work	16	4.9	1	3.8
Health Sciences(1)	13	4.0	4	15.5
Biology	6	1.9		
Engineering (2)	6	1.9		
Architecture	4	1.2	1	3.8
Environment	1	0.3		
Regional development	8	2.5		
Geography	2	0.6		
Informatics	6	1.9		
Library Sciences	1	0.3		
Other disciplines (3)	9	2.8		
Total(4)	324	100.0	26	100.0

(1)   Odontology ,Obstetrics, Nutrition, Public Health
(2)   Engineering, Civil Engineering, Industrial Engineering
(3)   History, Planning, Philosophy, Conflict resolution, Secretary studies
(4)   Differences in total figures are due to incomplete information

TABLE 15   COURSE MIGRATION, REMITTANCES AND DEVELOPMENT

DISTRIBUTION OF INTERESTED PERSONS (I) AND REGISTERED PARTICIPANTS (R) BY
COUNTRY AND DISCIPLINE

Country	I	%	R	%
Bolivia	61	40.9	8	36.5
Peru	23	15.5		
Mexico	16	10.7	3	13.7
Colombia	10	6.7		
Ecuador	8	5.4		
Spain	4	2.7		
El Salvador	4	2.7	2	9.1
Guatemala	4	2.7	1	4.5
Costa Rica	3	2.0		
Argentina	3	2.0	2	9.1
USA	2	1.3	1	4.5
Italy	2	1.3		
France	2	1.3	1	4.5
Paraguay	2	1.3	2	9.1
Germany	1	0.7	1	4.5
Chile	1	0.7		
Honduras	1	0.7	1	4.5
Dominican Rep.	1	0.7		
Venezuela	1	0.7		
Total (4)	149	100.0	22	100.0

Discipline	I	%	R	%
Communication	8	5.9		
Journalism	1	0.7		
Agronomy	3	2.2		
Forestry	1	0.7		
Veterinary	3	2.2		
Education	5	3.7	1	4.8
Law	11	8.1		
Philosophy	1	0.7		
Anthropology	3	2.2	1	4.8
Sociology	20	14.8	2	9.5
Political Science	4	2.9	1	4.8
Population / Demogr.	7	5.1	2	9.5
Economy	23	17.0	6	28.5
Accounting	3	2.2		
Business Administration	1	0.7	2	9.5
Statistics	1	0.7		
International Relations	17	12.6	3	14.3
Psychology	5	3.7	3	14.3
Social Work	3	2.2		
Health Sciences(1)	1	0.7		
Biology	1	0.7		
Engineering (2)	2	1.5		
Environment	4	2.9		
Regional development	8	5.9		
Total (4)	136	100.0	21	100.0

(1)   Odontology ,Obstetrics, Nutrition, Public Health
(2)   Engineering, Civil Engineering, Industrial Engineering
(3)   History, Planning, Philosophy, Conflict resolution, Secretary studies
(4)   Differences in total figures are due to incomplete information

TABLE 16   CASE STUDIES ON WOMEN-LED INITIATIVES OF SOCIAL CHANGE

**International Secretariat for Human Development
York University**

	ORGANIZATION	COUNTRY	THEME	LANGUAGE
1	Centro de Derechos Humanos y Ambiente (CEDHA) www.cedha.org.ar	Argentina	Environment	Spanish
2	Barrios del Plata, Republica Grameen La Plata www.barriosdelplata.org.ar	Argentina	Production/ Livelihood	Spanish
3	Fundación Suma Veritas	Argentina	Production/ Livelihood	Spanish
4	Universidad Indígena	Argentina		Spanish
5	Yachay Chhalaku http://ycfortalecimientoorganizativo.blogspot.com/ http://yachaychhalaku.blogspot.com	Bolivia	Leadership/Political Participation	Spanish
6	Foro Político de las Mujeres	Bolivia	Leadership/Political Participation	Spanish
7	Mujeres Artesanas Yuqui, Yuracare y Trinitarias	Bolivia	Production/ Livelihood	Spanish
8	Centro de Apoyo al Desarrollo de la Mujer Campesina CADEMCA http://cademca.blogspot.com/	Bolivia	Production/ Livelihood	Spanish
9	Servicio Nacional de Reducción de Riesgo	Bolivia		Spanish
10	Fundación Colectivo Cabildeo (FFC) www.colectivocabildeo.org	Bolivia	Leadership/Political Participation	Spanish
11	World Vision Bolivia www.visionmundial.org.bo	Bolivia	Leadership/Political Participation	Spanish
12	Fondo Rotatorio "El Nazareno"	Bolivia	Production/ Livelihood	Spanish
13	Asociación Sucrence de Ecología www.asechuquisaca.org	Bolivia	Environment	Spanish
14	Colectivo de Mujeres Profesionales	Bolivia	Sexual Violence	Spanish

15	JILTAWA	Bolivia		Spanish
16	Asociación Salvadoreña-Canadiense http://www.asalca.ca/	Canada		English
17	Lauramarcela Santos	Colombia		Spanish
18	REDCOMUINCACOL www.relacionespublicascolombia.blogspot.com	Colombia	Production/ Livelihood	Spanish
19	The Women's Association for the Promotion and Endogenous Development (WAPED)	Congo	Sexual Violence	English
20	ACOMUITA	Costa Rica	Production/ Livelihood	Spanish
21	Centro de Investigación, servicios ambientales y áreas protegidas ECOVIDA-CITMA	Cuba	Environment	Spanish
22	MaMis en Movimiento	Germany	Identity/ Participation	Spanish
23	Durbar Mahila Samanwaya Committee www.durbar.org	India	Violence	English
24	WEM integrated Health Services (WEMIHS)	Kenya		English
25	Centro de Apoyo al Desarrollo Empresarial y Comunitario	Mexico	Production/ Livelihood	Spanish
26	Corresponsal de Paz www.corresponsaldepaz.org	Mexico	Communications	Spanish
27	Centro Integral de Atención a la Mujer (CIAM) www.ciamcancun.org	Mexico	Violence	Spanish
28	Semillas para la democracia www.semillas.org.py	Paraguay		Spanish
29	Asociación Distrital de Mujeres de Tambogrande (ADIMTA) www.adimta.blogspot.com	Peru	Production/ Livelihood	Spanish
30	Casa Refugio "hoy por tí, mujer"	Peru	Violence	Spanish
31	Asociación de Mujeres Iberoamericanas, Telares	Spain		Spanish
32	Asociación para la acción y promoción de la Mujer "Soy Mujer" www.soymujer.eu	Spain		Spanish

33	Departamento de Soberanía Alimentaria www.imtt.gub.uy	Uruguay	Production/ Livelihood	Spanish
34	Lambi Fund on Haiti Women's Program www.lambifund.org	USA	Production/ Livelihood	English
35	Fundación para la Agricultura Tropical Alternativa y el Desarrollo Integral (FUNDATADI)	Venezuela	Environment Production/ Livelihood	Spanish

TABLE 17 DISTRIBUTION OF SUBSCRIBERS TO REDESMA JOURNAL BY SCIENTIFIC DISCIPLINE

Discipline	N	%	
Agronomy	614	20.1	
Zootechnics	29	1.0	
Forestry	215	7.1	28.2
Environmental sciences	48	1.6	
Environmental engineering	65	2.1	
Natural resources engineering	20	0.7	
Sustainable development	4	0.1	4.5
Veterinary	25	0.8	
Biology / biotechnology	323	10.6	11.4
Ecology	28	0.9	
Geography sciences	41	1.3	
Geology	30	1.0	3.2
Chemistry	18	0.6	
Physics	7	0.2	
Pharmacy	8	0.3	1.1
Chemical engineering	83	2.7	
Industrial engineering	32	1.0	
Civil engineering	44	1.5	
Food engineering	7	0.2	
Mechanical engineering	5	0.2	
Metallurgic engineering	4	0.1	
Engineering n/s	125	4.1	
Architecture	39	1.2	11.0
Health sciences	40	1.3	
Psychology	10	0.3	1.6
Law	57	1.9	1.9
Economics	176	5.8	
Business administration	44	1.5	
Accounting	26	0.9	
Anthropology	48	1.6	
Sociology	59	1.9	
Political sciences / public adm.	14	0.5	
Social work	9	0.3	
Urban / rural development	13	0.4	12.9
Education	104	3.4	3.4
Communication	42	1.4	
Journalism	14	0.5	1.9
Computer sciences	19	0.6	
Library sciences	15	0.5	
Tourism	11	0.4	4.1
No information	533	17.4	14.8
Total	3048	100.0	