LEARNING FROM STORIES OF CHANGE
An Internal Evaluation Study

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Recommendations

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

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

a. Continue to foster and maintain the integrity of Coady's approach to transformative education that focuses on social justice through an inclusive learning environment, relevant content, peer-to-peer learning, and quality facilitation. These factors should formally become part of the criteria for assessing future curriculum and program decisions. (page 12)

b. Ensure that education programs remain diverse by welcoming people from different geographies, backgrounds, aptitudes, perspectives, organizations, sectors, and so forth. Diversity should be one of the key factors for consideration in recruitment and admission strategies as well as program design. (page 15)

c. Continue to support skilled facilitators and effective facilitation methods that foster transformative learning. This can be reinforced by consistent policies and procedures that encourage ongoing enhancement of teaching and facilitation skills and curriculum development, as well as mentorship and coaching. (page 16)

d. Ensure that the duration of education programs that award certificates and diplomas are long enough to achieve learning outcomes and foster transformative education. The study shows that transformative learning is dynamic process in which individuals gain new knowledge, skills, attitudes, and motivations at various moments in time throughout the program. (pages 12, 42)

2. Enrich the Coady Curriculum

a. Continue to invest and dedicate resources to curriculum development and resource materials that enrich course delivery and provide graduates with resources that they can share and adapt to their contexts. (pages 14-15, 17).

b. Continue to collaborate with Coady alumni in co-learning and co-knowledge creation that informs curriculum and resource materials. The stories of change show that graduates are a rich source of knowledge and experience from around the world and are eager to continue to work with Coady. Wider policies and guidelines should be established for partnering with alumni in education programs and knowledge creation. (pages 15, 21, 40, 42)

c. Continue to ensure that course offerings reflect the realities of development practice and are relevant to development practitioners. The data identified a number of areas where topics were underrepresented or respondents proposed new subjects. It is recommended that the following topics be explored:

- o   Working with Children and Youth at Risk (pages 29-30)
- o   Global Indigenous Movements (page 30)
- o   Transformative Education and Development Practice (page 22)
- o   Policy, Power, and Participation (page 34)
- o   Fundraising and Resource Mobilization (page 42)
- o   Monitoring and Evaluation as cross-cutting or standalone certificate (page 42)
- o   Advocacy as a cross-cutting in courses (page 42)

d. Assess and build capacity around the pedagogical and methodological approaches of blended learning. This has the potential to further enhance the practical aspects of the curriculum and assist with adaptation and implementation in the field. (pages 12, 21, 41)

e. Continue to incorporate online platforms, such as Moodle, into all on-campus education programs. (page 40)

3. Expand the Transformative Learning Process

a. Expand opportunities for graduates who are eager to continue their learning, either through additional certificates, research opportunities, and/or online components. Ongoing and life-long learning present an opportunity for alumni to enhance transformative change. (page 40)

b. Continue to support existing alumni learning networks and build new ones using Coady Connects (currently being piloted). This report shows that alumni are eager to stay connected and learn through a multifaceted platform with capabilities for discussion groups based on themes, regions, and programs. (page 40)

c. Integrate online learning into the curriculum through blended and stand-alone courses. This may require capacity building with Coady staff on the technology and opportunities to fostering transformative education in virtual spaces. (page 40)

d. Continue to explore, develop and implement off-campus certificates that align with Coady's institutional strategy. (pages 37, 40, 42)

e. Continue to coordinate and design programs with education enrichment and support mechanisms (mentorships, webinars, networks, resource materials) that meet the needs of marginalized constituencies. The study found that these mechanisms help women to close the gender gap. (pages 34, 37, 40)

4. Strengthen the Administration and Delivery of Education Programs

a. Design a new Theory of Change for Coady based on the findings of this study and the 2017-2022 Institutional Strategy. (page 31)

b. Identify and assess the different types of education enrichment and support mechanisms (mentorship, webinars, coaching, accompaniment, etc.) and program modalities currently being used in the Institute. (pages 34, 37, 40, 41)

c. Strengthen information management systems to facilitate the tracking and analysis of graduates and programs. This will increase efficiency and enhance the analysis of long-term development results, particularly in the following two areas:

- Map multiple interactions with individual graduates and organizations. These interactions occur in a variety of ways, including different education programs, partnership agreements, employment, innovations, and so forth. (page 40)
- Disaggregate participants by funders, partners, and program type (certificate, diploma, constituency programs), and mode of delivery (online, blended, etc.). (pages 43, 37)

   d. Examine Coady's approach to tuition and scholarships in order to improve access to courses, particularly for economically disadvantaged applicants. Respondents were appreciative of the opportunities they had, but some noted that other qualified colleagues were unable to attend. Many requested more scholarships, reduced tuition, and further break down of costs. (page 42)

5. Study and promote Coady's Adult Education Approach

   a. Review and expand courses and resource material on transformative education in development practice. This study shows that a significant number of alumni are training others. This is in keeping with Coady's tradition of supporting other adult education institutions around the world. (page 23)

   b. Study and promote Coady's approach to transformative education, including how the different modalities and techniques affect learning. The studies would also fit within Coady's Innovation in Teaching paper series. (pages 34, 37)

6. Enhance Monitoring, Evaluation and Learning

   a. Continue to build MEL capacity and integrate the lessons from this study into planning and decision-making. The dissemination plan includes a learning forum and/or workshop for Coady staff along with a developing a series of shorter documents for specific audiences including alumni, funders and academics. (page 42)

   b. Scale down the Learning from Stories of Change project and refocus on next area(s) of study. (page 43)

   c. Build on Coady's history to study its long-term impact. There is the potential for 10 to 20-year case studies, lifetime narratives, or follow-up with respondents in this study 3 to 5 years later. (page 27, 43)

   d. Document and share the Learning from Stories of Change framework with partners interested in mapping the results of their transformative education programs. (page 43)