An Examination of Canadian Civil Society Organizations' Role and Contribution to the
Effort of Global Citizenship Education in Canada

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ABSTRACT

An Examination of Canadian Civil Society Organizations' role and contribution to the effort of Global Citizenship Education in Canada

David Monk

In an era of increased globalization it is difficult to ignore the growing divide between the rich and the poor. This thesis examines the ways public engagement and education about international development issues take place in the public sphere, in Canada.

The thesis reviews the role of the Canadian International Development Agency (CIDA), the International Development Research Centre (IDRC) and four Canadian Civil Society Organizations (CCSOs): CARE, Cuso, the McLeod Group as well as the role of the umbrella organization regrouping 92 CCSOs, the Canadian Coalition for International Cooperation (CCIC), in engaging the public about issues surrounding international development.

The research relies on information gleaned from the relevant websites, a range of publications and interviews with the four CCSOs. It identifies that the role for public engagement primarily falls on the shoulders of CCSOs, who deem public engagement to be an important part of what they do. It recounts the different ways the CCSOs interviewed are involved in public engagement as well as some of the key methods and strategies they employ. It concludes that CCSOs value public engagement however they are severely restricted in what they can do because of budget restraints and reduced government funding. The thesis also suggests further avenues for research into the way education about issues of international development takes place in other formal, non-formal and informal learning contexts in Canada.

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List of Abbreviations

ACIC Atlantic Council for International Cooperation

Aqoci Association québécoise des organismes de coopération internationale

CARE A prominent international non-governmental aid organization

CARE Canada Canadian branch of CARE

CCIC Canadian Council for International Cooperation (92 members)

CCSO Canadian Civil Society Organization (see below CSO)

CHF Canadian Hunger Foundation

CIDA Canadian International Development Agency

CSO Civil Society Organization

CSQ Centrale des Syndicats de Québec

CTF Canadian Teachers Federation

Cuso A prominent international non-governmental aid organization

DAC Development Assistance Committee

GNI Gross National Income

HC Humanitarian Coalition

IAE International Assistance Envelope

IDRC International Development Research Centre

MDGs Millennium Development Goals

ODA Official Development Aid/Official Development Assistance

OECD Organization for Economic Cooperation and Development

Oxfam A prominent international non-governmental aid organization with

branches in Quebec and Canada: Oxfam Quebec and Oxfam Canada

PEP Public Engagement Project

PE Public Engagement

PWCB Partnerships with Canadians Branch

PWYP Publish What You Pay

SIDA: Swedish International Development Agency

UNDP United Nations Development Program

UNESCO United Nations Educational, Scientific and Cultural Organization

Chapter 1: Statement of Problem, Research Question, Definition of Terms and Literature Review

Introduction and Statement of Problem

Much of the poverty in the world can easily be attributed to the ongoing exploitation of the weak by the powerful through unfair lending policies, unfair trading policies and unequal abuse of the environment both in the global South and North. Martha Nussbaum (2010) has suggested that as members of a globalized world we have a responsibility to recognize the effects that our lifestyles, including consumption patterns, have on people in other parts of the world, especially the impoverished. Following the presentation of the Millennium Development Goals (MDGs) in 2000 (United Nations, n.d.a), development issues were mainstreamed in the Canadian public sphere, for a while, with ambitious promises and goals. At present, this initiative seems to have lost momentum and become distanced from the public sphere.

The obstacle facing us, according to Vaclav Havel (1998), is our inability to look past our limited experiences and beliefs in order to "*address humanity in a genuinely universal way.*" (p. 179). Vandana Shiva (1992) has explained that the affluent have created a protective barrier between their lifestyles and those of the people and the environment that they exploit, so that the damage caused has become largely invisible to them.

So how can we begin to break down these barriers? How can we learn about the reality of foreign policy, consumption, and the effects of our lifestyles? Plato (1985) felt that it was the job of education: "*We cannot legislate virtue and morality—that is the job of education*" (p. 427). Unfortunately, there is a considerable lack of education in Canada about issues of global poverty and Canadians seem to have very little understanding of

the underlying causes of global poverty. Canada remains one of the highest consumer countries in the world and has one of the worst reputations for exploitative trading policies, especially when it comes to mining companies who have little transparency and few regulations holding them accountable (Publish what you pay, 2012).

A recent poll, conducted by the Inter-council Network (2012), identified that 48% of Canadians are concerned that there is not enough awareness in Canada about global poverty. It also suggested that most Canadians feel that it is the responsibility of the government to address issues of global poverty and generate greater awareness in Canada about these issues:

> *More than half of Canadians (52%) feel the federal government is most responsible for addressing global poverty, and nearly three-quarters (72%) believe they should be supporting public awareness about global poverty issues.* (Inter-council Network, 2012, p. 4).

Given the desire for greater awareness in Canada, high demand for increased education and poor Canadian record in international development, some questions naturally arise. How is such education carried out in Canada? Who is primarily responsible for this education? Do Canadian Civil Society Organizations (CCSOs) view it as their role? Does the federal government have a program in place to increase citizen awareness about issues of global poverty? What does it consist of?

Statement of the Problem and Research Questions

This thesis attempts to address the questions stated above, by examining global citizenship education in the public sphere through the lens of the major Canadian crown corporations involved in International development and CCSOs. Based on a brief

literature review of Canada's international development efforts and a review of the
academic literature on global citizenship education, my main research question is: How
"*Canadian Partnerships*", a program of both the Canadian International Development
Agency (CIDA) and the International Development Research Centre (IDRC) who are
crown corporations responsible for international development in Canada, view their role
and the role of CCSOs in public engagement for global citizenship education? In this
regard, do CCSOs view global citizenship education as part of their role and if so, are
they actively engaged in citizenship education?

Sub-questions to be probed are: How important do CCSOs deem public
education to be in their role? To what extent do they engage the public? What are some
of the strategies and methods they use for this engagement? What are some of the
difficulties they experience? Do they have success stories to share?

I hope at the end of this study to be able to suggest, at the very least, further
research threads towards a deeper understanding of these questions and ultimately
contribute to better global citizenship education in Canada.

Description of Groups Studied and Definition of Terms

Having identified the problem and research questions I will now provide
descriptions of the groups used in the study and clarify definitions that are used
frequently in the paper.

Description of participants.

Canadian International Development Agency (CIDA). CIDA, like IDRC, is a
Canadian Crown Corporation that works in international development. A Crown
Corporation is a wholly owned federal or provincial organization, structured like private

or independent enterprises and generally enjoying greater freedom from direct political
control as compared to other government departments. Over time this relative
independence has been gradually eroded both in the case of CIDA and IDRC. For
example, the 1951 federal Financial Administration Act (FFA) declared that crown
corporations are "ultimately accountable, through a minister, to Parliament, for the
conduct of (their) affairs. This definition of a Crown Corporation is taken from the
Canadian Encyclopedia.

According to its website, CIDA is Canada's lead agency for development assistance.
CIDA's aim is to:

- Manage Canada's support and resources effectively and accountably to achieve
  meaningful, sustainable results

- Engage in policy development in Canada and internationally, enabling Canada's
  effort to realize its development objectives. (CIDA, 2011a).

International Development Research Centre (IDRC). IDRC is a Canadian Crown
Corporation established in 1970, guided by an international Board of Governors and
reporting to Canada's Parliament. IDRC supports research in developing countries to
promote growth and development. It also funds research to improve understanding
about international development here in Canada. (IDRC, n.d. a).

Canadian Coalition for International Cooperation (CCIC). CCIC is a CCSO
that represents a broad range of other CCSOs. CCIC (2012) defines itself on its website
as a coalition of Canadian voluntary sector organizations working globally to achieve
sustainable human development. CCIC's mission is to end global poverty and promote
social justice and human dignity for all.

CCIC represents an important voice in Canadian development policy, providing a framework to guide and draw together CCSOs. To achieve this end it has a ten-point agenda identifying key problematic issues of global injustice and poverty with comprehensive plans for Canadian action.

Through the representation of its members, CCIC is a key public voice on questions of development effectiveness, viability, the role of global civil society and Canadian policy. CCIC serves as a liaison between civil society and CIDA, seeking to coordinate efforts through increased cooperation.

Cuso. Cuso is a CSO. According to their website (Cuso, 2012), Cuso is a North American CSO that places skilled volunteers from developing and developed countries in areas where their skills can help to develop communities in need and thus combat poverty in the world.

CARE Canada. Care Canada is a CCSO. According to their website (CARE, 2012) CARE Canada's mission is to serve individuals and families in the poorest communities in the world. According to the strategic action plan found on the their website, CARE Canada does this by strengthening capacity to self help, providing economic opportunity, delivering emergency relief, influencing policy decisions at all levels including governments and multilaterals and addressing all forms of discrimination. They focus on women, as they are the most marginalized population in society.

McLeod Group. The McLeod group is a small CCSO made up of professionals with extensive experience in international development, diplomacy and foreign policy in government, civil society and academia.

According to its website (McLeod, 2012), the McLeod group is concerned with Canada's role in international affairs. It considers itself to be a voice for a rejuvenated Canadian role in the world and seeks to rebuild Canada's contribution towards a better world.

Definition of Terms.

  Global Citizenship. Neither CIDA nor IDRC, the crown corporations used in this study, provide a clear definition for Global Citizenship. I have used the definition of Stephens (2009) identified by CCIC, an umbrella organization representing CCSOs including CARE and Cuso who were participants in this study:

> *The concept of global citizenship embodies a set of principles, values and behaviours through which sustainable and democratic development can be realized the world over. It implies the participation of individuals in public life, deliberating and acting for the common good, with regard for both local and global consequences. The concept of global citizenship is in many ways a natural evolution of what it means to be Canadian in a complex and rapidly changing global environment.* (p. 36)

  Public Engagement. Neither CIDA nor IDRC, the crown corporations used in this study, provide a clear definition for Public Engagement. Once again, I have used the definition of Stephens (2009) identified by CCIC:

> *Public engagement refers to a set of processes and experiences, which enable people to move from basic awareness of international development priorities and sustainable human development, through an understanding of the causes and effects of global issues, to personal involvement and informed action.*

It encourages their full participation in the worldwide fight against poverty and adds a global dimension to their understanding of the rights and responsibilities of citizenship, helping Canadians become global citizens.

Civil Society Organizations (CSOs). The World Bank (2010) recognizes that Civil Society Organizations (CSOs) are playing an increasing role in international development. It defines CSOs in the following way:

The term civil society to refer to the wide array of non-governmental and not-for-profit organizations that have a presence in public life, expressing the interests and values of their members or others, based on ethical, cultural, political, scientific, religious or philanthropic considerations. Civil Society Organizations (CSOs) therefore refer to a wide of array of organizations: community groups, non-governmental organizations (NGOs), labor unions, indigenous groups, charitable organizations, faith-based organizations, professional associations, and foundations.

Canadian Civil Society Organizations (CCSOs). For the purposes of this study, the term Canadian Civil Society Organizations (CCSOs) refers to the same definition as that of CSOs mentioned above and provided by the World Bank. The first C in CCSO refers to Canadian civil society organizations. All of the participants interviewed in this study are members of three CCSOs and one umbrella CCSO – CCIC.

Global Partnerships program. Both CIDA and IDRC, the Crown Corporations in Canada responsible for international development have official global partnerships programs.

CIDA. CIDA's website identifies their program in the following way:

Under the Partners for Development Program, projects and programs that are effective, efficient and accountable will make a meaningful difference on the ground. Working in partnership means that efforts to reduce poverty will have positive outcomes and reflect Canadian values of compassion and caring. Under its "Global Citizens Program", CIDA will work with its partners to engage and mobilize Canadians as global citizens to participate in international development initiatives. (CIDA, 2012a)

IDRC. Similarly, the IDRC website identifies their program goal as fostering *"innovative approaches to development challenges by linking academic and practitioner communities in Canada and in developing countries.*" (IDRC, n.d. a). They hope to achieve this aim by funding "*research and related activities carried out by Canadians from across different sectors (universities and non-governmental organizations), often in collaboration with their counterparts in developing countries.*" (IDRC, n.d. a).

Literature Review

The literature review is presented in two parts. In the first part, I have reviewed the literature relevant to Canada's International Development Record in order to provide context as to the role of international development education played by Canada's two crown corporations, CIDA and IDRC and some Canadian CCSOs. This study is conducted to examine the role of these different organizations in the education of the Canadian public concerning international development.

In the second part, I have explored some approaches to global citizenship education in Canada by reviewing the academic literature on the topic. Through this review, I attempt to define more precisely the criteria for Global Citizenship Education

and thus provide context and reasons that make research about development education in Canada an important topic to pursue.

Canada's International Development Record[1]

In September of 2000 Canada signed the United Nations Millennium Declaration stating that every individual has the right to dignity, freedom, equality and a basic standard of living that includes freedom from hunger and violence and encourages tolerance and solidarity. (UN, n.d. b). The United Nations member countries set eight (8) Millennium Development Goals (MDGs) with the objective of extending these rights to the marginalized people in the world.[2]

Since the MDGs were first conceived, there have been several conferences and summits to assess progress and reinforce commitments. At a meeting of the G8[3] in Gleneagles, Scotland in 2005, the Development Assistance Committee (DAC)[4] members were confronted with the fact that the MDGs would clearly not be achieved because donor countries were not upholding their promises. They pledged to double their

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[1] It is important to note that when evaluating these programs, recent statistics are difficult to come by, as they are not readily available until much later. The OECD reports constitute a good source for aid statistics. Every four years, each OECD member country is evaluated by other OECD members. Canada had been scheduled for a new evaluation in 2011 however administrative barriers have slowed down the process, so that there is still no new report available for consultation. Another example for the lack of up-to-date information is the status of the current Federal Budget. While we know that funding for CIDA, IDRC and international development has been cut significantly from reports in the news, the extent of these cuts is still not clear even to the institutions involved. I therefore rely on former data and predictions by experts in this respect.

[2] The goals, to be achieved by 2015 include: End of poverty and hunger, combat HIV/AIDS, achieve universal education, gender equality, child health, maternal health, environmental sustainability and global partnership (UN, n.d. a).

[3] The Group of 8 includes: United States, United Kingdom, Germany, France, Japan, Canada and Russia. The European Union is also represented but does not have a chair.

[4] The DAC was established in 1960 as a forum for OECD countries to coordinate their development aid (OECD, 2006).

contributions by 2010 (G8, 2005). The Accra Agenda for Action, the result of a meeting held in 2008 by the Organization for Economic Cooperation and Development (OECD, 2008), called for greater transparency of funds in order to harmonize aid between countries and increase the public accountability of both donors and recipients.

The Canadian International Development Agency (CIDA, 2010)[5] claims to have doubled Official Development Aid (ODA) by 2010, but umbrella CCSOs such as the Canadian Council for International Co-operation (CCIC) and Oxfam Canada[6] claimed that the government is short some 400 million dollars in promised contributions (Megm, 2010; Tomlinson, 2009). Tomlinson (2011) pointed out that the government is attempting to count money from the International Assistance Envelope (IAE) that includes all international assistance, some of which (like security) is not recognized as Overseas Development Aid (ODA) by the Development Assistance Committee (DAC).

Furthermore, Canada has not delivered on its 1970 target of donating 0.7% of Gross National Income (GNI) as ODA. CIDA made no mention of it in the 2009 report to Parliament, and as of 2009 statistics, Canada was ranked 13th of 24 DAC members, contributing only 0.3% of GNI (MDG Gap Task Force Report, 2010)[7]. The current Federal Budget (2012) which has not yet been passed at the time of completing this thesis, has introduced a freeze on aid, which will tend to further decrease this percentage.

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[5] It is important to note that CIDA is a crown corporation and thus controlled by Government policy. Throughout this study, CIDA is often criticized however it is important to note that a) it does a lot of good work and b) as a crown corporation it is controlled by government policy. Reilly-King (2011) has explained that the Prime Minister's office has "a stranglehold" on who it consults with, reflecting that CIDA is an arm of the government. (p.4).

[6] Oxfam is an international organization with 15 branches including Oxfam Quebec and Oxfam Canada. It was formed in 1995 by a group of independent non-governmental organizations. Oxfam delivers emergency relief to disaster struck areas and contributes to long term sustainable development as well. The name is derived from the Oxford Committee for Famine Relief, an organization that was formed in Great Britain in 1942 to supply food to enemy occupied Greece in World War II (OXFAM, 2012).

[7] According to preliminary 2010 estimates, in 2010 Canada dropped to 18th (Tomlinson, 2011).

This is a poor showing for a country that has built a reputation as a peaceful, caring nation that makes important contributions on the international scale.

The lack of education about development issues is often cited as a major reason for the discrepancy between the 1970 target and today's level of commitment by Canada to International Development Aid. McDonnell (2003) explains that in most countries, the public gets their information from the media, which is not always accurate in its portrayal of the reality. He suggests that the news can overwhelm people with negative images, impressing a sensation of futility among the public consumers of the news and this can have a negative impact about the usefulness of aid in the public's perception.

Van Heerde and Hudson (2010) also conclude that:

> *Not only do the media influence public attitudes, but awareness of poverty in developing countries from TV news and newspaper readership is negatively related to concern – a direct consequence of the doom-and-gloom approach to portraying poverty in developing countries.* (p. 405).

The 2007 Organization for Economic Cooperation and Development peer review report (OECD, 2007) indicated that the Canadian public is willing to support increased aid but lacks understanding on the scope of Canadian ODA Policy. Similarly, McDonnell (2003) claims there is high support for foreign aid in Canada. Smillie (2003) referred to a 2002 *Environics* poll conducted for CIDA to demonstrate that when aware of development spending, Canadians generally deem it to be too low. Schuyler and Schuyler (1989) noted that global aspects of citizenship education are generally not available in Canada. Further to this, a recent study conducted by the Inter-council Network (2012) has identified that Canadians themselves want to learn more about global

poverty and feel that the government has a responsibility to increase public awareness on these issues.

Marc Gramberger (2001) has explained that public awareness through engagement and co-operation garners greater public trust and support in government and in turn influences policy setting and execution. McDonnell (2003) pointed out that the countries that have met the 0.07% target (Denmark, Luxembourg, Norway and Sweden) spend more on public engagement and have higher approval of government policy.

The 2007 OECD peer review recommended specifically that Canada address the issue of public education policy, and CCIC has also counseled Canada in its 2009 *Africa Matters* report to devote at least 5% of CIDA's program resources for public education in Canada.

Smillie (1998a, b) advanced that CIDA does not have a policy of public engagement, and therefore the responsibility of public education has fallen on the shoulders of the CCSOs. According to Stephens (2009), "*Engaging the Canadian public as global citizens is a cornerstone of the programming of many Canadian civil society organizations (CSOs), as they seek to change the conditions that perpetuate global poverty, injustice and environmental destruction.*" (p.3).

This is problematic because the ability of CCSOs to perform this role has been reduced by the current government's aid policy. A 2012 report for CCIC written by Brian Tomlinson identified that new CIDA policy is detrimental and restrictive to the public engagement practice of CCSOs because it has moved from responsive programming by organizations to a competitive bidding process where CSOs bid on CIDA projects rather than CIDA funding projects developed by CSOs.

Furthermore, CIDA has been heavily criticized for reducing funding to CCSOs who speak out against CIDA policy. As Reilly-King (2011) wrote in a report as a consultant for CCIC:

>*In recent years, the space available to civil society to discuss and debate government policy and positions has shrunken considerably. A number of organizations who have critiqued the government's positions, including Alternatives, Climate Action Network (CAN), CCIC, and KAIROS – Canadian Ecumenical Justice Initiatives, as well as countless women's groups, have seen long-standing core and project-related government funding drastically cut or cancelled.* (P. 4).

To summarize, Canada is recognized as having a poor international development record both by CSOs in Canada and by international standards in the form of reports conducted by the OECD and the United Nations Development Program (UNDP). The literature in this section has revealed that Canadians are generally not aware of Canada's role in international development, and that the lack of engagement about issues of international development in Canada is a significant factor in Canada's comparatively poor performance among OECD member countries. To make matters worse, the literature reveals that current Federal government policy may lead to further reduction of the capacity of CCSOs to engage with and educate the public.

It is in the context of this debate that I have developed an interest in studying in greater detail the way global citizenship education is carried out in the public sphere. In part two of this literature review, I will examine the academic literature about global citizenship education to further illustrate the importance of education about global

poverty and development issues. Five principles or components for global citizenship

education emerged from the literature review. These are presented at the end of this

section.

Educating the Global Citizen

My experience in the Educational Studies program at Concordia has introduced

me to Freire's ideas on critical thinking and Mezirow's transformational learning theory.

These have provided me with a framework to critically examine my conscience. Through

an examination of my own principles and actions I have concluded that, much like

Vaclav Havel has said, responsibility ultimately lies in the individual.[8]

Havel (1998) suggested that the individual needs to become enlightened about a

true way of living based on morals and ethics. Vaclav Havel examined the global citizen

as an individual with responsibility to the global community from a political standpoint.

Havel (1998) suggested that individuals need to develop awareness about values such as

trust and responsibility that are important for society. He explained that transformation

from within is necessary for individuals to reassess their relationship with the world

around them and begin living a moral life (p. 71). Havel (1997) asserted that after this

transformation has occurred individuals can recognize "*that there are values that*

transcend our immediate interest, that we are not accountable solely to our party, our

voters, our lobbies, or our state but in fact to the entire human race…" (p. 8). For Havel

an important component of the good citizen involves taking action.

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[8] It is important to note that there are a number of varying notions and definitions of global citizenship. It is for this reason that in this section I identify and define it largely in terms Havel and Nussbaum's principles of morality and critical thinking.

Likewise, Hitt (1998) has advanced that citizens need not only view themselves as part of a world community, but also take action and make positive contributions to this community.

Nussbaum has taken these ideas further in her theory of cosmopolitanism, referencing the ancient Greek philosophers to emphasize the importance of critical thought about the world in education.

Nussbaum (2010) posits that there is a greater need for critical education about global awareness. She argued that awareness about the realities of the world such as colonialism, foreign investment and transnational corporations would necessarily induce thought about moral responsibility to uphold human rights (p. 82, 83). Nussbaum (1997) thinks that citizens need to see themselves above all "*as human beings bound to all other human beings by ties of recognition and concern.*" (p. 10). Nussbaum (1997) suggests that global citizenship education should include exposure to other cultures and religions and should begin from a young age. Nussbaum further stresses the importance of awareness not only about other cultures, but also about the factors which lead to their present circumstance (p. 10).

Like Nussbaum, Schuyler and Schuyler (1989) have argued that greater education about the world and development need to be addressed in the Canadian Curriculum. This is certainly an area that bears further consideration, however given the scope of the subject, and the time that I have available I have decided to focus on the public sphere, an area which has far less literature available, but one which I deem equally important. Given the era of mass media in which we live, the public realm is an important arena where learning can take place. Shifts in public thought on smoking and the environment

are excellent examples of how learning can take place, perspectives shifted and lifestyles changed through public education.

Social justice forms an integral part of Canadian citizenship education, and adult education in general. Wright (2003) in turn claims that there are a number of different ways to define citizenship education. He recognizes that not all definitions involve a global aspect but explains that citizenship education is generally treated as a normative principle intertwined with critical thinking and social justice. Heater (1990) wrote that the perfect citizen is perhaps an impossible status to achieve, but claims that it is important to have an ideal image of what to strive for. Prior (1999) suggested four aspects of citizenship to be social justice, action/participatory, civic understanding, and legalistic/obligatory.

Schugurensky (2006) indicates that citizenship education should include status, identity, civic virtues and agency. He notes that citizenship education needs to promote critical thinking about marginalized people and power structures in society (p.77). He suggests that compassion for social justice and human rights is important but cautions that it cannot end there. He states that the good citizen accepts personal responsibility for creating social well being and reinforces that his or her "*allegiance is to humanity and does not recognize borders*." (p. 77). He believes that action needs to be the end goal and for this reason he argues for citizenship education to strengthen individual and collective confidence in people's capacity to influence change (p.78).

Recently there has been growing interest for the inclusion of awareness about globalization and social responsibility in programs of citizenship education. The 1997 Hamburg conference on adult education, CONFINTEA V, hosted by the United Nations

Educational, Scientific and Cultural Organization (UNESCO) advocated strengthening the educational dimensions of human rights activities at all levels including the global (United Nations Educational Scientific and Cultural Organization, 1999).

McClosky (2009) highlighted the importance of development education, claiming that public awareness should play a central role. Likewise, Murray (2006) suggested that greater awareness and global social responsibility must be included in development education. McDonnell (2003) proposed that societal concerns such as justice and human rights should be used to educate people about development. Andreotti (2006) also advanced that development education should include education about underlying global issues.

The critique that educating individuals about global responsibility may take away from responsibilities they face at home is quite common (Noddings, 2005). However, global citizenship education is not based on the exclusion of local community, but rather the inclusion of a wider community. Nussbaum (1997) wrote that global citizenship education attempts to "*produce people who can function as citizens not just of some local region but also…as citizens of a complex interlocking world.*" (p. 6).

Rorty (1998) and Noddings (2005) also suggested that we cannot care for people with whom we are not in direct contact. I think they have missed the point, as global citizenship education is aimed at creating stronger awareness and therefore contact with the rest of the world. In any case, Anderson (1991) has written in detail how people form imagined communities within their own nations and as a result it is feasible that they can also identify with people in other countries in the same manner.

To summarize, academics such as Martha Nussbaum and Vaclav Havel have made strong arguments for greater education surrounding global issues. They have claimed that everyone has a moral responsibility to uphold the human rights of all humanity. There are millions of people dying unnecessarily every year, and if we truly consider ourselves to be moral and ethical individuals then we have no choice but to care and take action. They suggest that education should play an important role in generating greater awareness about global issues.

Having examined the literature of Global Citizenship education, I come to these five principles to create a framework for understanding global citizenship education in relation to development:

1) Inclusive: including all of humanity

2) Generating awareness about the circumstances of others

3) Engaging in critical thinking about the causes of global poverty

4) Facilitating critical self reflection about moral responsibility (to all humanity)

5) Inspiring confidence to take action

Chapter Summary

This chapter started with a statement of the problem to be examined in this thesis. It identified the research questions, defined some key terms and described the organizations participating in this study. The literature review was divided into two parts: It first identified some problems with Canada's role in international development suggesting that greater public education is needed. It then examined the reason for which global citizenship education is important and suggested that this important education may be missing or somewhat neglected in Canada.

To recap, the research questions that this study addresses are: How the programs of "*Canadian Partnerships*", of both CIDA and IDRC view their role and the role of CCSOs in public engagement for global citizenship education; and whether CCSOs view global citizenship education as part of their role and if so, whether they are actively engaged in citizenship education.

Sub-questions to be probed are: How important do they deem public education to be in their role? To what extent do they engage the public? What are some of the strategies and methods they use for this engagement? What are some of the difficulties they experience? Do they have success stories to share?

Chapter Two (2) will present the methodology of the research, referencing the particularity of using voice. Chapter Three (3) will display the data collected from websites, publications and interviews with public engagement officers of CCSOs. In Chapter Four (4) the data are analyzed, concluding that there are important lessons to be learned from the difficulties and successes identified by the four participants in this study. While there are important efforts being made in the arena of public engagement in Canada, there remains, definitely, a lot more to be accomplished. The research results also suggest that further studies could focus on the role of the media and the role of the formal, informal, and non-formal education sectors in global citizenship education.

Chapter 2 Methodology

Study Design and Methods:

The research approach that I have chosen is qualitative in nature. Bogdan and Biklen (1992) explain that qualitative research aims to understand the participants' point of view. My aim is to try to understand how some particular development institutions view their role as educators for global citizenship, how effective they consider themselves to be in this role, and try to understand some of the methods used and challenges faced.

Yin (1994) suggests that case studies can generate understanding about a particular issue or group. This definition fits my research objectives of studying the particular case of the "*Partnership Programs*" of both CIDA and IDRC. Glesne and Peshkin (1992) emphasize the importance of using multiple sources of data to triangulate information and ensure validity. I used a four-pronged approach: I examined data from two crown corporations (IDRC and CIDA), I interviewed an umbrella CCSO organization grouping most CCSOs (CCIC)[9], I interviewed two CCSOs who receive funding from CIDA (Cuso and CARE) and I interviewed one CCSO who does not receive funding from CIDA (the McLeod Group).

A: CIDA and IDRC

CIDA and IDRC are the two crown corporations introduced in chapter one.

1. I examined the documents available on CIDA's and IDRC's websites related to the role of their "Canadian partnership" and "global citizenship education" programs in providing education for global citizenship.

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[9] A complete list of CCSOs who are members of CCIC is available on the CCIC website (CCIC, 2012).

2. I did not pursue my original intent of gaining access to public engagement officers at either CIDA or IDRC because the timing of my research study (began in March-and completed on May 2012) coincided with severe budget cuts to these two crown corporations in the Federal Budget published on March 29, 2012 after some delays due to the world economic situation. It was an awkward time to conduct direct interviews with representatives of these two groups because they were taking stock of the potential effects including reducing staff and reorganizing their programs in trying to adjust to the eventual applications of the budget announcements. The actual examination of the extent of budget cuts is not the purpose of this study. Therefore I will include in Appendix B and in Appendix C two general evaluations of the situation of the cuts.

B: CCIC

1. I examined the documents available on the websites of a national CCSO umbrella organization: Canadian Council for International Cooperation (CCIC) for information on the role of CCSOs in global citizenship education.

2. I interviewed the information officer, responsible for public engagement on development, Jack Litster, about how CCIC sees the role of global citizenship education. (Interview date -May 2, 2012)

C: CCSOS: CARE, Cuso

1. In March 2012, I mailed a general questionnaire to a selected list of CCSOs who are members of CCIC. I used the list from the CCIC website (CCIC,

2012). I selected several CCSOs from the list based on two criteria: First their work in the international development sector, and second their location. Organizations that are based in Ottawa and Montreal were listed because these were more easily accessible for me from Montreal. Based on their responses I selected two organizations and conducted interviews with the person who is the lead for each organization's effort of global citizenship education. I used these interviews in conjunction with public documents from their websites as my data base. The organizations that I interviewed were Cuso (Interview took place on April 12, 2012) and CARE (Interview took place on April 12, 2012). I selected these two organizations both for practical and logistical reasons. At the time when I sent my letter asking for participation in my study, their representatives were readily available to meet with me in a reasonable time frame and were willing to discuss with me their work in public education and engagement in international development.

D: The McLeod Group

1. I sent an email to Ian Smillie of the McLeod Group outlining my research and requesting an interview. I selected the McLeod Group for three reasons. First it is a CCSO that does a lot of public advocacy. Second, it does not receive any direct funding from CIDA or IDRC so I anticipated more open and frank answers and discussion. Third, Ian Smillie has written extensively about public attitudes, public engagement and evaluated Canada's role in

international development. He is an expert in the field, and I anticipated

obtaining some rich data from him (Interview took place on April 20, 2012).

The interviews were conducted individually and in person. As per recommendations

from Glesne and Peshkin (1992), they took place at a location chosen by the

interviewees, in the language of their choice to ensure they felt comfortable. All the

interviews were conducted in English with the exception of Cuso. The Cuso interview

took place in French as Christine Messier felt more comfortable speaking in French.

Locals Where Interviews Took Place

The interview with Jack Litster (May 2, 2012) of CCIC took place at a coffee shop

close to his office in Ottawa. The interview with Ian Smillie (April 20, 2012) of the

McLeod Group was held at his home in Ottawa. The interview with Christine Messier

(April 12, 2012) of Cuso took place at her Montreal office. The interview with Marie-

Eve Bertrand (April 12, 2012) of CARE was held at a coffee shop close to her office.

Data Collection Process

First, I sent an email to potential participants telling them about my research

project, informing them about the time commitment required on their part and asking if

they would like to participate. After I selected the four CCSOs to interview, I provided

the interview questions in advance along with a consent form (Appendix A), via email in

order to give the interviewees from each group time to reflect and prepare their answers.

Bogdan and Biklen (1992) advocated the use of active listening skills while conducting

interviews, and accentuate the need to exhaust one line of questioning before proceeding

to the next. I only had one interview session with each participant so I was attentive to

nuances starting with open ended questions as mentioned above.   This approach

provided me with greater agility to change direction or add sub questions as was necessary as both Bogdan and Biklen (1992) and Glesne and Peshkin (1992) have suggested.

Prior to the interviews I examined the CIDA and IDRC mandates and mission statements as well as a number of documents concerning public education related to international development issues. I also studied, in great detail, the respective websites of the other organizations included in my research, in order to gather data and also to be prepared for the interviews. The questions asked were oriented towards how the organization viewed its role in education for development. The general questions used are:

- How do they view their role as public educators?

- How important is this role for them?

- To what extent and how do they engage the public to achieve their goal?

- What are some of the difficulties they experience in this role?

- What are their methods and strategies?

- Do they have any success stories?

  --If not, why not?

  --If yes, do they have lessons to share?

These questions generated the data I was looking for, and beyond some probing about specific issues related to each organization, I did not stray from them. In analyzing the questionnaire responses as well as the narratives based on interviews I kept in mind the framework gleaned from the literature review in terms of some important aspects of global citizenship education as already discussed in Chapter 1:

1) Inclusive: including all of humanity

2) Generating awareness about the circumstances of others

3) Engaging in critical thinking about the causes of global poverty

4) Facilitating critical self reflection about moral responsibility (to all humanity)

5) Inspiring confidence to take action

Bogdan and Biklen (1992) have warned that a qualitative approach to a research question can generate a lot of material. If the collected data are not carefully monitored the process and the accumulation of the information can become overwhelming and unmanageable. In accordance with this, I was careful to document everything in a system of clearly labeled files. I wrote up notes and analysis of the publications and reports as I examined them, and I backed up all my files online using *dropbox* and *Google docs* to ensure that no data was lost. I was also careful to document exact locations of the considerable online sources used, and had a running document for bibliographical purposes which I updated as I used the sources.

In order to stay on track, and deal with the overabundance of information provided, I was careful to stick to the participants' websites and their publications. I also did not stray from the goal of examining public engagement.

The interviews were recorded using a professional recording device borrowed from the Concordia University Education Department Technical Office. I took a tutorial on how to use it and double-checked to make sure that it was working correctly before conducting the interviews. While there are programs available to transcribe interviews electronically, I transcribed them all myself by hand; I think this gave me a better feel for the data collected. In the case of Cuso, I transcribed the interview conducted in French in

a first version in French and then translated from French into English the portions that I decided to use in this thesis.

I stored all the data collected on my personal computer and in *dropbox* and *Google docs* all of which are password protected and accessible only to me. The interviewees and the CCSOs were given the option to be accorded pseudonyms, however all of them declined. For all of the interviews, I obtained permission through the correct channels. I explained to all participants that the objective of my research is not to be critical but rather to learn about global citizenship education in Canada. All participants signed a consent form and were fully cognizant of the purpose and scope of my research. They were also aware that they could withdraw from the study at any time with no repercussions. The same consent form was used for all participants (Appendix A). I sent my transcriptions and write- ups back to the participants prior to their use, to ensure that my understanding of what they said is accurate and to reaffirm their permission to use it in my thesis. In the case of the McLeod Group I was specifically asked NOT to return the transcript unless I was uncertain about some material I wanted to quote.

As stated previously, the timing of my data collection (March 2012 to May 2, 2012) coincided with the governmental funding renewal period for CIDA and IDRC (2012 Federal Budget, made public on March 29, 2012) and CCSOs who in turn depend on CIDA and IDRC funding. As a result I decided not to speak with representatives from CIDA or IDRC. I therefore moved to my alternate plan of using data from the websites of CIDA and IDRC and various related publications together with interviews with CCIC, Cuso, CARE and the McLeod Group. This alternate plan was anticipated and approved during the proposal hearing for the thesis. This strategy worked well because CCIC as an

umbrella organization was representative of many CCSOs. They have not received

CIDA or IDRC funding recently. Cuso and CARE provided a direct source as CCSOs.

The McLeod group does not receive funding from CIDA, and therefore does a lot of

public education in the form of advocacy without fear of losing funding. The interviews

were held in conjunction with an examination of public documents and publications from

the relevant organizations' websites. This strategy provided adequate triangulation as

recommended by Glesne and Peshkin (1992) and allowed for natural checks and balances

in collecting data from diverse sources.

     Voice. The participants, when given the option, chose to speak on the record and

be identified by name. This could have presented some difficulty in terms of the data

obtained, given that Cuso and CARE are dependent on funding from CIDA, and it is

possible that they would have been less inclined to speak critically of CIDA policy,

especially in the environment of real or anticipated budget cuts.

     Both Bogdan and Biklen (1992) and Glesne and Peshkin (1992) speak to the

reason for which researchers need to adopt an identity in the field. They explain that the

researcher needs to make the participants feel comfortable to help elicit information. The

use of voice in this case was advantageous because the participants were actively

participating in the research and triangulation provided the necessary checks and balance.

It was felt that the participants were more involved and provided rich data because they

knew that we were co-creating knowledge. Michael Stephens (2009) has commented on

participatory research explaining that: *"it can motivate the players in the organization to*

learn more about their own areas of interest and expertise" (p. 34). He further explains

that it can "*elicit responses and encourage reflection not gained through traditional evaluation techniques.*" (p. 34).

There is a large body of literature on the pros and cons of using voice and direct quotations (Jackson, 2008). The most serious reservations concern power relationships between the researcher and the participants. In this case, the participants were experts on the research topic therefore they had an advantage over the researcher. On the other hand, the researcher had other sources for checking and evaluating the information received from the representatives of the CCSOs who participated in the interviews.
I was at first uncertain about the use of voice in my research, but as the interviews progressed, it became apparent that the participants were forming new conclusions and genuinely collaborating in the research process. Therefore, it is important to reiterate that in the case of this research project, the approach of allowing voice to the interviewees (each of the respondents specifically stated that he/ she wanted to be identified by name and quoted directly) and the use of direct quotes worked well, especially since there were other sources of information to triangulate the data obtained.

Summary. This Chapter discussed the methodology and introduced the four CCSOs and the reasons why they were chosen as a basis for data collection. For CIDA and IDRC data was taken from their websites and publications. The information for CCIC, CARE, Cuso and the McLeod Group came from their websites, various publications and interviews. The selection strategy for the choice of the participating CCSOs was adopted to allow for the triangulation of data. The chapter also presented some discussion about the advantage of using voice while being aware of the limitations and critiques mentioned in the relevant methodological literature.

Chapter Three will present the data collected through websites and interviews. The data presentation will be based on more extensive verbatim quotes than is usual because of the specificity of using voice, the awareness of co-constructing knowledge and to respect the request of the participants who wanted to be identified by name and direct quotes.

Chapter 3: Data

This chapter will be divided into subsections according to the data collected from

the six organizations in the sample: CIDA, IDRC, CCIC, Cuso, CARE, McLoed Group.

Each subsection briefly outlines the mission and purpose of the organization and divulges

the goals, policy and actions taken by the organizations in terms of global citizenship

education and public engagement. Each subsection is divided into two parts: The data is

first presented in terms of what is gleaned from the organizations' publicly available

documents such as information on their web site, publications, media releases and events.

In the case of the four CCSOs the background information gathered in followed by the

results of the interview sessions conducted with a public engagement officer in each case.

These results are presented in the order of the following interview questions:

How do you view your role as public educators?

How important is this role for you?

To what extent and how do you engage the public to achieve your goal?

What are some of the difficulties you experience in this role?

What are your methods and strategies?

Do you have any success stories?

If not, why not?

If yes, do you have lessons to share?

As I decided not to interview representatives from CIDA and IDRC, given the

Federal budget announcements at the time of data collection, their subsections are based

on information taken from their respective websites and publications, in some detail.

The data gleaned from the website of the two crown corporations, CIDA and IDRC, are presented first, followed by The CCSO umbrella organization, CCIC, and the three CCSOs interviewed: Cuso, CARE and the McLeod Group. The latter three are presented in the order that they were interviewed. Cuso and CARE both receive funding from CIDA, while the McLeod Group does not. This order of presentation fits well in the triangulation approach adopted in order to develop a well balanced perspective on their respective roles in public engagement on matters related to international development.

As discussed at the end of chapter two, because of the specificity of using voice, in a perspective of co-construction of knowledge and as requested by the participants, more extensive use of verbatim quotes will be made as compared to more traditional ways of presenting data.

CIDA

CIDA is the primary agency through which the Canadian government funds international development. Funding is dispersed to CIDA partner organizations on a competitive basis. Applications for funding are assessed according to effectiveness and alignment with CIDA development policy. CIDA's website, where I have obtained most of the information, explains CIDA's mandate, areas of work, projects, challenges and success stories. It also has a number of publications and features a highly interactional section oriented toward youth, explaining what aid is, what CIDA does and giving tips for youth to get involved (CIDA, 2011a).

Public engagement. There is a long list of projects available on the CIDA project browser. It is possible to search projects by category and all projects listed as

developing public awareness have a minimum of 10% of the budget allocated to public awareness (CIDA, 2012b). There is also a public engagement fund, which allocates funds mostly to umbrella organizations such as CCIC, L'Association québécoise des organismes de coopération internationale (Aqoci) or the Atlantic Council for International Cooperation (ACIC) but also to some CCSOs, with the goal of generating public awareness about development issues and fostering greater citizen involvement.

One such example is the twinning of Quebec communities with southern communities in Latin America in need of access to sanitation services and drinking water. The goal is to engage Quebec citizens in international development while improving access to water in communities that need it (CIDA, 2011b).

Global citizens'program. Information concerning CIDA's Global Citizens program is easily accessible from the Partnerships with Canadians Branch (PWCB) website (CIDA, 2012a). CIDA's "Global Citizens" program falls under the PWCB, which "*recognizes and supports the work of Canadian organizations dedicated to improving the lives of those living in poverty in developing countries*." (Para 1).   PWCB has two programs: "*Partners for development"* is a program through which CIDA funds some CCSO international development projects and the "*Global Citizens Program"* whose aim is to "work with its partners to engage and mobilize Canadians as global citizens to participate in international development initiatives." (para 3). It is the latter program that is of interest for this research.

Mission. The *Global Citizens program* seeks to promote global citizenship through work in three areas: public awareness, education and knowledge and youth participation.

Public awareness. According to the CIDA website, the public awareness initiative brings young leaders from developing countries to Canada, showcases best practices in international development and increases public awareness about international development issues. Email correspondence with CIDA in February 2012 explained that this initiative aims to engage Canadian citizens about work being done in international development. According to the email, much of it is done through partners and grants to CCSOs.

One such example is the international development week in February, which according to CIDA is:

A unique opportunity for the Government of Canada and Canadian organizations and individuals to share their successes and achievements in international development, as well as to talk about the challenges they face in this area of work and the lessons they have learned through their experiences." (CIDA, 2012c).

Another important engaging experience is the CIDA *Youth Zone*. The zone is divided up according to ages 9-12, 12-17 and 17 and older. Each age group is given different opportunities to engage and actively participate from updating a facebook status to organizing a community event or participating in an internship program. It provides links to provincial umbrella organizations such as Aqoci in Quebec. There are also a number of resources for teachers such as games and other educational activities.

Education and knowledge. This initiative seeks to deepen knowledge and expertise about development issues. One of its initiatives is the Global Classroom Initiative, which supports the development of programs and resources such as Canada's

Kayak and History magazines for global education in schools. There are numerous other publications, projects and forums targeting school curriculums on topics such as fair trade, poverty, sustainable farming and environmental sustainability. A good example is a project involving the south shore regional school board. CIDA has provided them with a grant to develop a teacher resource to be used in Nova Scotia schools to deepen understanding of global interdependence and to encourage young Canadians to support sustainable and fair trade through deepening their awareness about consumer choice and promoting collective action (CIDA, 2011c).

In all cases, the programs are subsidized by CIDA and implemented by a partner organization. Funding is awarded to projects based on a bidding process and depends on alignment with CIDA policy. The future of these projects is unclear, as the website indicates that they are being reevaluated. Email Correspondence with CIDA in February 2012 revealed that the program has actually been discontinued and there are no set dates or guarantees for re-integration. Programs that are currently in place will be honoured, but no new programs will be funded.

Youth participation. This initiative engages youth through three programs: International School Twinning Initiative (ISTI), International Youth Internship Program (IYIP) and the International Aboriginal Youth Internships Initiative (IAYI).

ISTI. The ISTI is a 2-year pilot program that matches schools in developing countries with schools in Canada. There are currently 7 projects underway involving students aged 11-14. The schools communicate via web video and work together on a number of projects and activities, which they plan together prior to the school year. At the end of the first year, teachers will regroup to reflect on the experience and plan for the

second year. The objective of the projects as stated by CIDA is to engage Canadian and developing country teachers and students in a shared learning experience promote greater insight into international development and the individuals' roles as global citizens. It also hopes to improve students' and teachers' capacity to communicate international development issues.

IYIP. IYIP is an internship program aimed at graduates aged 19-30 who are not attending school. CIDA funds selected partner organizations to send interns overseas and work in the field of international development. The objectives are to develop youth work skills, their careers and improve awareness about international development issues while contributing toward CIDAs goals in international development. The program is funded by CIDA; however it is carried out entirely by partner organizations. They propose projects and apply for the internship funding. Consequently, there is not a lot of information available on the CIDA website.

IAYI. IAYI is similar to the IYIP only it targets Aboriginals in its programs. There are 8 partner organizations that have been selected to carry out the initiative. These internships consist of a two month period in Canada and four months working on a project in a developing country.

Summary. We shall now consider the information gathered from the CIDA website to illuminate some of the research questions. CIDA is a crown corporation established to be the primary international development agency in Canada. CIDA's role is to allocate international development aid for the Canadian government. The *Global Citizens* program is one of the programs funded by CIDA and public engagement is supposed to be an important part of this. The position that CIDA takes in terms of

engaging the public is a positive one in terms of youth, however it does so at the

exclusion of the general public. Its *Global Citizens* program is directly aimed at

engaging citizens, especially youth in international development and expressly states that

the goal is to create good global citizens. CIDA does not define exactly what it means by

global citizenship, nor does it define any specific criteria of public engagement. CIDA

has been criticized (Cass, 2006; CCIC, 2012; Smillie, 1998a) for not taking a role in

promoting public engagement, reducing funding for groups who voice criticism of

Canadian foreign policy, and placing the responsibility of public engagement

increasingly on the shoulders of CCSOs, while reducing their funding at the same time.

While on the surface, the *Global* Citizens program appears to engage the public, it is

clear that CIDA does not have a lot of interest in it. The reduction of programs such as

the *Global Classroom Initiative* combined with no public engagement plan suggests that

CIDA is rethinking its direct public engagement programs.

IDRC

IDRC is a Canadian Crown corporation established in 1970. It funds research that

will help developing countries solve problems at a local level. The "*Canadian*

Partnerships" program is one component of IDRC, which aims to increase Canadians'

awareness about development issues. All information in this section unless otherwise

stated is taken from the "*Canadian Partnerships"* website (IDRC, n.d. a).

Partnership aims. The goal and mandate of IDRC's *Canadian Partnerships* program is

to:

> *Foster innovative approaches to development challenges by linking*
>
> *academic and practitioner communities in Canada and in developing countries.*

Our mandate is based on the belief that sharing knowledge, ideas, and skills across sectors and regions will contribute to global equity, prosperity, and a sustainable environment.

According to their website, the program is based on the principle that sharing knowledge, ideas and skills at different levels and in different regions will be beneficial for global development and sustainability. The aim is not only to share information on a North-South basis, but also to improve communication between researchers, universities and CCSOs. The partnership program therefore aims to build long term relationships with Canadian development institutions, support their efforts through research, knowledge sharing and networking, broaden connections with the international community and *increase the number of Canadians learning about and engaging with international development issues*.

IDRC identifies the following specific goals for project funding:

- have strong collaboration in research and information-sharing

- show innovative thinking about current or emerging development issues

- contribute to policy and practice of development actors

- increase the capacity of Canadian institutions to learn from their experiences and to share lessons with others

- build community connections and give a voice to the socially excluded or those marginalized due to their gender, race, or economic status

- identify how industrial growth, development, and climate change affect the health and well-being of populations

- find ways to increase the personal security and safety of at-risk groups, particularly marginalized women and youth

- organize conferences and workshops on a variety of topics, such as agriculture, security, health, the environment, law, and the world economy

- strengthen the capacity of funded institutions to deliver and expand their programs

- foster ties between industrialized and developing regions of the world

The partnership strategy report (IDRC, n.d. b) indicated that in the years leading up to 2015 the program aims to: "*Increase its visibility in Canada, through a revamped website, greater clarity on its granting process, and outreach events outside of central Canada.*" (p. 2).

The report also indicates reaching out to a greater number of communities and organizations and places, a focus on relationships with universities and grants for youth programs. It acknowledges growing potential for engagement however it identifies a lack of funding as a hurdle to overcome:

> *With the global crises, the appetite for understanding global issues is growing among Canadian citizens, increasing the opportunity for CSOs to engage with the public. But the current environment is challenging as government, foundations and private sources have cut their support.* (p. 7).

Grants. It provides grants to partner institutions, universities and CCSOs (often in collaboration with partners in the developing world) for projects and events that will increase collaboration and knowledge sharing and apply research and lessons learned to policy, practice and future activities of the Canadian development community. These

projects and events include initiatives to engage Canadians and improve awareness about development issues.

There are institutional grants, which are long term initiatives in collaboration with partner institutions that share similar goals with the partnerships program. There are up to 10 stand-alone project grants each year "*that explore and facilitate connections between Canada and developing countries in IDRC's areas of interest*." ("approach" para. 5)

Finally, small grants occupy the bulk of funding. They include the funding of up to 20 projects of 20 to 60 thousand dollars per year involving knowledge building, knowledge sharing and applying research. The program also awards up to 20 grants a year with an average value of 12 thousand dollars to fund conferences, workshops and activities that build community connections, give voice to marginalized people, promote awareness about development issues, strengthen the capacity of funded institutions to deliver and expand their programs and foster ties between industrialized and developing regions of the world. The events often have a focus on youth, and many support the work of developing country researchers presenting at conferences in Canada.

Website. The IDRC website actively seeks to disseminate information to the public about IDRC and development issues and there is a wide range of projects easily accessible on the IDRC web site. They range from launching a new service about development issues to partnerships with schools and universities to regional public forums. The website itself includes links to the various projects, posts the latest research results, information on upcoming partnership events, radio programs and has access to free IDRC published books, reports, lectures and interviews. One of the current projects

is aimed at raising awareness about the IDRC partnerships program itself by profiling the projects that IDRC is funding and publishing them to the website for public viewing.

Publications. In addition to this, IDRC publishes a comprehensive bulletin 10 times a year aimed at updating readers on current IDRC events. It is bilingual and available on both the website and through an electronic mailing list. It outlines the latest development news and work being done by IDRC in the world of development. It advertises and provides links to recently published books, policy papers, reports, interviews, lectures, research and case studies. It also presents video feeds to recent lectures. Another important function of the bulletin is to introduce events and activities happening in various communities in Canada. A good example of this is the recent International Development Week in February. IDRC provided links to local organizations and activities, matching organizers with participants.

Summary. The IDRC partnerships program aims to connect research institutions and share research results within the development community in both the global north and south in an effort to affect policy and increase development efficiency. One of the specific objectives of the program is to increase the number of Canadians learning about and engaging with issues of public development.

The general criteria for funding along with the variety of projects funded combined with the goals and strategies for the future reveal that this program is committed to generating awareness about a wide variety of issues. The program clearly aims to engage Canadians through projects it supports. It is difficult to evaluate the extent to which critical self-reflection and action take place. There is clear evidence of the interactive nature of the program, especially through regular lectures. These lectures

are free to the public and are made available online.   These, combined with the radio

programs and the regular newsletter, certainly indicate a high level of public engagement.

Unfortunately, it has been reported by observers that the current (2012) federal budget

has significantly decreased IDRC funding, and therefore the extent to which IDRC can

continue to sustain these initiatives remains to be seen. It is still too early to know exactly

how much and where the cuts will be felt internally at IDRC. Regardless, as a crown

corporation, the funds available to IDRC are very minimal compared to CIDA, who is the

primary international development agency in Canada. It is also a fact that IDRC's role in

public engagement is not planned to be as extensive as the role played by CIDA in this

respect.

CCIC

CCIC is an umbrella organization regrouping 92 Canadian CSOs. The

information in this section has been gathered from publications, news releases, working

papers and speeches all taken directly from and easily accessible on the CCIC website

(CCIC, 2012). An interview with Jack Litster, the volunteer responsible for public

engagement at CCIC, is the source of the additional data provided in this section.

Mission. CCIC defines itself on its website as a coalition of Canadian voluntary

sector organizations working globally to achieve sustainable human development.

CCIC's mission is to end global poverty and promote social justice and human dignity for

all.

CCIC represents an important voice in Canadian development policy, providing a

framework to guide and draw together CCSOs. To achieve this end it has a ten-point

agenda identifying key problematic issues of global injustice and poverty with comprehensive plans for Canadian action.

Through the representation of its members, CCIC is a key public voice on questions of development effectiveness, viability, the role of global civil society and Canadian policy. CCIC serves as a liaison between civil society and CIDA, seeking to coordinate efforts through increased cooperation. It is funded by its members, the "*Partnerships with Canadians Branch"* of CIDA as well as the *"Canadian Partnerships"* program at IDRC. It publishes regular policy papers and reports analyzing and providing information on the status of development policy initiatives in Canada.

Public engagement. CCIC takes public engagement seriously and actively promotes it as a policy, publishing several research reports over the past decade on effective practice. It has a regular newsletter and e-bulletin that advertise upcoming events such as lectures, radio/TV interviews and webinars.

CCIC has a 10-point agenda that "*identifies key areas that collectively address the range of factors that create and perpetuate poverty*." (CCIC, 2009-2012). Two of the 10 points relate to a need for increased public engagement and global citizenship both in the global North and South. The points suggest the need for greater participation on the part of MPs and government.

In a briefing paper for CCIC, Sue Cass (2006) clarified and conveyed the expectation that CCSOs have a leading role to play in engaging the public on issues of international development. She effectively argued that a more informed citizenry becomes more actively involved in social justice and the alleviation of poverty. She explained that CIDA funding cuts had a detrimental effect on the ability of CSOs to

properly engage the public. Further to this, a study by Brian Tomlinson (2012) on the impact of CIDA's new Call for proposal mechanism on CCSOs identified that cuts by CIDA to public engagement funding could not be covered by the vast majority of CCSOs own resources and as a result public engagement efforts by these organizations would suffer.

   Definitions. A report entitled *Toward Good Practice in Public Engagement*, written for CCIC by Michael Stephens (2009), at the time the CCIC program officer for public engagement and capacity building, presents CCIC's working definition of public engagement and global citizenship. These definitions were presented in chapter one; however I will return your attention to them again here as they form important policy for the member CCSOs of CCIC.

   Public engagement refers to a set of processes and experiences, which

   enable people to move from basic awareness of international development

   priorities and sustainable human development, through an understanding of the

   causes and effects of global issues, to personal involvement and informed action.

   It encourages their full participation in the worldwide fight against poverty and

   adds a global dimension to their understanding of the rights and responsibilities

   of citizenship, helping Canadians become global citizens.

   The concept of global citizenship embodies a set of principles, values and

   behaviours through which sustainable and democratic development can be

   realized the world over. It implies the participation of individuals in public life,

   deliberating and acting for the common good, with regard for both local and

   global consequences. The concept of global citizenship is in many ways a natural

evolution of what it means to be Canadian in a complex and rapidly changing

global environment. (p. 36)

Initiatives. Let us look at some of the initiatives undertaken by CCIC to operationalize these defintions.

PE Hub. In 2010 CCIC created the PE hub, which is a free bilingual online space for CCIC members to share videos, blogs, upcoming events and host discussions all concerned with public engagement. The PE hub is an excellent resource for CSOs. It is a widely used networking tool that contains a rich discussion of public engagement practices and global citizenship education. Access is only available to organizations associated with CCIC, however the web page can be viewed and the range of topics and initiatives up for discussion is impressive.

Public events. CCIC has sponsored numerous public discussions and supported a number of public events. An example of this is the sponsorship of a round table event entitled *The world within us: Making Canadian citizens matter in a global era* in January 2004. This event brought together media, civil society government and the education sector to discuss how to prepare active global citizens. The outcome was a focus on greater collaboration between sectors and on specific issues rather than process.

Public Engagement Practice project (PEP). The report by Stephens (2009) on good public engagement practice reported the results of the PEP research project, which was a participatory action based research project to explore methods of public engagement and involved four CCSOs. Issues studied involved determining the root causes of the injustices targeted, the long-term goals of the organizations and why PE

was being used to achieve the goals. It required the organizations to reflect on the results by asking:

> *"Do these results support how we believe change happens? Should our outcomes shift? What are the implications for our theory of change? Are our public engagement activities moving us closer to our long-term goals? What is the evidence? Should we consider other significantly different strategies? Or should we consider changing our long-term goal?"* (p.17, 18).

The results (p. 30) identified that building coalitions was important for reaching a wider audience. Subsectors like church and school can inform the motivations of the audience and deliver the message in a context they can identify with, thus creating deeper involvement. Further to this, personal messages and stories were deemed more appropriate than statistics.

Another method of creating deeper and lasting involvement advised immediate possibilities to take action such as buying a pin, taking a pledge, or signing a petition as well as follow up support and opportunities after events such as mailing postcards to yourself and holding yourself accountable. Reflection and debriefing was listed as an important part of the engagement process.

Interview. Jack Litster is the current public engagement officer for CCIC. The majority of his work is conducted on a volunteer basis because CCIC no longer receives funding from CIDA and as a result works on a minimum budget. The small, squashed CCIC office certainly reflected a low budget. I met with Jack at a coffee shop close to his office. The data is presented in the form of my questions in bold followed by the response.

How do you view your role as public educators?

Jack reflected that in the past CCIC occupied a relatively important role in public education. He stated that since considerable budget cuts by CIDA in 2010, CCIC was no longer able to maintain its role beyond minimal organization of its members through the online portal, the PE Hub, maintained by him mostly on a volunteer basis.

He explained that the main role of CCIC is as a convener of the 92 CCSOs who are members of CCIC. A large part of that role was a public engagement effort, prior to the 2010 CIDA cuts. These cuts reduced the CCIC staff from 28 to 8. Jack explained that prior to the cuts, there was a full time staff member who worked solely on PE initiatives. His role was to convene the public engagement officers of various CSOs to come up with good practices for public engagement. Jack noted that the previous employee had written a number of reports and conducted a lot of research on PE practices. Jack expounded that CCIC no longer has full position for PE but he explained that he does work on a volunteer basis, mainly through the PE Hub, an online space for CCIC member organizations to share ideas and practices for PE.

I was unable to gain access to the PE Hub however Jack detailed it a little for me:

It's for staff that work at CCIC member organizations or at organizations that are members of different provincial or regional councils such as the Atlantic Council for International Cooperation and the Alberta Council and BC and Quebec and Ontario and so on and so forth.

So at the moment the PE hub is still up and running, there are about 500 members at the PE Hub and they are all sort of staff from various CSOs. Most of

their staff are doing some kind of work in public engagement or communications

or fundraising. So at the moment for me and CCIC our role as a public educator

is to help this space, the PE Hub, to share information tools discussions share

best practices share ideas about public engagement in Canada. So it's a minimal

role and at the end of the day it's not direct.

For Jack, the bottom line is that since the budget cuts, CCIC has a minimal role to play in Public Engagement activities:

We don't engage in Public Engagement ourselves at CCIC and haven't done so in

the past 2 years other than if you include indirect methods like an E bulletin that anyone

can sign up to… So at the moment CCIC's role is more facilitating in a reduced amount

to what we used to do.

Jack indicated that he felt that the role of public engagement should be in large part that of CSOs because of their proximity to the issues. He felt they were well positioned to share their successes and failures. However he pointed out that they were not the only ones to do it. He detailed that PE involves more than just delivering a message, there have to be organizations that mainstream ideas, and attract the attention of the people who are not already involved in international development.

I see public engagement as … a two way street. It's not a group of people

who are engaged in a certain type of work that we'll call public engagement and

there are other people who are the recipients of it. There are other people who,

and maybe it's their job- not to stir it up- but just to get the ball rolling and get

the interest piqued for the public and get organizations and community

organizations that are not involved in the sector and also pique the interest of

schools and classes and children.

How important is this role for you?

Jack evaluated the importance of PE from his perspective and by the amount of resources that it received. He suggested that in his own opinion, as the public engagement officer for CCIC, PE was incredibly important. He reflected that PE should be considered as one of the three "main pillars" of International Cooperation, the other two being supporting work overseas and engaging policy makers here in Canada. He again alluded to the role of CSOs in carrying this out. Clearly, for Jack, it should be considered a priority.

> ***Personal opinion.*** *There is the side of how important is it in and of itself, and to answer that I would say that it's extremely important to be able to communicate with the public and engage the public on issues of international cooperation and international development and to sort of help to, not just present but also to engage in discussion and action on important issues related to poverty and human rights around the world. It's a big part of the role of Canadian CSOs.*

> ***Resources.*** Jack also viewed PE in light of resources spent on it. From this angle, he pointed out that given the bare minimum or resources available to do PE work, the actual circumstance is that it is far from being a priority, but rather that it was in decline.

The other way I could interpret that question of "How important is it?" would be how much resources are being put to it. In the sector as a whole we are seeing reduced support for public engagement. And that could be partly as a result of; well it's directly as a result of the current government and their interest in sort of curbing dissent, and curbing any sort of dissenting voices and not having that debate. The government does not want to engage in a debate they want to do things as they see fit and follow their path. So there's been less support through CIDA for public engagement.

To what extent and how do you engage the public to achieve your goal?

Speaking for member organizations Jack had a negative feeling in terms of government funding for PE. He suggested that a call for proposals from CIDA for PE was rumoured to be coming out soon, however it was impossible to know what this would look like. Throughout the interview, Jack emphasized that CCIC has a diminished ability to do public engagement, and considered that it was limited, as a result, to the PE Hub:

At the moment there are two people who do communications work at CCIC. Nine hours a week I am doing communications, which is mostly me doing the website and the e-bulletin and a bit of social media and then we have a full time government relations and communications and media relations officer.

Jack indicated that CCIC operated more as an indirect source for public engagement, but he did give several examples of how CCIC does PE outside of the PE Hub.

Lately with the PE Hub, the thing it's been used for the most is to send people invitations to a series of webinars that we've had. We've had one or two a month and the last two that we've had have got really good turnout, we've had almost 100 people at these webinars. The last one was on recent federal budget and then the one before that was on food security and so there are all these members from the PE Hub that listen to and engage with the guest speaker in a Q and A afterwards on particular issues. They are not always related to public engagement and how we do public engagement but they're always on particular topics that will be of interest to the members and by extension of interest to the members to communicate to the public and the networks that they engage with as well. So that's what I'm doing in terms of PE at CCIC.

Message. Jack also commented on the message that he felt needed to be sent. He suggested a two-pronged approach of clarifying what Canada's role is and hoping to influence government policy on one hand, while educating about issues in international development and attracting people to volunteer and get involved on the other hand.

It is really important to speak out as a collective voice and to be communicating that to the government because they are the decision makers about how the money gets spent at the end of the day.

But public engagement can be so much more at the end of the day; I guess the idea of time, talent and treasure.

Jack clarified the importance of time, talent and treasure in PE as leading people to take action and get involved either as a volunteer or paid over a longer period of time,

throughout their lives. He explained that a key component of public education was to get people involved in their community, or with a specific project. He suggested that this involvement will naturally attract the attention of others and thus will also contribute to PE.

Future projects. Jack spoke of two upcoming projects that CCIC was looking to become involved in. The first is research on the scope of CCSOs to evaluate the impact and convey to the public the scope and impact of Canada's role in international development.

> *We're going to try and do some research to get some metrics, so essentially statistics about whom we are as a sector in terms of metrics. Things like: How many paid staff do we have? How many individual donors do the CCIC and extended CCSO community have? How many projects overseas do we have? How many partners overseas do we have? How many volunteers work for these organizations? Just to get a snapshot of here's the CCSO community, not the entire CSO community; more the international cooperation related ones… That will be used in communications to the government and also for the public as well, to get a sense of here's what we mean when we talk about international development work in Canada, this is the size.*

The second project is joining other organizations to speak out collectively against the current government's clamp down on civil society groups. Jack felt that a concerted campaign to the public educating about what the government was doing could have some influence in creating change:

let's have a concerted campaign that intellectually explains why what the

government is doing is wrong and the impacts that has on Canadian society. So

that's a campaign that we are hoping to launch probably sometime in the next 6

months but that won't be just the CCIC team, that will be with our entire

membership and other partners as well throughout Canadian Society

What are some of the difficulties you experience in this role?

The major difficulty that Jack felt held CCIC back was a lack of funding. He
attributed this directly to the current government who is curbing dissenting voices in the
sector as a whole by reducing funding for anyone who speaks out.

Funding. For CCIC at the moment, resources are the main thing. We

don't have dedicated funding for public engagement work, just because we had to

trim so many aspects of our work when we lost our CIDA funding so we just

paired down to the core aspects, these are the particular elements that we can

keep and can't afford to lose and sadly Public Engagement didn't make the cut

for that, so it's not something we can do but that's strictly because we don't have

the financial wherewithal to do it.

He repeatedly explained throughout the interview that the cuts in funding were
related to the present government's policy and approach.

In the sector as a whole we are seeing reduced support for public

engagement. And that could be partly as a result of; well it's directly as a result

of the current government and their interest in sort of curbing dissent, and

curbing any sort of dissenting voices and not having that debate. The government does not want to engage in a debate they want to do things as they see fit and follow their path. So there's been less support through CIDA for public engagement.

Lack of Cohesion. He also pointed out that as in any large group there is often difficulty accommodating different perspectives and consequently reaching a consensus on policy takes time:

> *There are certain things that clearly everyone will get behind us on, but in terms of the nitty gritty of where we stand on this particular issue, in this particular country in this particular month it's hard for CCIC to represent the diversity of approaches and world views that is our membership because they are not all on the same page, all 92 members. We can speak out on these things but it takes a little longer and we have to have a discussion and dialogue to make sure that we are ... accurately representing what our members all agree on.*

What are your methods and strategies?

Jack felt that through the PE Hub the main CCIC strategy was to convene organizations that had an interest in public engagement in order to identify good practices. However he outlined that an important area that was being developed by CCIC was a presence in the media. He also spoke generally about other methods and strategies used by member organizations that he thought were good practices.

PE Hub. *So in terms of public engagement, what CCIC does is we are part of a steering committee I guess you could call it, or a coordination team for the PE Hub*

Media. *In October 2011 we brought on a new staff member … and she's working on government relations and communications stuff… and since she's been on board we've been mentioned or quoted in the media about 30 times and we've had a number of Op Eds published. The media publication that we work with a lot is Embassy Magazine which is an Ottawa weekly newspaper that deals with foreign affairs and Ottawa policy. We are mentioned fairly regularly in that and quoted in that and also through various blogs and other mainstream newspapers in Canada. Several of the staff at CCIC are active on international coalitions and have meetings overseas with a broad range of international CSOs so we have a voice on an international level as well. So there is a healthy amount of media coverage in the last six months.*

Jack indicated that social media could also be a good way to mainstream ideas and draw attention to particular issues. This aspect of mainstreaming the issues goes back to how Jack felt that CSOs had an important role to play in PE, but that there were other factors that could be involved in terms of "*getting the ball rolling*".

A good example as I'm sure you have followed closely is the KONY 2012 phenomenon[10] and the debates around that. It's really interesting to see that

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[10] KONY 2012 is a short film created by the NGO *Invisible Children*. The film targeted Ugandan indicted war criminal and international Criminal Court fugitive Joseph Kony.

because that's an example of a very well prepared video and a very clear, maybe at times a little off focus, but a clear message and a very clear goal of that campaign itself and offering people ways to get involved that really took off and using social media had a huge impact on that.

He pointed out however, that videos like this while they are good to mainstream ideas are not the ultimate way to engage people because they are superficial and do not necessarily educate people about the reality of poverty, and do not encourage action or contribute to long-term involvement, something that specific campaigns can do more effectively.

It's something that reaches so many people it's such a big way through social media but yeah I agree it's more sustainable, more useful to try and engage in an ongoing long term way in maybe issue specific campaigns and issue specific public engagement with a smaller number of people who want to get involved and take action and volunteer for a particular organization and educate themselves and read up more of it on their own, and maybe write a letter to the prime minister and all those small types of actions that anybody can take.

The video went viral on social media attracting millions of viewers in a few days. It has been widely criticized for the paternalistic lens that it uses to convey its message as well as not accurately identifying the circumstances in Uganda, including tactics being used by government forces. The goal of this research is not related to the controversy surrounding the video, and it is referenced here in terms of a method of mainstreaming ideas. How the funds were used, or to what extent the message was accurate or morally right is not a debate for this paper. The video can be viewed on the *Invisible Children* website.

CHF. Jack felt that it was a good idea to get involved in schools. He spoke of his work with the Canadian Hunger Foundation (CHF), who is also a member of CCIC, to illustrate this. He felt it was very proactive.

> *CHF has put together a number of resources as far as pamphlets and DVDS and hand outs and promotional materials and stuff about global citizenship, and so when I was a volunteer with them you would sign up for different presentation that schools in the Ottawa area would request CHF to come in and give a presentation… the videos were mostly about direct examples and case studies of various CHF projects in different countries in Asia and Africa and the Americas and you would play different activities with the students and engage them in healthy discussion about whatever the theme of the presentation was… and the teachers in this area just love it, they are a fixture in the Ottawa scene in terms of bringing in people to give presentations on Global Ed.*

Street work. Jack also felt that getting out on the streets and doing grassroots work was an important way to engage and talk with people about what they know:

> *It's kind of got two tracks to it because they are signing people up to become a monthly donor and it is what it is, it's important to get funding through sources like that but another really important aspect of what they are always doing is they are telling people about the work that they do, and here's two to three of the big issues that Amnesty International is engaging on these days and have you thought about this and that, so that's another really good example of how to do this at a practical level.*

Events. Jack explained how learning events in the community such as public lectures and information sessions are excellent PE initiatives. His example of the Inter Pares discussion below illustrates the point well:

> *I went to a great... public engagement event put on by Inter Pares who is a CCIC member. They brought in a speaker who is from one of their partner organizations in Sudan and another associate of theirs who is on their board and she works in a women's centre in Toronto and they talked about family law and how that works in Canada and Sudan and parallels with issues that are going on in Sudan and it was great it was a live webcast so people who were watching from home, and it was in a room that could hold maybe 100 people and it was full, like standing room only and it was great. It was just a moderated debate between these two experts and it's a great example of how to get people interested. It was part of their annual speaker series.*

Do you have any success stories?

Generally speaking, Jack did not have a lot of positive stories to speak of. Overall he felt that public engagement had reached a precarious state because of lack of funding, especially where CCIC is concerned. He did think that there were still positive examples of groups such as CHF who still receive funding and are able to go out and really engage people, especially in schools.

> *I don't want to give you the impression that no big success stories come to mind for me, and that somehow means that there aren't because I'm sure there*

are... working with CHF which was a great program, I was involved in it for

about 3 years, and it was growing and doing well and continually getting more

and more organized for the volunteers who gave the presentations and more

meaningful for the students themselves and I think they are a great example of a

public education example that is thriving.

Summary. Overall, it is clear that CCIC has invested a lot of time and energy in studying the process of preparing active citizens through greater public engagement. It views the role of CCSOs as being central to this educational process and suggests that current CIDA policy of bidding on contracts is detrimental to PE because it reduces the capacity of CCSOs to fund PE initiatives. Jack Litster, the volunteer public engagement officer for CCIC explained how CCIC was a case in point on this issue. The interview revealed that CIDA ended its funding of CCIC in 2010. This action in turn weakened the ability of CCIC to do research and publish articles related to public engagement. Past articles are still widely available on the CCIC website; however CCIC is clearly struggling to continue working as a convener of public engagement. The CCIC office itself, which is small, crowded and has few resources demonstrates the difficult circumstances that CCIC is going through. CCIC has been reduced to the bare minimum, and as Jack indicated, PE did not make that minimum cut and as a result it is based entirely on volunteer work. In terms of the research questions, the information reveals a slight dichotomy. The recent publications on CCIC's website and Jack's personal opinion demonstrate that PE in Canada is clearly viewed as being extremely important and central to the role of CSOs. However, as Jack pointed out, reduced funding for PE by the government (through CIDA) affects the extent to which it is actually practiced. It

has become mainly a volunteer activity rather than a planned programmatic priority. For Jack, a lot more work needs to be done in PE. He is also aware that there are major obstacles to overcome, mostly in the form of reduced funding and work agendas established by the Federal government that do not privilege the role of Public Engagement.

The critical stance that Jack was able to take towards the government is partly because CCIC has already lost in 2010 most of its funding from CIDA. Looking at past publications prior to 2010 it is obvious that they always represented a critical voice. Part of this stems from their role as representatives of a coalition, many of the member CSOs are too small to speak out and be heard individually. This representative voice is an important one for this research because it provides an angle that other groups who still receive funding may be less likely to voice. Another interesting aspect that came from the interview with Jack was the frankness with which Jack was willing to speak about some of the internal problems faced by CCIC. He referenced some internal disputes by members as slowing down the process of creating policy at CCIC.

It is important to signal some of the successful strategies on which CCIC relies for public engagement and education. These include the Public Education Hub: a virtual community of participants in interactive discussion; media outlets such as the Embassy Magazine in Ottawa; the CHF's pamphlets and DVDs prepared with schools in mind; a wide variety of activities under the general rubric of "street work" used successfully by organizations such as Amnesty International – collecting signatures by citizens, disseminating messages focused on special issues; events and public lectures that are used successfully by groups such as Inter-Pares, for example. A cautionary note is to be

sounded in relation to social media outlets and messages. Unless these are prepared professionally and are based on facts, messages used in social media outlets are not always reliable and do not have quality content for purposes of effective public education and engagement.

Cuso International

  Mission. Cuso is a North American CSO that places skilled volunteers from developing and developed countries in areas where their skills can help to develop communities in need and thus combat poverty in the world. The data presented in this section are collected from the CUSO website (CUSO, 2012) and an interview with Christine Messier, the Public Engagement and communications director for the Quebec office.

  Public Engagement. The impact of Cuso's work on the volunteers themselves involves an increased awareness of international issues as well as a greater commitment to global issues in all aspects of their lives. The website identifies a theory of action change whereby volunteers take their experiences home with them and inspire other volunteers, and pass on knowledge gained through their experience. There is a lot of emphasis placed on volunteer alumni getting involved in their communities to inspire action. Cuso supports alumni to network and join in local projects and campaigns. They claim that 85% of returning volunteers get involved in the community. The Cuso website has a section reserved for stories from current and past volunteers that outline the positive impacts of the work achieved through volunteer efforts.

  Cuso identifies possibilities to effect change through volunteering at home as well. They offer opportunities for people to recruit volunteers, raise funds, plan events,

join campaigns such as the May run for the world fundraiser in Ottawa or international campaigns in conjunction with the millennium development goals, educate the public, visit schools, and talk to the media. According to the website, CUSO organized or participated in 237 public engagement events in 53 different Canadian communities, engaging over 75 000 people in 2011.

Cuso publishes a twice -yearly electronic newsletter that outlines current Cuso campaigns and highlights the stories of volunteers. As well, it has a number of publications on a variety of development subjects. There are also a number of audio and video podcasts talking about development issues. In 2011 Cuso developed an application for smart phones to listen to podcasts and had a public service announcement that played in Ottawa Cineplex-Odeon theatres for a month and on 53 television channels 703 times.

Interview. Christine Messier is the Cuso public engagement officer for Quebec and Francophone Canada and the southern United States. She accorded me an interview that was conducted in French. I transcribed the entire interview and then translated the relevant parts to be quoted into English. The data are presented in the form of my questions in bold letters, followed by the responses

How do you view your role as public educators?

Christine considered that Cuso played a substantial role in public education. She pointed out that Cuso has eight people in Canada who are paid to do public education and communication. She felt this reflected the importance that Cuso attributed to PE activities.

Christine defined the objective of PE as raising people awareness about the reality of poverty, its causes and what is being done to help solve the problems: *I would say it is to reinforce a feeling of solidarity and heighten consciousness. It's to raise awareness about what's going on in the other countries, and for people to support our actions. What we are doing. As I was saying with money or by knowing, even knowing at least to share the values because it's a matter of values also. It's about humanitarian values, to share these values so that people are aware of them.*

Role. Christine differentiated between the formal and informal spheres of education. She explained that while there is an important role within schools to educate about development, NGOs have to complement this with engagement of the public sphere, which she referred to as popular education in the spirit of adult education:

If we want to conscientize, I think it's NGOs that have the most important role. I think schools can take part in conscientizing citizens. They do already and they must. NGOs should work alongside the formal system in schools. Their role should complement it. And the government… needs to use civil society. I think at the level of popular education it is Civil Society Organisations together with NGOs that need to do this. There is an independence as well and a lot of expertise that has developed over the years.

How important is this role for you?

Christine placed a lot of emphasis on the role of public engagement within Cuso. She felt that it occupied an important part of the organization's activities. She noted that Cuso contributed to umbrella organizations' policies of public engagement.

> *Mandate. Well, it's part of our mandate and our mandate is our job… The organization's general mission is to reduce poverty and inequality. To succeed in this you have to work on the level of consciousness and mindset. It is not only to strengthen the capacity of marginalized populations, but also to conscientize people. Education is the basis of all societies. An informed society always leads to participation and understanding why we need to take action.*

She explained that public engagement can involve self promotion, but stated that it is not only about that. It's about raising awareness among citizens about the importance of their work and about creating solidarity for international development goals and actions.

> *So it holds a pretty important place. Why? It's not just promotion, that's different. People say oh, you are promoting your organization, no. It's not only self-promotion. We believe in what we do, it's development. What we do is send volunteers to work with professionals everywhere in Africa and Latin America. It reinforces their capacity. We have to make this work known so that people support our work. It could be financially or it could also be with ideas. If we want to create change, if we want an ideal world then lots of people have to work*

together. Therefore public education is important here in Canada to sensitize

people about what we do abroad so that they are sympathetic to our cause and

support it as well. We also need to recruit Canadian volunteers so it becomes a

way to recruit volunteers to go abroad, and even if they don't go abroad it's

important that so they can support our cause and stand in solidarity with us.

Cooperation. *We are members of l'Aqoci and we share their values and policies,*

etc ... L'Aqoci has been around since 1985. It seems to me that we have been a

member since then. We have participated, shaped and elaborated on their

policies of engagement and public education on international solidarity. We are

not just members, we are developing, and we are participating in the development

of these policies, so we know them well.

To what extent and how do you engage the public to achieve your goal?

Christine explained that Cuso used volunteers to reach out to all sectors of
society, while noting that they had a limited role in school programs.

Activities. Christine detailed that because of the nature of Cuso's work which
involves sending volunteers abroad to work in developing countries PE was inherent in
all of their activities:

All our activities engage the public… we mobilise a lot of our ex-

volunteers. When they come back, they are our ambassadors. We mobilise them

a lot to participate in our activities and also to attract people.

Partners. Christine elucidated that Cuso relies to a large extent on former volunteers and other interested groups to get involved in and collaborate with Cuso. An important part of Cuso's activities involve creating links with other organizations as well.

> *I'm the only permanent employee. I work with volunteers, strategists, students, in all sectors. We work with local organizations as well, not necessarily international cooperation organizations, but others from civil society, community, it could be unions, we work in the health sector, education, community development, the environment, (because we do work about the environment), handicapped-so we work with all of those groups from here, who work in the same sector as us.*

> *To make them aware about what we do or to do activities in collaboration. We have conferences, film screenings, information sessions, we have working committees, we get alumni and people who are interested in organizing activities, activities to raise funds or educational activities.*

Schools. In reference to engagement and education work carried out in schools, Christine recognized that it was done, but not on a large scale: *"We don't have any formal organised programs with schools or universities. I do it personally because I am known, and people ask me to come to their university."*

She noted that there is a group of volunteers that is working with Cuso on a project involving a program to be implemented in schools and conducting development related activities. Christine felt that this was a good initiative and supported it.

Audience/Goal. Christine emphasized public education as non-formal and participative. For Christine, the object is to increase everyone's awareness about development issues and to create links that demonstrate how people around the world are interconnected and that their realities are intertwined:

> *As educators, our role is really to sensitize people. Men, women, everyone. Whether they are young or old: The general population. For us it's international issues and sensitizing those who are interested to what is going on elsewhere and to help them make connections to their own reality. To see that the world is not divided, either between north and south or developing and developed, but that there's only one world, just with different realities. But also similarities. And there are links for example between the way we consume in Quebec and Canada and the way industries for example in developing countries, it could be workers in developing countries that are underpaid, or have poor work conditions while we benefit from their products. So there is a connection with consumption here and production overseas. With policies as well. To see if it's a foreign policy that developed countries might have, and the possible repercussions in the countries where there is conflict or that are in difficulty or have human rights abuses for example. So again, it's to show that there are different realities.*

What are some of the difficulties you experience in this role?

Christine identified finances, competition and misinformation as the main difficulties.

Finance. Christine disclosed that she was the only full time employee at the Cuso office in Montreal. She reflected that she had very few resources to do PE because there is not a lot of funding for PE. She noted that this forced her, and the volunteers that she works with to be creative and think outside the box.

Competiton. Christine pointed out that Montreal is a city with a lot of different festivals, and a lot of different activities to take part in. She felt that people were a little over solicited with activities to involve themselves in, and as a result, promotion to attract people to Cuso's cause encountered significant competition from other causes.

Misinformation. Misinformation and a negative portrayal of development were seen as other difficulties to overcome: *"They (people) are bombarded with news that contains information that is contradictory. We have to demystify what they see in the news and show what the reality is."*

She gave the example of Haiti:

> *For example, in Haiti, there was an earthquake and a lot of NGOs are there. We hear that what they are doing is not working and that's not true. There are some things that are working. There were a lot of things that didn't work also, but people remember what didn't work, so there is that negative aspect. Misinformation in respect to what is going on in the countries where we work is another big challenge.*

What are your methods and strategies?

Christine emphasized the need to reach out to all ages, all parts of society. She suggested that the way to reach people was to encourage them to participate in the context of their own lives. She highlighted the importance of creating links to bring closer to home some realities that are perceived to exist in far away localities and not of immediate concern. This will help illuminate the ways our choices here at home have an effect on others in far-away places. To this end, Cuso uses fomer voluteers, the media and committees constituted of local community based volunteers.

> *Links. To understand others' realities we have to show the connection they have with us. For example Cuso has the model forest project. There are forests everywhere in the world. The environment is in danger with overproduction, economic globalisation. The environment is in danger here just as it is elsewhere. So we have to show that local solutions can also be global solutions. Again, it's making the links between here and there.*

She explained that Cuso does this by engaging people in activities that are interesting and relevant to them:

> *If we have a project on the environment we go to organizations that care about the environment but who don't necessarily know what's going on. For example Cameroon, in southern Cameroon we do work with the model forests. What we try to do is create a link between what we have to say and the people we*

want to reach. There is a link, but there are some things that they don't know about. We try to make the bridge.

She gave the example of yoga in the park as a good way of connecting with people.

> *We did a Yoga activity. We call it Yoga for the world. We joined with yoga lovers for this. Yoga lovers and international development—what's the connection? We said that yoga is about peace, well-being, equality and justice. They are the same values, so that's the connection we made. Yoga lovers, development, here are the connections. We collaborated with yoga schools. We created a day of yoga in the park activity.*

Committees. Christine referred to the use of committees to share their experiences, participate in activities and reach out to the community around them.

> *Another strategy, it's new and I'm sure it's going to work well, is to create committees where people who want to work together with us create their own activities to generate awareness in their own networks. There are 25 people on the Montreal committee and I have 15 in Quebec we just started and it's a strategy that is very participative like adult education. There are some who come from marketing, radio, community organisations, they all come from different places and we assemble them together. They put their ideas together to create events, use their skills to talk about obstacles we have to work on. This is a strategy that I really believe in. They will organize and create awareness. It*

could be big companies, sensitize businesses that come from developing countries, local businesses, to show them, sensitize them to what is happening elsewhere.

Local Media. Another important strategy that Cuso resorts to is the use of personal stories and testimonials in local media because people can relate to the messages recounted by these stories.

> *Publishing articles in local media, small community newspapers, is an important strategy because people read them a lot and it is close to them. It's the people who live in their own area and have this experience.*

Mass media. Christine felt that Mass Media played a lesser role in Cuso's public engagement strategy, but identified a couple of strategies that they used. She noted that the most effective use of the media was buying advertisements.

> *We have a strategy for the media as well. It's public engagement and communication. Our team is really about public engagement and communication. I work more at the regional level; there is someone who takes care of the national as well. Here we communicate with journalists, let them know about our events, or our director general might have an interview. In Quebec I have a few connections with Radio Canada, but it's a lot of work because they are overwhelmed with news and our little stories about returning volunteers are not very interesting for them.*

Do you have any success stories?

Christine felt that there were lots of positive stories. Activities that brought members of the public together, created new links and actively got people involved seemed to work the best. She gave several examples.

Yoga in the park. People were invited to do Yoga to raise funds for the cause. We had a kiosque with lots of pamphlets. There were volunteers that we recruited; we recruited people who had volunteered overseas. We explained about what we do to people who didn't know. We were in the park doing Yoga and people passing by stopped at the table (click fingers) a way to attract attention! You see? It's a way to make a connection with a completely different milieu, but people that we know we can engage. It's an example.

Happy hour. I organize a happy hour event every two to three months. It's with guest speakers. We invite ex-volunteers and people involved in the area and it has had a lot of success. We meet in coffee shops or bars. People have a bite to eat or a pint. It's a networking activity at the same time.

Committees. I think that the committees, even if they are new, will become something very interesting. They are made up of 25 people who come regularly. I am really surprised by this, and 15 people in Quebec.

It means that there is a desire to do something and there are people who have not formerly worked with us but who want to do something. I have 70 year olds, 20 year olds, people from Africa, Latin America, Quebecois, Anglophones;

it's good to unite them… It's good because it is representative of society. It's a success. It comes from energetic people who will each in turn influence their own circles. I think it's something very important.

Summary. Overall, Cuso appears to be inherently involved in public engagement. The work it does is based on volunteers living overseas, an experience that engages them on a deep level. This has a natural reverberating effect on the people around them, as it draws attention to what they are doing. Furthermore, work that returning volunteers do in the community seems to have a strong and lasting effect. In terms of the research questions, Cuso offers a very positive example to build on. Christine clearly feels that PE is very important, and she also feels that Cuso does a lot of PE, that it is an integral part of everything Cuso does. Christine remained optimistic about future prospects, and her examples of using committees and creating links to sensitize people are very much aligned with the five principles of global citizenship education outlined in the literature review. Christine did not speak out against the current government, perhaps because Cuso continues to receive funding, however she did note that a lack of resources was the most significant problem faced by Cuso as was the case with CCIC discussed by Jack in the previous section of this chapter. In this instance, self-censorship could have been a limiting factor when using direct voice. However, I was still pleasantly surprised with the candid sharing of information by Christine and her frank discussion of the potentially negative aspects of funding restrictions which were corroborated by data provided by other interviewees and sources.

CARE Canada

The data presented for CARE have all been taken from the CARE website (CARE, 2012) and an interview with Marie-Eve Bertrand, the director of development, communications and fundraising for CARE Canada's Quebec office.

Mission. CARE Canada's mission is to serve individuals and families in the poorest communities in the world. According to the strategic action plan found on the their website, CARE Canada does this by strengthening capacity to self help, providing economic opportunity, delivering emergency relief, influencing policy decisions at all levels including governments and multilaterals and addressing all forms of discrimination. They focus on women, as they are the most marginalized population in society.

Public Engagement. The strategic action plan published on the website identifies greater public engagement as one of the 5 key points of interest. CARE Canada aims to increase public engagement by investing in projects that increase awareness of its brand and what it does. It aims to create greater partnerships with Canadians on two levels. First, by improving volunteer opportunities, and secondly by bringing personalized stories of development home to Canadians so that they can identify with the successes of development projects more easily. They use social media such as Facebook, Twitter as well as their website to promote activities and relate success stories.

The website engages people by identifying immediate steps to take action through donations and through joining campaigns such as the *walk in her shoes campaign*, whereby participants can sign up to walk 8000 steps a day for 8 days to earn money for women's empowerment and education.

The strategic action plan identifies lack of funding and negative attitudes towards development as major hurdles to overcome. It cites that with cutbacks in aid by CIDA, CARE has to rely more heavily on private donations. A key issue with funding is what they refer to as the "starvation cycle", whereby increased public engagement is required, however spending on public engagement is viewed as taking away from the beneficiaries and wasting donors' money. This is compounded by public skepticism about the efficacy of international development. They aim to counter these difficulties by remaining financially transparent and generating greater awareness about success stories that provide evidence for the efficient and effective functioning of development efforts.

The Annual report, which is easily available on the website, reflects the plan well. It highlights select successful programs and initiatives through the use of personal stories that give resonance to the work accomplished. The report also identifies donors and includes a complete financial statement as well as an independent auditors' report.

Interview. I had the opportunity to sit down with Marie-Eve Bertrand the director of development, communications and fundraising for the CARE Canada Quebec office. Her responses reflect much of the information taken from the website and are outlined below in the order of the questions posed. The data is presented in the form of my questions in bold followed by the response.

How do you view your role as public educators?

Marie-Eve identified that CARE Canada has a limited role in public engagement compared to other organizations. She differentiated between public engagement and fundraising, stating that according to CARE policy, PE could not have any money attached to it. She indicated that it was important for CARE to have "smart" donors. In other words,

donors who understand the reasons for CARE's fight against poverty and the ways they use for achieving their results. She stressed throughout the interview that she would like to engage the public more, but felt that budget restraints present a real problem. She explained that their PE efforts depended on receiving some targeted funding from CIDA or another interested donor.

> *We feel like we have a limited role as public educators mostly because of budget restraints. We would love to be able to do more but the reality is that within NGOs there is only a certain amount that you can dedicate to administration fees and then there are fundraising fees and communication fees. So that really restricts what we can do. We try through our communication programs and through even some fundraising pieces that we do to have a public engagement portion of it so at least we can finance our own activities and make sure that we don't drill a hole in our budget.*

> *If we could in our communications team it would be very interesting for us to do purely informational pieces.   We would love to do more videos and more brochures on why we need to help women and girls. Not give us money, but you know, explain how we help women and girls, this is why we want to do more.*

How important is this role for you?

Marie-Eve links public engagement closely with the need to obtain greater funding from the public sector in terms of having smart donors. Marie-Eve disclosed that the role was becoming increasingly important as funding from CIDA declined because it forced CARE to reach out and attract people to their cause in order to get funding.

The people who were there before my team felt like we didn't need to

engage the public we didn't need their funding because we had so much money

coming in from CIDA. The reality is, you've seen it, ... our government cuts

CIDA funding so we need to engage the public again and tell them what we do,

why it's good to partner with us and how we can help change the world. And give

people here a personal experience, and so I think here, for CARE, it's still early

in the case of public engagement.

To what extent and how do you engage the public to achieve your goal?

Marie-Eve emphasized the fact that CARE Canada is attempting to increase its role in public engagement. She elucidated that an important part of CARE strategy was reaching out to the community and creating partnerships with universities and other groups, to have other people spread their message. She noted that CARE also does work with smaller groups of interested "*ambassadors*":

We want to use them to educate their networks and influence, go back to

the bottom and influence the general public on causes and on problems related to

poverty. But on the program side we try to partner with universities.

In terms of a strategy to engage the public Marie-Eve explained that CARE has two markets that it plays to. She confided that they do not really try to go out of their way to attract people who are not interested in development because some people will just never "*get it*". She outlined some of the activities that CARE has undertaken in the past two years that have no "ask" function attached, including petitions to the

government, a photo challenge to remind people of women and girls in poverty and a lot

of work using social media.

> *We've done a lot of things online. We are using social media mostly*
>
> *twitter and facebook also to reach our different level of audiences. And it's the*
>
> *cheapest way of doing it as well, using social media, well it's not cheap, but it's*
>
> *cheaper than, for example creating a big conference or doing a big event. We*
>
> *can reach more people at a lower cost using digital media no matter where*
>
> *people are versus making a conference.*

Marie-Eve noted that there are limits to what they want to or can explain to the

public. She suggested that the public is not able to understand and decipher some

messages properly because some aspects of development work are just too complex and

multi-layered. For example:

> *I cannot go on the radio and say: "Hey people have been kidnapped in*
>
> *this country because it's dangerous for our staff." It's always balancing how*
>
> *much you can give to justify. When you educate people about the risk of doing*
>
> *your work and how you need to use the money then it's easier, but most people*
>
> *don't understand how we work and the reality in the field.*

She also explains this obstacle to be the case in terms of fundraising, and that

there must be a balance struck in the way we report the stark realities of the field,

combined with a hopeful delivery in a positive message.

If you tell a story that is only positive, people will think, well, they don't need money, they don't need support, I don't need to do anything- they are good. If you tell a story on the other hand that's too negative, people will say I don't want to hear about it, you know it's too horrible you are trying to manipulate us- so it's finding that balance.

She pointed out that CARE tries to get across a message respectful of people and their dignity, highlighting their capacities and competence and their desire to learn and work. The message they are trying to send is: "you can help them to help themselves".

They don't need you to do it for them and that was a mistake from the well building, people used to think "oh I'll go build a well". Well they don't want you to do it, they can do it, they have engineers, they are strong, they are good, just give them the resources, give them some funding to buy tools, teach them and they'll do it and maintain it. It is also educating people about how we do development it's not only giving a well- they don't care they want to do it... So in our stories, we have a guideline in how we tell stories, who we tell stories, pictures we can and cannot demonstrate. It's a big thing but I'm very proud of it because we are dignifying.

What are some of the difficulties you experience in this role?

Marie-Eve considered budget restraints as the main obstacle to doing PE. Remarkably, she also confided that internal disputes about diverse definitions of public engagement. In times of tight budget realities and related controls, competition from different sectors of the organization becomes acute.

Budget/resources. Throughout the interview Marie–Eve referenced budget as limiting the financial and human resources available to engage the public.

> *The reality is that within NGOs there is only a certain amount that you can dedicate to administration fees and then there are fundraising fees and communication fees. So that really restricts what we can do. We try through our communication programs and through even some fundraising pieces that we do to have a public engagement portion of it so at least we can finance our own activities and make sure that we don't drill a hole in our budget*

Internal Dispute. Marie-Eve pointed out that there is considerable debate within CARE whether fundraising can be considered a part of Public Engagement.

> *Well the first one I would say is the internal fight on the description of public engagement. This makes our job hard cause we sometimes have great opportunities to engage the public, for example a campaign where it's awareness but we also sell a t-shirt that says "I'm powerful" we want to catch people's attention so internally the fact that comprehension of public engagement is not the same makes our job hard sometimes…Our program friends are convinced that public engagement should never ever include a request for funds. They are convinced that if we are to do something it has to be purely educational otherwise it's not public engagement. We have a small budget as I mentioned for public engagement and if we have a small project that fits with it, we have to demonstrate that there is no financial request related to it… However, we as fundraisers and communicators, I am the only one who does both. We believe*

that when you ask someone to do something, well put your money where your

mouth is. It can be good to say you believe in this, but why don't you put 5 bucks

toward it. It doesn't have to be a big request. For example walk in her shoes

which is a fundraising campaign, but it's also an awareness campaign. We see it

as public engagement within our fundraising and communications team. Our

friends in programs think it's purely fundraising, they don't see that connection

between moving thinking walking having that experience- although it's not in

Africa -of what women experience around the world.

Trust. Marie-Eve pointed out that Canadians are more likely to donate to community groups, which is frustrating at times because they are often held less accountable than NGOs. She explained that the reality is that *"If you look at the money donated in Canada, it depends on the year but it's between 4-6 % that goes to international development- that's the reality."* She attributed this to a few cases where NGOs do actually "burn" money and that these instances are more likely to be blown up in the news and as a result trust deteriorates. She also explains that some people will never give to an international project because the results are not directly visible.

She also references how it can be difficult to justify the use of some funds in the field, which is also an offshoot of being "out of sight".

It's hard for us here in Canada to understand why we need to invest in security.

Why do you need a driver? Why do you need guards? Why do you need so much? But

reality is I've lived in Haiti and worked there, you need a guard cause there are

kidnappings, there are things that you may not want to talk about and you cannot.

Seriously.

What are your methods and strategies?

 Target audience. Marie-Eve pointed out that CARE has tried to focus on a key group of people who are listening to the message.

  It used to be that CARE was trying to reach everyone in Canada. We realized however that our target audience, so those looking at us trying to learn more about us, were mostly women between 35 and 60 something.

 She explained that CARE Canada wanted to reach out to the people who are interested in their message because they are the donors, but also because a lot of people will just never become interested.

  Because a lot of people don't care or don't trust or don't know, so that's the reality and you try to teach those who give already, try to have them talk to others and increase trust. There's a point where you know, I've met people who have told me I think you are wasting your life doing your job, Fine. If you think so, I think I'm not. I cannot…It's a personal opinion.

  "The reality is if someone is not interested in international development they will most likely never give, they will not listen to you, so it's finding the right audience as well."

 I am powerful councils. A key strategy to reach out to people was to encourage the community to form their own groups. They are given responsibility, listened to and they reach out and network in their own circles.

In Montreal we have about 30 women who are heads of companies and have decided to get together and support CARE. So they are finding ways to engage the public you know within their own networks.

We call them "I am powerful councils" and it's powerful women- they can advertise, they can pick up the phone and have free signs around the city which I could never do, so we have that group of women who could do that. We have them in Vancouver, and now in Ottawa. That's another way of doing public engagement but you need to steward them you need to support them and it takes time.

Marie-Eve's evaluation of these groups is positive for obtaining results but she also acknowledges that there is a distinct risk involved in that these groups could misrepresent CARE: *"If one of them is tied in a scandal well then it affects us"*

She also acknowledged that it takes time and resources to train and education these groups and their leaders to speak about poverty, but considers this strategy to be an effective one and would like to have more frequent opportunities to engage with these groups: *"You know if you could have a group 50 people who could do public engagement that would be great!"*

Coalitions. When we consider fundraising to be an activity that belongs to the realm of public engagement, Marie-Eve can think of some success stories. She points to the Humanitarian Coalition (HC) of which Care Canada is a member. The HC aims to increase awareness and raise funds for emergency crises.

We do fundraising together when there's a crisis and it's a way of limiting costs. We do save a lot of money by working together and the HC is also a way of

having a stronger voice in the media when we talk about crises. We are more

powerful so we can cover more.

Marie-Eve emphasized that they work not only in crisis response, but partner to do work in crisis prevention as well: "*We are trying to ramp up our capacity so that we can talk about prevention, disaster risk reduction- stuff like that. These things that are not sexy-like disaster risk reduction.*"

Campaigns. Marie-Eve explained that campaigns are a useful way to focus attention on a particular issue:

> *A campaign… it's focused it's time bound and so it catches more*
> *attention…When it's focused then people listen to it: "oh it's a campaign! Oh it's*
> *this! Oh it's that!" So it's time bound and it also helps us to gather metrics to*
> *evaluate.*

Stories. Marie-Eve explained that story telling helps people to draw links to their own lives, to engage people at a personal level: "*It's proven that storytelling is the best way to engage the public because people think problems are not a big thing-too impersonal. It is personal!*"

Transparency. Having already spoken about the difficulties involving trust, Marie-Eve pointed out that the best solution was to be as transparent as possible:

> *So you need to encourage trust by showing examples, showing success,*
> *showing the work that you do, having reports, having key ambassadors who are*
> *known and who are trusted to talk about your work.*

We want to be transparent we want to demonstrate how we use the money, the impact we are having. And we want to demonstrate progress because we believe that everything starts from trust.

Media. *We've done a lot of things online. We are using social media mostly Twitter and Facebook also to reach our different level of audiences. And it's the cheapest way of doing it as well, using social media, well it's not cheap, but it's cheaper than, for example creating a big conference or doing a big event. We can reach more people at a lower cost using digital media no matter where people are versus making a conference.*

Reflection. Marie-Eve identified that reflection is an important strategy for evaluation and moving forward in the future. She pointed out that this also involved getting feedback from participants.

We talk with the group leaders and ask them how they found it pertinent, what they liked, what they would change, what was good or bad. We try to work with group leaders so we can get that information and adjust the way we do it. Well now with social media you get great feedback right? For example with the HC sometimes there's an article posted somewhere in the news or we do an interview on radio and 5 minutes after people are plugging and telling you what they think, their feedback. So we do get it and we have to compile it, look at it and adjust. See if our messaging is right on or off and why, yeah it's always complex.

And of course, our committees … have a strong voice. Those groups of women and business people are loud (and it's okay) and they tell us what they think. They are not ashamed which is good because it's sound input.

Do you have any success stories?

Marie-Eve considers the annual campaign for International Women's Day to be a growing success.

Well I think that what we started to do two years ago is starting to show successes, it will take some more years but around International Women's Day, we used to have no targeted effort, but now we've seen this year in Quebec we had the week of power that was a success. I think it was a success because you know we were in the media it was free, we spent no money, and we had some great conferences.

And so I think here, for CARE, it's still early in the case of public engagement but you know International Women's Day, our donors know, that's where we do most of our public engagement, people have been going online, we have "What's your measurement campaign", we had some participants, we don't have the full report yet because it was only in March but year after year we see an increase of traffic on our website, and people are looking at our report and talking about it more, so I think that we are starting to see success.

Summary. Overall, Care Canada appears interested in creating greater partnerships with Canadians. The goal seems to be based primarily on improving funding

in the face of cuts by CIDA. They engage Canadians mainly through their website that contains an abundance of information about the projects that Care Canada is engaged in around the world and opportunities to get involved in the organization. In terms of public engagement, Care Canada appears to focus on reinforcing positive stories of international development in order to increase private funding by fighting what they perceive as growing public skepticism towards the efficacy of international development.

CARE does not consider itself to be a major player in direct PE initiatives; but when "smart donors" and campaigns are taken into consideration, it becomes apparent that they do quite a lot in terms of PE. In the face of some budget cuts, they are beginning to reach out and do more through strategic partnerships.

Despite receiving aid from CIDA, Marie-Eve was very frank when speaking about the problems of budget and funding, referring directly to the government as a contributing player to lower levels of PE than needed ideally. Marie-Eve also spoke about internal disputes about PE definitions and budget allocations thus contributing directly to a better understanding of factors internal to the organizations involved in PE work. Once again, the use of direct and personal voice can be considered to have been a positive contribution to this study by shining light on internal processes.

McLeod group

The McLeod group is a small organization made up of professionals with experience in international development, diplomacy and foreign policy in government, civil society and academia. The data presented here have all been taken from the McLeod group website (McLeod, 2012) and an interview with Ian Smillie, a co-founder and member of the board of directors.

Mission. The McLeod group is concerned with Canada's role in international affairs. It considers itself to be a voice for a rejuvenated Canadian role in the world and seeks to rebuild Canada's contribution towards a better world.

Public engagement. The main function of the McLeod group is advocacy and engagement. It is highly critical of current Canadian foreign policy and seeks to promote greater awareness and understanding of issues surrounding it. The website has a number of publications about Canada's role in international development on topics of development assistance, democracy and human rights, the environment, peacekeeping, gender equality and global governance. There are links to relevant news articles, press releases, interviews, publications and policy papers. There is a regular blog that critiques, analyzes and makes suggestions for foreign policy. There is also limited use of social media.

Interview. I was able to interview Mr. Ian Smillie of the McLeod group. Mr. Smillie has worked in development in several capacities. He has been an advisor for CIDA, and a number of books and reports for the OECD on Canada's development including several articles on public engagement in Canada. He spoke to me in his capacity as a representative of the McLeod group and also shared his expert views on the role of public engagement in Canada. The data is presented in the form of my questions in bold followed by the response.

How do you view your role as public educators?

Smillie explained that the McLeod Group was formed when the conservative government was a minority. He explained that the government was starting to clamp

down on anybody who criticized its foreign policy. The goal was to raise awareness both with government officials and in the public about global poverty and Canada's international development efforts. Smillie pointed out that now that the current government has a majority *"Everybody's extremely worried, and you'll hardly find any NGO saying anything that they think might clash with current government policies and thinking."* Smillie noted that this makes the work of the McLeod Group even more important because *"very few people were willing to speak out, people in the know don't tell and people who tell don't know. So you wind up with a very limited public debate on these issues."* Thus Smillie feels that the McLeod group's main function is to create public debate and generate awareness about Canada and Global poverty.

Smillie felt that the role of engaging the public should theoretically begin with CIDA, but that it should be something that everyone does, indicating that academics could write more on related topics and large companies should put some money back into educating Canadians as well. He was very critical of the government for not doing any PE outside of advertising their foreign policy.

> *But if the Canadian government saw this as a major priority, instead of just something, a voluntary activity that is bolted to the side of your foreign policy -a slush fund available for whoever has an idea in Mongolia. You know if it was a fundamental part of your foreign policy, then you would have to develop support and you would have to spend a lot more money on it.*

How important is this role for you?

Smillie felt that public engagement and advocacy were extremely important both for the McLeod group and for international development in general. Referring to the McLeod group he explained that it was their key purpose: *"Well see, it's the only reason we are there. It's very important. I've always thought it's important."*

He explained that PE is important for several reasons. It was important, first of all, from the McLeod Group perspective, since he felt that other NGO voices were being reined in by the government due to conditions attached to funding that these groups received through CIDA.

> *You probably know about the Kairos debacle. Kairos was a church based NGO that was defunded, it had had a good evaluation, a good CIDA evaluation and the bureaucracy recommended that the next installment of funding go ahead, but the minister stepped in and put the not in front of recommended and they got axed. There are a lot of others who have been chopped, and the general feeling is that they have been chopped or severely reduced because they've been engaged in advocacy work or public engagement or whatever you want to call it that the government doesn't like.*

Smillie also pointed out that further engagement needs to be done because Canadians have little understanding about poverty and long term development.

> *Canadians are positive about development assistance, what they know fits in a thimble, I mean they really don't know much and so, what I said in an article,*

I don't know if I coined this phrase myself or whether I stole it from somewhere, I would say that public sentiment is a mile wide and an inch deep.

When speaking about public engagement:

Oh I think it should be vastly increased, you know, we in the McLeod group, we spoke to Michael Ignatief about this when he was leader of the Liberal Party, we said you should make development and eradication of poverty in the world a key part of Canadian foreign policy.

If you want to get a message across about breast cancer or HIV AIDS or whatever, you've got to have education programs, and it's not putting a message out once a year, there has to be constant messaging and it has to go out strategically at different places at different times. Sometimes you are going to have to advertise during the hockey game, sometimes you are going to have to do things in school, road safety, I mean we know something about how to educate the public, we know that it has to be reinforced, all the time if it's important, with this message there is nothing. I mean what is CIDAs budget for public engagement, is it 250 thousand dollars?

He provided the example of Sweden to back up his point that public engagement works and is important.

Support in Sweden is very high for international development, opinion polls are very high, and it is often cited as the reason why Swedish SIDA[11] is able to spend more than one percent of GNP on foreign aid. Despite all of the ups

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[11] Swedish International Development Agency

and downs in the Swedish economy over the years, they have always managed to spend more than 1%. More than 0.7%, it's never been an issue for them to get the spending up. People say well Sweden is different. It's a Swedish thing. Well it's not just a Swedish thing. Sweden spends more on public education around these issues than every OECD country combined. Public education pays off.

To what extent and how do you engage the public to achieve your goal?

Smillie elucidated that when the Conservatives formed a minority government they had more influence than they do now, indicating that now they *"basically just try and keep an interest in these issues alive, to talk as much as we can about it, in a climate where some journalists do care about this and do write well and interestingly about it."*.

He said that they use much of the same strategy to engage the public, mostly through the media although when the conservatives were a minority they could hope to have greater influence:

> *We could write op eds, we could do press releases and do policy papers that would get much bigger voice that we have ourselves, you know the reputation that we have, the quality of what we put out would be fundamental but obviously we could get a lot further by having an op ed in the globe and mail then simply sitting around here talking to each other. Or even perhaps more than we would have if we went to talk to the CIDA minister. Government is moved by public opinion, it's sometimes good sense or good ideas, but often it's the pressure of the media or public opinion*

He explained that in terms of public events, the McLeod group does not do a lot because it is costly and the McLeod Group does not have any funding source. He did cite an occasional public event such as a recent forum held at Ottawa University.

We had a public event here, we are looking at the role of Canada in development issues, Canada once had quite a prominent role in promoting women in development, but that seems to have slipped quite badly. We had a public forum to discuss that. We had it at Ottawa U and it was carried on CPAC so it was pretty widely disseminated.

What are some of the difficulties you experience in this role?

Smillie really highlights two major difficulties throughout the interview. The first is the poor environment for NGOs to speak out. He explained that funding cuts are made to NGOs who criticize the government's foreign policy and as a result people are afraid to speak out. He also pointed out that in general, there is not enough funding for public engagement.

Now with a majority government, the Conservatives are much less interested in what anybody has to say about whether they like what they are up to or not. So it is open season on NGOs on advocacy, on critics on things they don't like, so they are cutting back more aid programs.

He gave several examples, such as the Mennonite Central Committee:

The Mennonite Central Committee you know one of Canada's best development organizations, it does very good development work abroad, failed in a bid for development funding. Now all NGOs have to bid on funding in a competition so everything has changed. Instead of CIDA responding to you as a development organization in your own right and coming to them with proposals, now they set up a competition and you have to go and bid on it. The Mennonite central committee had been very critical of a Canadian mining company in Central America I think it was Honduras, I think it might have been Gold Corp. I'm not sure. There had been a lot of labour troubles, and one of their missionaries had had a death threat and had to be taken out of the country. So this was a small advocacy campaign that they were running on the side. People put two and two together and came up with what they think is for a direct connection with their advocacy work and them not getting any funding in that competition.

And he pointed out that even Conservative members who are interested do not have a voice on the matter.

Even those who understand and are sympathetic and get it, they have no influence with those people upstairs. A conservative senator that we met said: "I could get some face time with the Prime Minister on this, but he's not interested in what I say", it's that bad. So if he's not interested in what his own people say, he's not going to be interested in what we say.

Smillie also thinks that part of the problem is the widespread misconception among Canadian citizens related to international development issues and Canada's role within it.

> *People know very little about it, they think it's mostly about humanitarian assistance, they don't get long term development assistance, and if you ask them how much they think we spend on this, they usually think its 10% of the budget, when it's not even a 10th of 1 % of the budget, it's tiny. So just trying to make the public more aware, it's really an uphill battle there are so many messages coming at the public about everything, forget about development, and its' so easy to get it wrong, it only takes one bad story and there's plenty of them to make people go: "well you see, it never gets there, I knew it, I knew it, it's all corrupt." It's very hard to shake that, very, very hard to shake that.*

He suggested that the media and some NGOs were painting a picture of development that is inaccurate and thus contributing to a misconception about the root causes of poverty and what long-term development is really about.

> *NGO fundraising, I think is actually counter- productive where some of this is concerned. NGOs suggest that development is easy, and for a small amount of money we can make a difference. That's not completely untrue, but it's only a small part of the picture. They also tell you that you can adopt a child and for 29 dollars a month you can make quite a big difference. This is very paternalistic, paternalistic in the true sense of the word, you will adopt a child, you will be the foster parent of that child, as if the child has no parents, as if the*

issue was the child, the child is the symptom of the problem, the child is not the problem.

The problem is that the parents can't pay for schooling, or don't have jobs. A lot of those organizations do good community development work, they're not handing out boxes of pencils to kids but the way they sell development is paternalistic, you look on Saturday and Sunday mornings at World Vision and Plan, they have half hour programs every morning on the TV on the weekend and you see these poor little kids and all the wonderful things that could be done, and if you could just loosen up your heart strings and get out your check book...What about how we prevent countries from pulling themselves up from their own bootstraps because we have farm subsidies that actually undercut their own ability to produce agriculture. What about that? We are giving with one hand and taking away with the other, how does this work? But when you get into that kind of analysis, that type of social justice, that kind of advocacy and lobbying you get too far into it. We are now in a regime, if CIDA hears too much of it they will cut you off, they will cut off all of your work not just that little bit, they will cut it all off.

What are your methods and strategies?

The key messages delivered by the McLeod Group to the public are channeled through their website and through the media. Smillie identified two main strategies of the McLeod Group as being public media and networking. He explained that policy papers and Op-Eds were a big part of what they do, and it is primarily aimed at decision

makers, however the general public also learns from them and this can influence policy as well:

> *Newspapers are not read only by decision makers, they're read by a lot of people, but I guess the idea is that informing the general public is a way to get the policies changed or protected…So to the extent that you can be seen to have influence with the media and to some extent with the public then you may actually advance your position.*

The other important strategy for the McLeod Group is to network with other interested groups, including all government parties and CSOs. Smillie explained that the McLeod Group has information meetings where they try to educate themselves as well by inviting speakers. For example:

> *We spent an evening talking with the Liberal critic of CIDA. Paul Dewar came to talk to us a couple of times, we talked to an author, we talked to Claire Short who used to be the minister, DFAID in Britain, she was the foreign aid minister in Britain and she now runs the extractive industry transparency initiative. She was in Ottawa so she came and spent an evening with us.*
> *The OECD DAC committee that is evaluating CIDA, this happens every three years I think, when they came to Ottawa we spent some time with them, that was more to tell them what we think than to hear what they were thinking. So we have these sorts of invitation evenings.*

Another form of networking that is a key piece of their strategy is meeting with other groups or individuals that they want to communicate with:

> *Sometimes politicians come to us, sometimes we go to them, but it includes some of these other groups that you are talking about. Certainly we do it with CCIC, Canadian International Council, there are a couple of other little groups a bit like ours that we have met on occasion, they don't seem to last though. Who else have we talked to? We are all fairly well plugged into CIDA and other NGOs that we don't' have to go and have formal meetings with but we have an awful lot of communications with individuals who we know.*

Do you have any success stories?

Smillie was generally not optimistic about results, because he felt that their voice was having little impact on government policy. He felt almost like he was fighting a losing battle with the government. After some consideration, he did concede that perhaps the message was getting across a little because the McLeod Group was becoming more of a respected voice, and now had media coming to them as a source.

> *I hadn't thought about this too much, but maybe one element of success is that we get a lot of people coming to us and asking us to write about this, or sending us stuff under the radar. You know, "Here's an issue the McLeod group might want to take on", so that's an indication that we are giving voice to concerns that are out there and that people see us as having a voice, and a respected voice, whether or not it makes any difference in the long run, remains to*

be seen, but at least we have been successful in getting noticed, we are getting

noticed, we are not just sitting there whining.

If yes, do you have lessons to share?

Looking towards the future, Smillie's main focus was on the message that is being sent to Canadians. He repeated throughout the interview the importance of spending more on public engagement, as when he was referring to CIDAs budget for public engagement:

> *It's peanuts, it's tiny tiny tiny and there is no general message. I mean there is through the media when they do projects through the media films and this sort of thing, but there has to be a lot more of it, if you want Canadians to support it, you have to tell them why. Why is this important?*

Smillie thinks that in order to educate Canadians they have to be made aware of the fundamental problems that plague international development.

> *I think that it should be that people can help themselves, if they have the tools to do it. Development is not about charity, but about a wide range of tools that allow people to look after themselves, and those tools can start at the bottom, they can be just tools for farmers, it can be that simple, and you might think about how you are going to do it, not just hand them out, do it through micro finance or some other way that gives you know, you know they need it and they want it and it will help them generate an income so that they can repay you. Tools at that level or tools at the top where you don't have policies that actively work against development.*

He gave the example of Sierra Leone who used to be a rice exporting country, but now imports rice.

> *Part of the reason is American subsidies for rice farmers, 4 billion dollars a year going to American rice farmers. So there is a glut of rice in the United States and it comes in the form of aid through USAID. So here is an aid agency that is helping people with food. Sounds good, except that food is undercutting the ability of local farmers to produce what they are perfectly capable of producing themselves. It's giving with one hand and taking away with the other. It's not development, its anti-development. Messages like that are not too hard to understand, if you tell them that way.*

> *I asked the minister of agriculture in Sierra Leone, "Why don't you just put a tax on imported rice? I know it's not popular with donors, but do it for 5 years. Try and figure out a plan to protect your local industry for a short period of time." He said we couldn't do that for a minute. The World Bank and IMF would jump on us. They would not allow us to do it. Tariffs and subsidies are bad for us. We are not allowed to do tariffs and subsidies. It's okay for the US or Canada, or Europe, but we are not allowed to do it. What is good for the goose is not good for the gander.*

Smillie felt that these issues are not difficult to understand and easy to get across through the media if told in a concise way either in small snippets or in a half hour TV show disseminated frequently. Smillie emphasized the point that we know how to create understanding through advertising, we just need to invest the effort needed to actually do it.

Summary. Over all the McLeod Group seems focused on raising their voices about Canada's role in international development. This is indeed their "raison d'être". They generate a lot of opinions and information regarding the current state of Canada's role in the world, and appear to be pushing hard for change and improvement. They also advocate for greater PE funding on the part of CIDA. Their efforts to increase awareness appear to be mainly through media and publications. They are especially critical of the current government's authoritarian measures which they think are meant to crack down on dissenting voices.

In terms of the research questions, Smillie indicated that while CSOs need to play a large role, ultimately the major effort should come from the government, either through adequate funding or through a concerted campaign. He felt that the government was the largest obstacle, and as a result he suggested that until there was another government in place there is little hope for PE and in turn for support of development.

Smillie was very critical of the government, and spoke frankly about a number of issues that other participants did not go into, in as much detail. Furthermore, Smillie is an expert in public awareness and public engagement in Canada and for this reason, interviewing him formed an important part of my approach in terms of interpreting data and understanding PE efforts and difficulties encountered by other interviewees who are more dependent on government funds for their existence and operations.

Chapter Summary

Chapter three relied on data from publications and websites of IDRC and CIDA who are crown corporations responsible for international development in Canada. It also took data from the websites and publications and interviews of CCIC an umbrella CCSO,

Cuso and CARE, CCSOs who are members of CCIC and receive funding from CIDA, and finally from the McLeod Group an independent CCSO that does not receive any funding.

There were commonalities and specificities between the different groups. All the participants interviewed indicated that they identify with the role of PE, feel that it is important, and would like to do more, but feel limited by resources. Smillie was the only one who indicated that the government should be primarily responsible for conducting PE, and coordinating a concerted PE campaign. Other interviewees alluded to the need for greater funding from the government to organize effective PE. Another important finding concerned the message that was delivered. Smillie discussed at great length his observation that Canadians did not have a good understanding about poverty and Canada's role in international development. He was firm in his conviction and recommendation that greater PE effort is the best strategy. Other participants in this study confirmed this point of view, and also referred to the clear message to be disseminated. Christine (Cuso) elaborated on the need to sensitize and conscientize people, while Marie-Eve (CARE) touched on the importance of disseminating respectful messages.

Some common practices were also revealed, such as the use of stories, networking, creating local committees to influence their own spheres, and getting their members involved.

The direct use of voice did not seem to hamper the validity of the data generated through interviews to any great extent. On the contrary, participants were quite forthcoming about both policy changes and internal disputes, as Marie-Eve of CARE

spoke about. Through the use of direct voice as the expressed wish of participants, collaboration and co-construction of knowledge has been possible in the process of conducting the study on which this thesis is based. This approach also allowed me to get closer to the participants, something that Bodgan and Biklen (1992) recommend as being a potentially positive result. Triangulating data through the use of websites, publications, and different voices was a good way to get a true picture of the PE efforts in Canada. Chapter four will analyze some of these findings in greater detail.

Chapter 4: Data Analysis

This chapter will address the research questions by summarizing and analyzing how the data speaks to them. The Chapter will address the research questions in terms of the two Crown Corporations, CIDA and IDRC before examining the rich data provided by CCIC an umbrella CCSO, CARE and Cuso two CCSOs who receive funding from CIDA and The McLeod Group an independently financed CCSO that plays a large role in public advocacy. In order to best address the question of roles in enacting public engagement, the chapter will examine the research questions: How important do CCSOs deem public education to be in their role? To what extent do they engage the public? What are some of the strategies and methods they use for this engagement? What are some of the difficulties they experience? Do they have success stories to share?

After analyzing the data in terms of the research questions, the chapter will conclude by recapitulating some of the major findings identified by the research and critically evaluate some themes in Public Engagement (PE) practice in Canada. This chapter will also suggest some areas and topics for future study.

CIDA and IDRC

While both CIDA and IDRC have programs aimed at increasing the propensity for global citizenship through PE, the extent of their actual practice is limited. CIDA has been severely criticized for reducing and cutting programs involving PE, and IDRC has self identified that it is facing a difficult time in terms of funding available for PE. In the CIDA (2011d) *Report to Parliament on the Government of Canada's Official Development Aid 2010-2011*, neither institution even mentions global citizenship

education, which in itself reflects the degree of disengagement and lack of importance it is assigned. Nevertheless, these institutions do have programs in place and they are two key funding institutions of international development in Canada so they need to be addressed.

CIDA. CIDA is meant to support PE primarily through funding projects. CIDA does not detail criteria for global citizenship education, and generally leaves it to CCSOs to work out policy and practice. The bidding process that CIDA now has in place ensures greater governmental control over the message being delivered to the public and according to many critics the message has generally been reduced to promoting Canadian foreign policy.

CIDA's *Global Citizens* program by definition: "*Seeks to promote global citizenship through work in three areas: public awareness, education and knowledge and youth participation.*"

In terms of public awareness, the work is accomplished mainly through project funding. Apart from this, CIDA publishes some PE related material on its website and has a youth engagement zone online, which upon deeper inspection reveals that it is mainly oriented towards highlighting CIDA initiatives and supporting government policy. It does not address root causes of global poverty, although it does encourage youth to get involved and volunteer.

CIDA has a number of current projects to which funds are allocated, however the website reveals that these programs are under re-evaluation, and email correspondence in February 2012 indicated that the Global Class Room Initiative, the only initiative in the *Education and Knowledge* section of the *Global Citizens* program*,* has been discontinued.

The school twinning initiative is perhaps the one positive example of public engagement conducted directly by CIDA. Even this is a pilot program with an uncertain future. One can hope that it will be maintained.

Overall, CIDA does not currently inspire a great deal of confidence in their engagement in global citizenship education. The Global Citizenship initiative looks good at first, but a little scrutiny reveals that it is little more than an empty shell. The little that it does, especially with youth, is meant to generate awareness, engage in critical thinking, facilitate self-reflection and inspire action. However, its closed and controlling nature goes against the principles of inclusivity and it certainly does not seem to have a program strong enough to really make a difference.   If CIDA were serious about education on global poverty and international development, it would need to spend a lot more time and effort initiating programs that really engage and inform the public. At present it seems more intent on limiting knowledge about Canada's role in international development through its funding policies rather than creating a citizenry that is informed about the causes of global poverty and willing to take action to stop it.

IDRC. IDRC does not play as large a role as CIDA in terms of funding international development because it has a much smaller budget and has also faced significant funding cuts.

The *Canadian Partnerships* program aims to:

> *Foster innovative approaches to development challenges by linking academic and practitioner communities in Canada and in developing countries.*

Our mandate is based on the belief that sharing knowledge, ideas, and skills across sectors and regions will contribute to global equity, prosperity, and a sustainable environment.

IDRC appears to attribute considerable meaning to PE practice. The role is reflected in its program, which includes creating greater awareness about international development issues in Canada as one of its strategic objectives in the next five years. While this represents a relatively small portion of the overall IDRC mandate, it is at least present.

Canadian Partnerships funds programs mostly through small grants. It lists specific goals including to "*increase the number of Canadians learning about and engaging with international development issues*", and it outlines a number of general criteria to consider for grants, mostly aimed at collaboration and knowledge sharing between Canada and developing nations. In addition to this, *Canadian Partnerships* publishes a regular newsletter as well as some books, and hosts a number of public events throughout the year.

IDRC indicates in its *Strategy Report* (n.d. b) that there is a growing desire to understand international development issues in Canada, but that one of the main obstacles is a decrease in funding both by government and private foundations.

Through *Canadian Partnerships*, IDRC policy tries to generate greater awareness in Canada. *Canadian Partnerships* objectives demonstrate principles of inclusivity through creating links between Canada and developing countries. While the practice remains limited, and the program is not even discussed by other participants, it does have concrete goals and objectives that aim to increase awareness and knowledge sharing in

Canada. Unfortunately, it remains a small player in terms of PE. It is a crown corporation but works on a limited basis with minor contributions to PE in Canada.

CCSOs

This next section will address how CCSOs view their role in global citizenship education in Canada. It will analyze their efforts and the ways they educate the public, some of the key difficulties they experience in this role, and how the practice measures up with principles of global citizenship as identified in the literature.

Role. Overall, the general results of this research indicate that the role of public engagement in Canada, through non-formal education about issues related to development, falls to CCSOs. The data reveal that it is largely the role of CCSOs to "do" public engagement. The abundance of information in the form of policy papers and discussion forums on the CCIC website is proof that the role is primarily up to CCSOs.

The participants who were interviewed all felt that public engagement and public education were an important part of their mandate. They felt that the role for public engagement really fell on their shoulders and they all indicated that they would do more if they had more funding. The following section analyses each participants perception of the role they play, to show how they feel it is part of their mandate.

Jack viewed the role of CCIC, as an umbrella organization, as a convener. He spoke to the point that up until two years ago, when CCIC suffered funding cuts, the public engagement officer, Michael Stephens led a discussion on public engagement; however he felt that due to budget cuts, this role has been significantly reduced and is confined to the PE Hub, an online forum for members to discuss public engagement.

In the face of these cuts, Jack suggested that the onus has now fallen more heavily on CCSOs to engage the public on issues concerning public engagement. It is important to note that he did not feel that they were the only ones who should be doing PE, but that given their proximity to the issues at hand; they occupy an important role in drawing the public's attention to the issues.

Christine of Cuso indicated that the primary role for global citizenship education in general was the responsibility of the formal school system. She felt that informal education should complement the formal sector and that NGOs should be the leaders in the public sphere.

Christine elaborated that public engagement is part of Cuso's mandate, and generally felt that Cuso did a lot of public engagement both by sensitizing the volunteers through their work abroad and by using former and returning volunteers to engage with their local communities, thus getting other citizens beyond the realm of the volunteer circle organized as well.

Marie-Eve of CARE felt that "pure" public engagement occupied a minimal part of the CARE mandate. She explained that there was a debate within CARE about what public engagement consisted of. According to the CARE organization it has to be separate from funding campaigns, and so in this way there were very little purely educational pieces that they engaged in. However she did explain that CARE is trying to do more in this field, especially as they lose some CIDA funding. She mentioned that CARE focused on what she called smart donors, so they do engage the public to a greater extent when fundraising or other "ask" activities are taken into consideration.

Smillie (McLeod Group) indicated that public engagement was something that everyone should do. He stated an expectation, that academics as a group engage in more extensive research and publish more in the public sphere (for example in mass media) related to the root causes of poverty and Canada's involvement and practice in international development. Smillie also touched on the idea of corporate social responsibility, suggesting that large corporations such as mining companies should be responsible for creating awareness in Canada about what they do. Ultimately though, Smillie felt that CIDA needed to take a leading role in educating the public about international development. He was very critical of CIDA's low level of spending on PE. As a long time observer and researcher of the development aid scene, he assessed that CIDA was actively suppressing critical thought and understanding about international development rather than promoting it.

For Smillie, generating greater awareness and trying to influence government policy is the entire purpose of the McLeod Group. He felt that NGOs will be less likely to speak out because of funding issues, and the McLeod Group was formed primarily to fight back against the repressive measures of the government, and to try and keep some form of discussion of the issues alive.

It is clear from the responses that CCSOs identify with and embrace their role as leaders in PE, but that they rely on funding from CIDA to a large extent to carry it out.

Importance. All respondents emphasized that they felt public education through engagement was really important, both in terms of generating support either financially or through volunteering time and in terms of creating a more caring, informed society.

Marie-Eve (CARE) expressed the importance of PE mainly in terms of educating donors in order to build trust and garner support for the work they do in women's empowerment. She felt that it was very important that the donors understand the reasons why and the means by which CARE is fighting to alleviate poverty mainly through the empowerment of the least privileged people in the developing world.

The other three respondents did not tie the message to their particular causes as much; however they wanted to send out similar messages. They clearly outlined the importance of generating real understanding about long term international development, the root causes of global poverty and creating ties between Canada and developing nations to show how connected our lives are to those in the global south. Smillie (McLeod Group) spoke at length on the importance of public engagement. He reiterated several times during the interview session his assessment about the low level of knowledge by Canadians related to the causes of poverty and the role of the Canadian government. He drew a direct correlation between PE and increased public participation explaining how it could influence government policy. To prove his case that PE needed to be increased he referenced the case of Sweden. The Swedish government spends more money on PE and they regularly surpass their contributions compared to their commitments to international aid.

Christine (Cuso) made a similar argument when explaining why PE was so important, explaining that an informed society always leads to participation and understanding for the need to take action. She concluded that education is the basis of all societies and education about poverty should not be overlooked.

Jack (CCIC) firmly agreed that PE in wealthy countries should be one of the three main components in international development explaining that understanding in Canada is required in order to create change elsewhere.

The participants, who are all working in development, in close proximity to the issues all attributed a great deal of importance to education here in Canada about the causes of poverty. As experts in their field they explicitly stated that this role was incredibly important. This is in direct correlation with the results of the literature review which came to the same conclusions. Yet, in reality, lack of funding for public engagement on these issues indicates that it is of mere symbolic value and is generally not being realized to any extent that will make a substantial difference to the status quo. Jack (CCIC) brought up an interesting point when addressing the importance of PE. He differentiated between measuring importance by the degree to which organizations *theoretically* attribute importance to PE and what is *actually* being done as a form of measurement.   I think this is a good lens to measure how important PE is. This next section will evaluate the extent to which PE is actually practiced.

Extent of practice.   While a lot of importance was attributed theoretically to public engagement, the interviewees identified varying degrees of engagement and activity in actual practice. Despite a dire lack of resources, to the extent that they could, Christine (Cuso) and Marie-Eve (CARE) both felt that their organizations were being creative in coming up with innovative ways of doing public engagement. They related positive stories of public education while Smillie (McLeod Group) and Jack (CCIC) were less positive.

Because Cuso's work is based on sending volunteers abroad, and having them serve as ambassadors upon their return to Canada, Cuso has maintained a fairly high level of public engagement, mostly through individual experiences and sharing personal stories. Largely in an effort to garner greater support for what they do, CARE also has increased the extent to which they engage the public through fundraising campaigns.

In terms of the overall work done by the organizations, public engagement was one of the first areas to be removed in budget cuts both by CIDA and by CCSOs who had to trim their budgets. CCIC exemplified this trend, as Jack pointed out: PE was among the first things to be cut at CCIC. CCIC was a major contributor to PE in Canada, and an important representative of smaller CCSOs. The reduction of their staff to volunteers and their programs to the PE Hub was a significant blow to public education in Canada.

The work of the McLeod Group is oriented towards creating greater awareness about Canada's role in international development both in the public sphere and at the political level, however Smillie (McLeod Group) revealed that the work he was doing was having almost no effect due to the current aversive political environment.

This has painted a rather dismal picture for PE practice in Canada. While there are a lot of good examples of PE being done, as revealed by all participants in this study, it is clear that there simply is not enough support to create society-changing understanding of international development. For real learning and understanding to be achieved on a large scale, political backing is required, much in the way revealed in the literature review of Vaclav Havel's theories. Historically speaking, it has been small and committed groups who have sparked change in society. Hopefully the sustained efforts

of CCSOs such as the ones interviewed in this study can shift public opinion enough to sway a future government in investing in PE at a higher level than at present.

Difficulties. The major difficulties in disseminating information to the public about international development are rooted primarily in the government's lack of interest and outright attack on PE in Canada. Funding for PE initiatives has been significantly reduced and constrained for all CSOs in Canada, and the government has made it clear that anyone who is critical of Canadian foreign policy, or the role of the government in international development will be labeled as an enemy and face the consequences. Not only is the government not pursuing policies of public engagement, they are actively reducing it. CCIC is a case in point: It used to play a pivotal role in mobilizing public engagement, it was often critical of government policy and its funding has been cut, leaving a gap to be filled by regional councils. Jack (CCIC) was clear that the loss of government funding was a strong blow to development education at CCIC. The result is a period of uncertainty for CSOs in terms of funding, and severe limitations on what they can do in terms of getting the message across. Further to this, a February 2012 study published on the CCIC website by Brian Tomlinson on the impact of CIDA's new call for proposal mechanism on CCSOs identified that cuts by CIDA to public engagement funding could not be covered by the vast majority of CCSOs own resources and as a result PE programs would suffer.

Smillie really elaborated on how the government was cracking down on CSOs who were critical in any way of government foreign policy. He provided examples of Kairos and the Mennonite Central Committee, both long standing recipients of foreign

aid who were cut shortly after voicing criticism of the government. He considered the repressive political environment as being the major obstacle in creating greater awareness about international development in Canada.

Both Marie-Eve (CARE) and Christine (Cuso) were not as critical of the government, Marie-Eve did directly hold the current government accountable for reducing funding and stifling PE activities and Christine alluded to the problem through her discussion of reduced resources.

All participants felt that unrealistic and often negative messages being sent to the public through the media had detrimental effects on PE. Christine (Cuso) explained that the public is bombarded with conflicting and negative messages in the media. She referred to Haiti, where NGO efforts have recently been criticized; pointing out that the message being delivered is that aid is not working, when in fact much of it is making a difference. Marie-Eve (CARE) also felt that there was a general issue with public trust in NGOs because of misinformation and greater media coverage for bad examples or scandals compared to good results and positive efforts.

Marie-Eve (CARE) also pointed out that in terms of the actual message being delivered, it is important to stay away from a paternalistic portrayal of aid because it is inaccurate and does not explain what development work is about.

Smillie (McLeod Group) also viewed negative messages in the media as an obstacle to overcome. He pressed that it was particularly difficult because of the low understanding of what Canada's role in development actually is. He contended that education should be about the actual circumstances causing poverty.

Similarly, Christine (Cuso) elaborated on the importance of educating people about the root causes of poverty. She emphasized that people need to draw links between how people live here and the effect that it has in other places. She explained that this had to be done both in terms of individual lifestyles, and in terms of government policies such as tariffs and trading practices.

The problems are related of course. The government is trying to curb any discussion about its trading policies, reducing resources for CCSOs who speak out and thus making it that much more difficult to get an accurate education about international development.

Method and Strategy. Many of the practices discussed by the participants were also suggested in the Michael Stephens 2009 study on good Public Engagement Practice (PEP) and available on the CCIC website (CCIC, 2012). This is not surprising considering that CCIC is an umbrella organization and cooperates on some level with all the member groups.

The main methods and strategies revealed by the participants revolve around campaigns, media and public events. A developing strategy appears to be to connect with people at a level that they can identify with. Organizations are really trying to reach out to the local communities, either with small talks given by returning volunteers, publishing stories in local newspapers, or creating events at a local establishment. Using community groups to reach out to people in their own circles appeared to be an effective and cheap way to connect with and involve a wider variety of people. Another tactic involved getting the message out through the media. Advertisements in newspapers or on television were deemed effective, while websites and social media were also considered

to be strategic while recognizing the dangerous potential for misinformation or misrepresentation.

Principles of inclusion can be seen in the practice of all participants' strategies. Jack (CCIC) highlighted the reality that PE was a two-way street, Christine (Cuso) explained that going into the community and getting people involved from all groups and all ages is an important part of what they do. Marie-Eve (CARE) noted that in terms of campaigns, it was important to get feedback from the participants.   The campaigns themselves inherently involve wider citizenship participation. Smillie pointed out that the McLeod Group often had speakers give talks to them and highlighted the importance of sharing information through discussions and meetings with other CCSOs, political figures and CIDA employees.

All of the participants commented on the importance of the content being disseminated and discussed. For Christine (Cuso), creating links between international development and local contexts was a very important part of PE practice, for example, showing that local solutions such as environmental changes can also be linked to global solutions. Marie-Eve reinforced that it was important to create smart donors who understood the reasons for which CARE is fighting poverty and the ways they do so. She also emphasized that the recipients of aid be portrayed not as helpless victims but as dignified and capable people. In order to understand this, people have to understand what long-term development is about and what the contributing factors are. Smillie (McLeod Group) was especially critical of how international development is often portrayed in the media. He strongly asserted that the portrayal of helpless victims in need of humanitarian

aid was counter-productive to understanding international development. He explained, like did Christine (Cuso), the need to understand the way that Canadian tariff and trade policies contribute to perpetuate poverty. He pointed out that often, while we are giving with one hand, we are taking away with the other. In other words we prevent countries from helping themselves and then offer them humanitarian aid out of the "goodness of our hearts". Understanding why countries are impoverished is an important step in being able to contribute to the solution.

Jack (CCIC) spoke about personalizing issues by getting people to take action and become involved in initiatives. An element of this is connecting with people through their local community organizations. The Cuso strategy involves personalizing development through publishing stories about local volunteers' experiences in community newspapers. Marie-Eve (CARE) also felt that using stories was an important part of CARE strategy.

Another essential approach in Cuso's strategy is to have working committees that come from all demographics of society and develop some of their own initiatives such as yoga in the park or going into schools. Marie-Eve (CARE) felt that the use of committees was a particularly effective way of influencing a wide range of demographics within society. CARE's "*I am Powerful*" councils are excellent examples using volunteers in different domains to engage their own spheres in the appropriate contexts.

Marie-Eve (CARE) felt that social media was a low cost and effective way of doing PE. She explained that CARE uses facebook and twitter a lot to get their message out. The other participants did not really speak to social media, but the PE hub is one of

CCIC's main PE initiatives.   Although Marie-Eve did not reference mainstream media as a strategy, I have seen advertisements for CARE on TV and their website indicates that they have advertised through previews in a number movie theatres in the Ottawa region.

For Christine (Cuso), local media was the most effective strategy; however she did outline a strategy in mass media stating that advertisements worked very well. Jack felt that since they hired someone dedicated to concentrate on government relations and communications, the media coverage for CCIC started to improve. He also pointed out that the PE Hub on the CCIC website was one of the key strategies to convene members and promote discussion about PE. Smillie indicated that because the McLeod Group is small, and does not receive any funding, the media is their main tool. They mostly rely on their expertise and reputation to get articles published in the news. He reflected that this was an inexpensive and effective method of reaching a large target audience.

Christine advanced that public events such as happy hours are effective approaches. Marie-Eve explained that it is through campaigns such as International Women's Day that CARE attracts the most attention to their cause, especially in terms of raising money but it goes hand in hand with creating greater awareness. Smillie felt that the McLeod Group was better off making use of the media to get their message across but conceded that the McLeod Group did host an occasional public event in the form of conferences or public talks. Jack held that CCIC did not have the resources to do public events anymore. However, he did acknowledge the benefits of a series of webinars hosted by CCIC.

Cooperation and knowledge sharing with other organizations in the development community was also addressed. This is one of the key elements of the IDRC *Canadian Partnerships* program. Jack attested that CCIC's primary role is to facilitate discussion and collaboration. The CCIC website has a number of publications and studies about a variety of issues of development and PE practice in general. They herald a time when CCIC was funded by CIDA and show how it took a lead in coordinating ideas and activities. Now even with a reduced role, Jack felt that the PE Hub could become an important arena for sharing information. Christine explained that Cuso played an important role in creating general policy for PE both through their contributions to CIDA, l'Aqoci and CCIC discussion.

Marie-Eve explained how CARE forms part of the Humanitarian Coalition (HC) a group of CCSOs that work together to raise awareness about natural disaster prevention and mobilize relief efforts. Smillie felt that a big part of what the McLeod Group does is to meet with other individuals and groups arranged informally and through personal connections.

Success Stories. The successful stories exemplified by the participants reflect a lot of the key strategies and practices identified in the previous section. These stories match the five principles of global citizenship education identified in the literature in chapter one. These principles are:

1. Inclusive: including all of humanity

2. Generating awareness about the circumstances of others

3. Engaging in critical thinking about the causes of global poverty

4. Facilitating critical self reflection about moral responsibility (to all humanity)

5. Inspiring confidence to take action

The most effective strategies really involve getting people to actively take part in the organization, often through specific campaigns. Both Christine (Cuso) and Marie-Eve (CARE) relied heavily on ambassadors of their organizations to take the initiative to organize their own campaigns. Christine felt that *yoga in the park* was a particularly successful event organized by a committee and Marie-Eve noted the important role played by a committee in organizing and publicizing events surrounding women's empowerment week. Jack noted a series of webinars hosted by CCIC as a successful development and Smillie felt that the voice of the McLeod Group was beginning to receive greater recognition in the media, although he remained pessimistic when it came to actually influencing government. The participants all emphasized the importance of facilitating critical thought through the message they delivered and inspiring action through the greater participation of the public, for example in campaigns or in the local committees. In the face of reduced funding, successful initiatives are increasingly relying on volunteers to take the message to the community, and get community groups involved in spreading the word through their own initiatives. These findings illustrate that future PE practice must be cognizant of the five principles identified by the literature and focus on participation and involvement in order to facilitate critical thinking about the causes of global poverty.

Conclusion

Findings. This study has clarified several key points relating to education for global citizenship:

1) CCSOs identify with the role of public engagement and consider it to be an important part of their mandate.

2) CCSOS would like to do more, however they are unable to do so because of budgetary constraints.

3) The current political environment hinders the ability of PE activities.

4) There is a need for greater PE in Canada on issues of global poverty and Canada's role in international development.

5) In terms of methodology, the use of voice to co-construct knowledge can be a positive approach to extract rich data, provided appropriate triangulation measures are put into place.

One thing is certain, that the role of educating the public currently falls squarely on the shoulders of CSOs. An important part of CCSO's mandates involve educating and engaging the public about global poverty and international development. It is clear that they assume the role of global citizenship education in the public sphere. To this end, CCSOs are creative and play an important role educating the public sphere. Their methods and strategies are consistent with the principles of global citizenship education established in chapter one by the literature. The success stories demonstrate that CCSOs contribute significantly to global citizenship education in the public sphere. However, it is clear that CCSOs do not have the required resources to engage a broader sector of society, influence government policy, or develop meaningful changes. All participants reflected that they would like to increase their public engagement activities but were severely restricted by a lack of funding and resources. The poor understanding of international development issues is further evidence that greater PE needs to be

conducted in Canada. This problem is highlighted by the fact that all of the participants in the study thought the public was not receiving the correct message, or was being too easily influenced by negative media coverage.

The findings discussed above point to a need for a vast increase in public engagement activities. While CCSOs are doing their best to educate the public, it is clear that a much larger scale enterprise is needed. Smillie contended, and I agree, that for meaningful change to take place in Canada, a concerted effort to engage the public really needs to be lead by CIDA. This is something we know how to do and have achieved with relative success in the past through campaigns on driving safety or anti-smoking for example. Political parties also seem to be extremely adept at targeting public sentiment when it comes to election campaigns. Perhaps this money could be better spent in an educational campaign about global poverty.

Unfortunately, social justice has been placed on the back burner by the current government, creating a catch 22 situation, whereby PE becomes more urgent for greater citizen engagement, but this very engagement is being reined in and restricted more than ever.

The research confirmed what was revealed in the literature in chapter one about the Canadian context. The government has very little concern for public engagement as reiterated by all participants. Recent cuts to CIDA reflect the government's position on ODA in general. The current administration has taken measures to block funding, as in the Kairos debacle, to all institutions that speak out against Canadian foreign policy. This is directly opposed to terms of global citizenship principles and democracy in general.

It is therefore not surprising that Canadian citizens do not have a good grasp of international development issues, despite what several reports by Smillie, CCIC, IDRC and the Inter-Council Network reveal as high support for international aid in Canada. The data reveal that there is a significant lack of understanding about long term development issues both in terms of what is done by the Canadian government and in terms of comprehension of long term development work as opposed to short term humanitarian aid. Canadians do not identify with the importance of the need of long term development or understand the root causes by which their lifestyles and our government policies directly contribute to increased poverty.

Of course this situation cannot be blamed entirely on the current government, as PE was not prominent in the previous administration either. Furthermore, the media plays a large role in disseminating unfair and negative messages to the public about international development issues, which contributes to the problem. Also, while the current government has demonstrated it is not interested in listening to the majority of Canadians, it does have to respond to public pressure and public opinion to some extent. As citizens we cannot stand idly by and just criticize the government, we need to proactively take measures to make our views known and listened to. CCSOs have lead a solid initiative in this area and one can only hope that their efforts can increase the attention to these important issues in the future. At a time where the government has withdrawn itself from caring, it becomes that much more important for individual citizens to step up and assume the responsibility.

Another important finding that came from this research was the use of direct voice and quotes as an approach to collect data. The use of voice was not one of the intentions

of the research, however the participants involved in the study requested that their names

and the names of their organizations be included. They wanted to have their voice

recorded and on the record. This was somewhat troubling for me at first because I was

concerned that some information might be withheld. Quite to the contrary, I was

pleasantly surprised with the participants' candid sharing of their opinions and reality.

Having received the research questions in advance of the scheduled interviews, they had

time to think about their answers, and they became active co-collaborators in the research.

Furthermore the data was triangulated through the use of publicly available documents

and by interviewing the McLeod Group and CCIC who do not rely on government

funding and were therefore less reluctant to be critical. This combined with the

collaborative nature of the interviews resulted in excellent data.   Future studies should

take into consideration the benefits of using such an approach.

Further study. As I embarked on this research, I was aware of the difficult

environment for CCSOs caused by significant budget cuts.   Accordingly, I factored into

my plan a possible alternative approach, which worked very well. Information gleaned

from the web sites and publications of CIDA and IDRC combined interviews with

representatives of CCIC, CARE and Cuso provided extensive and rich data about global

citizenship education in Canada. While the scope of this Master's thesis is limited to

education in the public sphere, there are many other spaces where education for

international development takes place. This study brings up a few points that could be

interesting to study in the future in terms of educating for global citizenship. The first

one is the way media covers the issues and the messages being disseminated. The media

outreach was listed as an important strategy for NGOs to get their message out, however

it was also considered to be a negative factor in many ways. A study identifying the media's role in educating the public about international development could help to shed light on ways to create greater awareness.

Another area worth examining is formal education. Christine (Cuso) pointed out that CSOs should play an important role in the public sphere; however this role should be a complementary role to formal education. So how is youth being taught in school? What are they learning about international development? Are there any good examples? The CSOs studied are close to the issues at hand and have substantial knowledge of how to educate the public on issues of international development. Many of these methods and strategies could be transferred to the formal education sector. To this end formal education, unions and associations such as the Canadian Teachers Federation (CTF), or the Centrale des Syndicats de Québec (CSQ) can be included in a future study.

In order to begin advocating for principles of social justice it is essential that people learn more about foreign policy and our role in international development. Citizenship education is an integral part of Canadian education. The results of this study indicate that there is very little public knowledge about Canada's role in international development. The government has reduced its support for PE and has an unfavourable disposition towards critical advocacy. The CCSO's studied felt that in the public sphere the role for PE was increasingly becoming theirs. They identified participative strategies and practices for PE aimed to involve the public in discourse about international development.

Considering that poverty is a direct result of wealthy nations taking advantage of poor nations both by exploiting their resources, ruining their environments and imposing

working conditions that amount to slavery. Why not take a look at what we are doing? If we want to really address poverty, then we have to address the problem: Our lifestyles are based on greed and exploitation. We sit idly by and do nothing, which is in fact not neutral but directly contributing to, sustaining and increasing poverty.

It is unfortunate that in our "modern" global society, with all of our wealth, education and ethical and moral preoccupation, we are still unable to grasp the full meaning of social justice, or what it means to be a good citizen. In our society stealing is considered wrong, people who take advantage of others are strongly reprimanded or sent to prison and yet Canadians do not condemn these same practices that we are involved in every day when it comes to our trade practices. It has nothing to do with paternalism or benevolence; it has everything do with a simple understanding of how our lives directly affect others. To stand passively by and do nothing is an admission of guilt. Ignorance is not a valid excuse, at some point we have to free ourselves from our own shackles of apathetic indolence and acknowledge responsibility for our actions. This shift in perspective can and must be initiated through education. We are all global citizens. Hopefully one day soon, with increased education about issues of poverty, we can acknowledge the equal right to justice and fair treatment for all and stand together to right the injustices that occur in our world.

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Appendix A

Consent to Participate in: An examination of the role of Canadian Civil Society Organizations and their contribution to the effort of global citizen education in Canada

This is to state that I agree to participate in the research being conducted by David Monk as a part of the requirements for completing a Masters degree in Educational Studies at Concordia University in Montreal Quebec Canada.

I have been informed that the purpose of the research is to study how "Canadian Partnerships", a program of both the Canadian International Development Agency (CIDA) and the International Development Research Centre (IDRC) view their role and the role of Canadian Civil Society Organizations (CCSOs) in public engagement for global citizenship education. Whether CCSOs view global citizenship education as part of their role and if so, whether they are actively engaged in citizenship education. Sub-questions to be probed are: How important do they deem public education to be in their role? To what extent do they engage the public? What are some of the strategies and methods they use for this engagement? What are some of the difficulties they experience? Do they have success stories to share?

I understand that the research will be conducted in the form of a questionnaire consisting of six open ended questions that each participant will receive, complete and return by email or as specified by the participant to guarantee confidentiality. It will then be followed up with an interview lasting between an hour and ninety minutes, at a convenient time and place for the participant. All information obtained will be kept safely under lock and key and password protected on my computer. The participants and their interview information will be kept confidential, and pseudonyms used unless the participant would like to be recognized by name.

There are not any substantial risks involved in this study. The study may benefit each participant and their organization through clarification of public education for global citizenship roles.

I give my consent to participate and I understand that I am free to withdraw my participation at any time without negative consequences. I can do this by contacting either the researcher, David Monk at 514-619-3662, capelton15@gmail.com or in person. I can also withdraw by informing the researcher's supervisor, Dr. Arpi Hamalian at 514-848-2424 Ext. 2014, arpi@education.concordia .ca or in person.

I understand that my identity will remain confidential unless I specify otherwise in this consent form.

I understand that the data from this study may be published.

I have carefully studied the above and understand this agreement. I freely consent and voluntarily agree to participate in this study.

Name (please print) _____

Signature _____

If at any time you have any questions about your participation in this study, please contact Adela Reid, Research Ethics and Compliance Officer, Concordia University, at 5147 848-2424 X 7481 or by email at areid@alcor.concordia.ca

Appendix B

Please visit the website of the North South Institute and consult the following items under the CIDP link. (www.nsi-ins.ca)

27 April 2012

Austerity and Canadian aid: summary of findings

We summarize findings from a recent series of posts we did on Canada's austerity budget (2012) and its implications on foreign aid

by Aniket Bhushan in Aid / 0 Comments and 0 Reactions
19 April 2012

How big is Canadian aid in countries being cut?

How large is Canadian aid in countries being cut? Which sectors might be affected? And how aid dependent are the countries? We try and make sense of these questions.

by Aniket Bhushan in Aid / 0 Comments and 3 Reactions
12 April 2012

Recent trends in foreign aid: Canada

Canadian aid is getting less fragmented, and there seems to be a clear preference for large disbursements through multilateral channels, while civil society core funding is out of favor.

by Aniket Bhushan in Aid / 0 Comments and 1 Reaction
12 April 2012

Fiscal austerity and foreign aid

Analysis of Canada's announced aid budget cuts in a comparative perspective, looking beyond headline numbers and targets.

by <u>Aniket Bhushan</u> in <u>Aid</u> / <u>0 Comments and 1 Reaction</u>
30 March 2012

Canada cuts international assistance

Canada's international presence takes a big hit in the 2012 budget. Aid, foreign affairs, defense, international development research cut.

by <u>Aniket Bhushan</u> in <u>Aid</u> / <u>1 Comment and 4 Reactions</u>

Appendix C

IDRC cuts regional offices and ends innovation programme

David Dickson

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Women have been among the beneficiaries of the Innovation for Inclusive Development Programme

Flickr/Gates Foundation

Canada's International Development Research Centre (IDRC) has announced that it is closing two of its six regional offices, and terminating support for its "Innovation for Inclusive Development" programme, as it seeks to absorb an 11 per cent cut in its annual budget.

The cuts, in an organisation that is widely regarded as one of the world's leading champions of research for development, form part of an overall reduction of Can$4 billion a year in public spending over the next five years which was announced by the Conservative government at the end of last month.

The government argues that the cuts — which will lead to a 7.6 per cent decline in foreign aid over the next three years — are needed to rein in Canada's budget deficit. But it has decided to exempt contributions to international finance organisations such as the World Bank.

Heaviest hit in proportional terms by the reduction in the aid budget will be the Canadian International Development Agency (CIDA), whose budget will be slashed by Can$319.2 million by 2015.

The IDRC's budget will be cut by just under Can$23 million in the 2012/13 budget year, out of its previous Parliamentary allocation of Can$207.4 million.

In deciding where the cuts will fall, the IDRC says in a statement on its website that it has followed a number of principles, including aligning itself with the government's international development priorities, and protecting programming "as much as possible".

The IDRC says it will consolidate its presence in Asia into one office in New Delhi, India, and in Sub-Saharan Africa into its Nairobi office. Both offices will, however, be expanded to maintain their monitoring and networking functions in the regions.

Regional offices that will be closed are the West and Central African office in Senegal, which coordinates the organisation's work in 24 countries with support to nearly 100 institutions, and the Southeast and East Asia office in Singapore, which covers 12 countries in the region.

In announcing the changes, the IDRC stressed that it would continue to honour existing external partnerships, and that all current grants — including those in programmes and regions most affected by these changes — would be maintained.

Nevertheless the government's decision to cut the aid budget has been widely criticised by Canadian organisations that are active in technical assistance projects.

George Roter, founder and chief executive officer of the Canadian branch of the international organisation Engineers Without Borders, said in a statement that his organisation was "disappointed that the government has cut aid at a time when there is growing evidence that aid works and is a cost-effective investment".

Paul Dufour, a former IDRC official who works as a consultant on science and international affairs, said that at a time when the Conservative government had described its 2012/13 budget as being strong on innovation, "it is unfortunate to see that this has not translated to protecting and enhancing IDRC's own innovation programme".

"Rather, its closure, along with the elimination of IDRC's global presence in key regions of the developing world, will seriously compromise IDRC's long-standing legacy in support of research and innovation," Dufour told *SciDev.Net.*

Editorial note: The IDRC is one of the donor organisations that support SciDev.Net.