



INDEV 401 - International Development Placement 1

Fall Term 2019 Academic Units 1.5 Course Duration: Sept 03 to Dec 03, 2019
Prerequisite: INDEV 476 Field Placement actual start/end dates will vary by country and host organization and WUSC/CECI contractual requirements.

INDEV 402 - International Development Placement 2

Winter Term 2019 Academic Units 1.5 Course Duration: Jan 06 to May 01, 2019. Mandatory Capstone Program Week: Apr 27 to May 01, 2019, St. Paul's University College.

Instructor: John Abraham, Rm 221 St. Paul's University College

Email: j9abraha@uwaterloo.ca

Phone: 519 885 1460 x

Note: Additional details for INDEV 402 will be posted on LEARN first day of Winter Term. Unless noted otherwise, all 401/402 assignments must be submitted by Dropbox on 401/402 LEARN; further instruction for assignments is found under Content, assessment rubrics posted under Rubrics.

I would like to acknowledge that this syllabus draws substantially from the work of Gráinne Ryder who, together with other INDEV faculty, developed this course over a decade of dedicated service to the INDEV program and St. Paul's University College.

Course outline

1. Course Summary

INDEV 401 and 402 together consist of a seven-month international field placement supplemented with graded assignments and a Capstone program following the students' return to Canada near the end of Winter Term 2020. During the field placement, students are required to fulfil work duties in accordance with the timeframe, terms and conditions of their volunteer contracts with our placement providers. At the end of the field placement, students return to campus for a mandatory debriefing and Capstone program held at St. Paul's University College during the last week of April (April 27-May 01).

The international field placement course (INDEV 401 and 402) is a required component of the Bachelor of Environmental Studies – International Development (BES-INDEV) Practice Specialization. The importance placed on the seven-month field placement reflects the University of Waterloo's commitment to the internationalization of education and learning through experience.

INDEV supports the Canadian Bureau of International Education's stated purpose for internationalization, which is to educate students to become global citizens with "attributes of openness to and understanding of other worldviews, empathy for people with different backgrounds and experience to oneself, the capacity to value diversity, and respect for indigenous peoples and knowledge." (Gough et al, 2016) The 401/402 course aims to help students develop and demonstrate these attributes of global citizenship and prepare for careers in the demanding field of international development.

Objectives

This course is designed to provide students with the opportunity to advance and acquire knowledge, skills and intercultural competencies, including:

- practical insights into the lived realities and struggles of people living under difficult conditions
- appreciation of the complexity of policy challenges nested within overlapping political, social, economic, cultural and environmental factors
- increased personal awareness and competencies in professionalism while working as part of a team
- personal capacity to understand needs, support ongoing efforts and work alongside local actors working for social justice, environmental sustainability and inclusive economies.

Role of course instructor

The course instructor has over a decade experience working with NGOs, universities and other partner organizations in Canada and across the Global South. He will assume responsibility for the day-to-day implementation of the WUSC/CECI-INDEV partnership on behalf of the University. In this dual role as instructor and field placement supervisor, the aim is to ensure students are adequately prepared for international work experience, and have appropriate levels of guidance and oversight from the program as well as from our placement providers and their local partner/host organizations.

During the field placement, the course instructor is available to offer guidance to students through email and/or online meetings and to encourage students to develop their own set of practices to enhance their experience. Such practices may include: staying engaged locally, posing and discussing questions with others, investigating issues of interest, resolving workplace issues through positive communication, reflecting daily or weekly in a journal, connecting personal experiences to the broader context for development, and paying attention to language, expression, mistakes, successes and context.

The instructor or faculty designate will normally arrange to visit each student at their host organization during the field placement, or meet with them online at least once per term if a visit is not possible. The instructor will normally discuss the student's progress one-on-one, meet WUSC/CECI in-country staff, his/her supervisor and co-workers to learn about the host organization's work,

and encourage the student to explore opportunities to advance his/her learning and professional networking during the placement.

2. Field Placement Overview

Experiential learning by design

Experiential Learning (EL) is usually defined as the process of learning through a progression from action to critical reflection and then a revised course of action. In the course students will use the EL approach to assess their own progress, such as making a record of their activities and to reflect on their significance using a variety of criteria.

This field placement consists of seven consecutive months following the university timeframe from September to March. The length of the placement is intentional and important for experiential learning. Students need time to adapt to a different culture and integrate into what can often be a challenging work environment subject to frequent disruptions caused by political upheaval, power outages, public sector strikes, etc. Within the seven-month timeframe, the course expectation is that students have the time to adapt to the local culture, build relationships within their host organization, and apply or acquire a combination of knowledge, energy, ideas, skills and creativity to advance the host organization's mission and impact and learn how to be effective within their roles at the host organization.

Partnership for sustainable development

Through partnership with WUSC and its sister organization, CECI, INDEV strives to ensure that students are matched to host organizations that share the INDEV vision of building a more just and sustainable world through an approach that is collaborative, ethical, and inclusive (See Table 1).

In 3B Term, INDEV students are matched to a field placement with a local partner organization in a developing country through our placement provider, World University Service of Canada (WUSC) and its Uniterra Program. Uniterra is a volunteer cooperation program jointly managed by two Canadian development cooperation organizations: Ottawa-based WUSC and Montreal-

based Centre for International Studies and Cooperation (CECI). WUSC and CECI have decades of experience in volunteer-sending and managing aid-funded development programs, with offices in 14 developing countries within Asia, Africa and South America. Both organizations share the INDEV commitment to building greater human capital for sustainable development and believe that experiential learning is an essential component of preparing university students to help build a fairer, more sustainable world.

Uniterra/WUSC/CECI partner organizations typically expose students to work that relates to one or more of the United Nations' sustainable development goals (SDGs). The SDGS consist of 17 goals <https://sustainabledevelopment.un.org> aimed at building sustainable cities and communities, and protecting the environment through local, national and global initiatives.

Uniterra partners selected for INDEV placements may be involved in more than one sector, which may include: building sustainability and public participation into tourism development and disaster recovery, providing business training for youth, supporting fair trade and organic agriculture producers with marketing and other support services, evaluating environmental change, or developing advocacy and fundraising materials for marginalized groups of citizens.

Under its institutional agreement with INDEV/University of Waterloo, Uniterra and its local partners are required to provide INDEV students-WUSC/CECI volunteers the following for INDEV placements:

- a safe and secure workspace
- orientation to the workplace and organizational culture
- some degree of responsibility assigned to the student for a specific job or task
- opportunity to participate in field trips and/or collaborate with co-workers; and
- a supervisor and coworker(s) assigned to work with the student.

Application and matching process

In 3B Term, INDEV students are required to submit a general application for field placement to WUSC/CECI and participate in at least one interview and other activities as directed. Once the student's skills and interests are assessed, students are matched by WUSC/CECI to a shortlist of host organizations identified by WUSC/CECI and INDEV. While the aim is to have no less than three and no more than seven students in each available placement country, this may vary from year to year, depending on factors such as student demand and the priorities of local country partners. Countries available for placement may vary year to year and are subject to change without notice.

Students will not be assigned to any country or region with a security risk level of three or four issued by the Government of Canada. For more information about the Government of Canada's travel advisories and security risk assessments, refer to the Government of Canada's Travel Advisory website here: <https://travel.gc.ca/travelling/advisories>

Once the match occurs, final approval is made by the local partner organization. This process can take several weeks to months. Through this process the student is consulted about the scope and terms of the placement to ensure the match is appropriate. After a placement is approved by all parties, including the student, WUSC/CECI will issue a detailed contract for the student to sign, normally during the pre-departure training. This contract governs the field placement period from departure to return to Canada.

Placement mandates and expectations

Students are expected to carry out his/her assigned duties to the best of his/her abilities, without remuneration, both to receive academic credit for the experience, and as a service to the host organization.

Students normally receive a brief outline of the work assignment or mandate during 4A Spring Term. Assignments may be subject to change without notice prior to departure and are expected to evolve once the student has arrived in-country and met with his/her team. As an introduction, Uniterra arranges for students to skype with in-country staff and the host organization prior to

departure. Mandates are typically not developed in detail until the host organization and student have met and reviewed the host organization's needs and priorities in light of the student's particular interests and capabilities.

Once the student arrives at his/her workplace, a work plan is initiated through discussion with his/her local supervisor and Uniterra representative(s). The student's role and responsibilities are expected to evolve over time and will depend on the individual student's capacity and interests as well as the priorities of the local partner organization during the placement period. The student may request a consultation with the course instructor about his/her mandate at any point during the placement with the understanding that the student's first points of contact for discussing mandate challenges (and opportunities) should be the host organization supervisor, followed by the WUSC/CECI in-country team (volunteer support coordinator and/or the country director).

Work duties

Work duties may include:

- Assisting an ongoing project or initiative
- Developing a new initiative or special project
- Writing/editing reports and funding proposals
- Interviewing people and/or designing/implementing surveys to collect data/feedback
- Using multi-media tools to document local development program impacts
- Collecting and/or compiling environmental data
- Preparing team presentations
- Researching, sharing or evaluating practice or opportunities for problem-solving
- Exchanging knowledge and ideas on sustainability
- Organizing studies and conferences
- Enhancing participatory approaches
- Developing websites and databases to aid organizational goals
- Bringing fresh ideas and perspectives to trainings related to development and environmental challenges

Student health and safety

INDEV recognizes that travel to and living/working in a foreign country for seven months presents certain health and safety risks, and environmental hazards particular to the country and region of placement. INDEV and its placement providers are committed to safeguarding student health, safety and security while travelling to/from and living/working in the field placement country. The institutional partnership with WUSC and CECI is instrumental for managing risks associated with international travel and work and ensuring students are adequately prepared prior to departure, are properly insured, and supported by in-country staff throughout the seven months. Our mutual goal is to ensure students have access to the information, services and expertise they need to maintain their health and safety, and are trained to know what to do in any adverse situation that may arise (accidents, injury, theft, illness, etc.). A key element of this preparation is the mandatory pre-departure training normally held in Ottawa several weeks prior to departure. Students are also required to comply with the University of Waterloo's requirements for safety abroad and emergencies, details of which are provided during 4A Spring Term by Waterloo International.

Costs

Extra costs apply to both INDEV 401 and INDEV 402 and are subject to change without notice. Extra costs refer to costs over and above tuition, including return airfare, visas, accommodation, and in-country living expenses. Our placement providers make every effort to keep placement costs to a minimum however costs are subject to change without notice due to factors beyond the control of the university or the placement providers. For more details on costs and services, and awards provided by the university to offset field placement costs, refer to INDEV field placement policy guidelines on the INDEV website and here: <https://uwaterloo.ca/school-environment-enterprise-development/undergraduate/international-development/field-placements/field-placement-policies>

3. Learning Outcomes

Learning outcomes associated with field placement are difficult to predict because no two students develop the same emotional or intellectual capabilities and competencies while on placement nor are two field placements ever quite the same. However, the course is designed to support an ethical and collaborative approach to learning by setting boundaries, conveying expectations and striving to ensure that each student has an appropriate level of guidance, oversight and support services in-country. Through the field placement experience and course assignments students are expected to develop their own unique set of knowledge, skills and competencies for working effectively with local actors in different cultures. Such skills could include intercultural competencies, critical assessment and reflection, working in teams effectively, communications, problem solving and analysis using methods appropriate to the particular context.

4. Course Components

Course component	What skills and competencies will students have the opportunity to demonstrate/practice/develop?
401/402 Field Placement WUSC/CECI contract, Biweekly reports	<p>Intercultural competencies</p> <ul style="list-style-type: none"> - adaptation skills - attitudes of respect, humility, willingness to learn, self-confidence - understanding of the concept of culture - knowledge of host organization, country and culture - self-knowledge - intercultural communication - organizational skills <p>Analysis</p> <ul style="list-style-type: none"> - analyzing complex issues from a social, economic and environmental perspective at the same time - identifying constraints and opportunities in at least one sector - evaluating what constitutes best practise - building evidence for what works and what doesn't <p>Problem Solving</p>

	<ul style="list-style-type: none"> - developing a strategy to achieve a specific goal, recognizing social, economic and environmental dimensions - working with local actors to define problems and solutions - collaborating with others to come up with more sustainable approaches, or strategies for undoing past harm or injustice
Reflective Assignments	<p>Intentional and critical reflection</p> <ul style="list-style-type: none"> - integrating and making sense of new professional, cultural and social experiences - appreciating the impact of social and cultural practices as well as the actions of organizations that engage with them - interrogating personal biases, assumptions and values
401/402 Blog	<p>Written communication and critical reflection</p> <ul style="list-style-type: none"> - writing persuasively and purposefully for non-academic audiences - analyzing local actors, host organization, country, culture, environment - reflecting on personal biases and assumptions
Interview Assignment	<p>Research and career advancement</p> <ul style="list-style-type: none"> - data collection, recording and analysis - synthesizing professional perspectives from diverse contexts - engagement with potential future employment sector
401 Work Experience Report	<p>Written communication</p> <ul style="list-style-type: none"> - providing evidence of sector learning - identifying constraints and opportunities in at least one sector related to host organization <p>Critical reflection</p> <ul style="list-style-type: none"> - assessing learning progress and skills development - evaluating or advocating for best practise - thinking about ways of doing things more sustainably
402 Capstone Presentation	<p>Integrative learning</p> <ul style="list-style-type: none"> - connecting relevant experience with academic knowledge of sustainable development

	<ul style="list-style-type: none"> - demonstrating knowledge of at least one sector's approach and impact - applying skills and competencies to solving a difficult problem or exploring complex issues in an original way - producing the assignment in a way that enhances meaning and pays attention to local language, thought and expression.
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5. Course Assessment

INDEV 401			
Assignment	Weight	Due Date	Description
Field Placement/ WUSC/CECI Contract; Biweekly Reports	40%	biweekly	<p>This grade will be awarded on successful completion of the first 4-months of the WUSC/CECI contract. Successful completion will require students to fulfil their work duties and time commitments in accordance with the WUSC/CECI volunteer contract and standards. You will also be asked to regularly submit a short biweekly report on Dropbox, indicating your progress. A template for these reports will be provided.</p> <p>Please note that partial completion will be graded as Incomplete. Marks may be deducted for unsanctioned work absence or performance issues.</p>
Reflective Assignments*	20% (10%x2)	September November	As students engage with their placement related responsibilities, they will be asked to reflect on how they are being impacted by their experiences and how they are responding to them. Each assignment will address a separate theme. Submit to INDEV 401 Dropbox on LEARN
Blog	10%	October	Students will write and publish one 500-1000 word blog for the WUSC/CECI Volunteer Platform http://volunteer-blog.ca/ about a local personality/leader/citizen or cultural event. Students will reflect on what this has taught you and the broader picture of development in your placement country. Refer to the course components

			<p>(Section 4). Style/content guidelines provided by WUSC/CECI here:</p> <p>https://uniterra.ca/data/8bpBOigy/guideforauthors-volunteerblog.pdf</p> <p>Submit a Word version of this blog to the INDEV 401 Dropbox on Learn. Please also include the link to your blog at the bottom of the document.</p> <p>Along with the WUSC/CECI volunteer platform, please also see the following websites to understand the expected tone and style of this assignment:</p> <p>https://oxfamblogs.org/fp2p/</p> <p>https://www.care-international.org/news/stories-blogs</p>
Term Report	30%	December 07	Using your reflective assignments and biweekly reports, you will complete a term report using the INDEV 401/402 Work Experience Report Template. Submit to INDEV 401 Dropbox on LEARN.

* Based on the approach designed by Dr. Edmund Pries, Wilfrid Laurier University.

INDEV 402			
Assignment	Weight	Due Date	Description
Field Placement/ WUSC/CECI Contract; Biweekly Reports	40%	biweekly	<p>This grade will be awarded on successful completion of the second term of the WUSC/CECI contract. Successful completion will require students to fulfil their work duties and time commitments in accordance with the WUSC/CECI volunteer contract and standards. You will also be asked to regularly submit a short biweekly report on Dropbox, indicating your progress. A template for these reports will be provided.</p> <p>Please note that partial completion will be graded as Incomplete. Marks may be deducted for unsanctioned work absence or performance issues.</p>

Reflective Assignment	10%	January	As students continue with their placement related responsibilities, they will be asked to reflect on how they are being impacted by their experiences and how they are responding to them. The theme for this assignment will be oriented around the Capstone deliverables.
Blog	10%	February	<p>Students will write and publish one 500-1000 word blog for the WUSC/CECI Volunteer Platform http://volunteer-blog.ca/ about a debate concerning a theme relevant to your placement, or relevant problem and/or solution to a local challenge. Students will reflect on what this has taught them and the broader picture of development in your placement country. Refer to the course components (Section 4). Style/content guidelines provided by WUSC/CECI here:</p> <p>https://uniterra.ca/data/8bpBOjgy/guideforauthors-volunteerblog.pdf</p> <p>Submit a Word version of this blog to the INDEV 401 Dropbox on Learn. Please also include the link to your blog at the bottom of the document.</p> <p>Along with the WUSC/CECI volunteer platform, please also see the following websites to understand the expected tone and style of this assignment:</p> <p>https://oxfamblogs.org/fp2p/</p> <p>https://www.care-international.org/news/stories-blogs</p>
Interview Assignment	10%	March (securing interview dates), April (report)	While preparing to return to Canada at the end of March, students will identify two professionals in Canada working in an area relevant to the themes of your placement. Students will correspond with them via email and secure dates to conduct two phone-based interviews. On returning to Canada students will contact

			these 2 professionals in Canada. Students will present a short report based on your interviews in response to an assignment rubric that will be posted on Learn.
Capstone and Deliverables	30%	April 05	<p>Student participation in the Capstone week is a requirement of the course. Deliverables include a poster presentation or video (25%) AND an oral presentation explaining your poster/video (10%). <i>Detailed instructions including individual deadlines will be posted to 402 on LEARN Winter Term.</i></p> <p>Capstone deliverables must persuade your University of Waterloo audience about one or more of the following:</p> <p>A critical exposition of a more sustainable way of addressing a recurring problem, based on your host organization's work</p> <p>OR</p> <p>A critical overview of some aspect of your host organization's mission/work/impact/network that displays aspirations or evidence of social justice, environmental sustainability or inclusive economic development</p> <p>OR</p> <p>if none of the above discuss your topic/idea with your instructor.</p>

* Based on the approach designed by Dr. Edmund Pries, Wilfrid Laurier University.

6. Course Policies

Late submissions

Students receive 3 grace days per term to accommodate for lateness due to illness, field trips, work-related or cultural events, electricity outages or other valid disruptions. Once these have been used, students will lose 5 percent per each day late on any given assignment unless timely notification is provided with a legitimate excuse for lateness.

Field placement policy guidelines

INDEV policy guidelines assist in the understanding and administration of International Development (INDEV) field placements, and to promote the safety, security and success of students while on field placements abroad. Details on academic accommodation for non-completion and early termination are also found in this document here: <https://uwaterloo.ca/school-environment-enterprise-development/undergraduate/international-development/field-placements/field-placement-policies>. These guidelines are consistent with University of Waterloo Policies and guidelines, and the university's commitment to fairness for all students and academic integrity. In case of discrepancy or disagreement between these program guidelines and the university's, the university's policies and guidelines will apply. The guidelines are also consistent with the placement provider norms and policies for Uniterria Partnership student-volunteers overseas.

University of Waterloo/Faculty of Environment policies

◆ **Intellectual property** Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as: -Lecture content, spoken and written (and any audio/video recording thereof); -Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides); -Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and -Work protected by copyright (e.g., any work authored by the instructor or TA or used

by the instructor or TA with permission of the copyright owner). Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights. Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

◆ **Academic integrity** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html> Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also

complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>.

◆ **Mental health** The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and/or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, and relationship issues.

◆ **Grievance** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

◆ **Appeals** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes

he/she has a ground for an appeal should refer to Policy 72 (Student Appeals)
www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

◆ **Communications with instructor** All communication with students and instructors with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

7. Definitions

Assumptions – Refers to the ideas, conditions or beliefs (often implicit or unstated) that are taken for granted, accepted without proof or otherwise unsubstantiated.

Context – Refers to the historical, ethical, political, cultural, environmental, economic or other circumstantial settings or conditions that may influence people, events, issues, debates, or ideas.

Development practice – commonly refers to the work done by development agencies and their local partner organizations to reduce poverty and advance environmental sustainability.

Donor agency – commonly refers to the countries/government agencies that supply aid and development funding to other countries/governments.

Sector – A distinct sphere of activity or industry within a nation's economy or society such as education, agriculture, conservation, tourism, etc.

Table 1: INDEV placement providers/partners**About WUSC**

WUSC improves education, employment, and empowerment opportunities for youth. Working with a diverse network of students, volunteers, institutions, governments, and businesses, WUSC fosters youth-centered solutions to overcome inequality and exclusion. WUSC's vision for development is people-centred, publicly accountable, emphasizes collaboration for sustainable development, local ownership for long-term impact, and supporting local actors to become agents of change. <http://www.wusc.ca/en>

About Uniterra

Uniterra is a Canadian volunteer-sending international development program jointly operated by CECI in Montreal and WUSC in Ottawa. Uniterra sends hundreds of volunteers abroad each year to contribute their time and experience to local partner organizations working toward a more equitable world. By sharing their expertise, knowledge and know-how, Uniterra volunteers help build the capacities of local actors with the goal of creating job opportunities and encouraging entrepreneurship among women and youth. The program works closely with economic actors in the public, private and non-profit sectors, as well as with associations and training service providers. Uniterra cooperates with more than 170 local partners in 14 countries. <http://uniterra.ca/en>

About CECI

CECI is an international cooperation organization that works to combat poverty and exclusion through sustainable development projects in Africa, Asia and the Americas. CECI promotes sharing between individuals and building bridges through intercultural interaction and international solidarity.

CECI helps build the development capacities of disadvantaged communities, and supports gender equality, violence reduction, food security, resilience and adaptation to climate change.

CECI strives for innovation and efficiency. We work on sustainable development strategies by collaborating with strategic partners to carry out programs and projects. Through all of our interventions, our relations with our partners in the South are becoming more egalitarian. Strengthening democratic governance and protecting the environment are incorporated into CECI's programs. <http://ceci.ca/en>