

**Mapping Global Citizenship in Peterborough and the Kawarthas**

Final Report  
by  
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**Trent Community Research Centre**

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**kwic**  
Kawartha World Issues Centre

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Written by Victoria Huys

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## **KWIC Summary**

The Kawartha World Issues Centre (KWIC) is a grassroots charitable Global Education and Resource Centre that has created opportunities for education, analysis and action on world issues and their local connections in Peterborough and the Kawartha area since 1989. We do this through community events, workshops, partnerships and collaborations. Our goal is to inspire and enable people to engage in positive social and environmental change.

Seeds for Justice (SFJ) is KWIC's youth-led program that creates inclusive spaces for youth and their allies to learn together from diverse perspectives. The SFJ Facilitators Collective uses a peer-mentorship model to train youth in workshop design and facilitation grounded in Popular Education and anti-oppression/anti-racism frameworks. TRACKS Youth Program is a partnership program of KWIC, the Trent Indigenous Environmental Sciences and Studies Program and First Nations communities, which inspires and educates youth by weaving traditional culture and knowledge with western science.

## **Part 1: Introduction**

### **Background (Literature Review: Overall Best Practice Methods of Development)**

Prior to delving into the primary research component of this project I conducted a literature review on the best practice methods of international development and sustainability work. I approached this research from a multidimensional lens, incorporating the theoretical concepts of both international development and international social work, using a structural feminist perspective. Structuralist feminist approaches combine ideas of post-structuralism as well as feminism and seek sustainable, systemic change that identifies and addresses systems of power and emphasizes “the contingent and discursive nature of *all* identities” (Marsh & Stoker, 2010, p.116).

A branch of a structuralist feminist approach is socialist feminism which identifies “economically oriented problems” (Enge, 2013, p. 8) as the main source of inequality in the world. This was an important perspective to act as the foundation for my research as I found that most contemporary development perspectives utilize theory grounded in economics. I felt that in order to change an often harmful, colonial, and unsustainable system of development, we must ground ourselves in an alternative motive beyond economics, creating a new framework with which to work from. Socialist feminism has “a strong connection to Marxism” (Enge, 2013, p. 10) which provides a lens for analyzing issues related to economic and capitalistic systems embedded in many of the mainstream international development approaches.

Finally, structuralist feminism also identifies the multiple sources of oppression including gender, class and race, which is particularly pertinent when referring to social

work and development on an international scale. This point acknowledges that development must be employed differently depending on the context of the country and individuals one is working with.

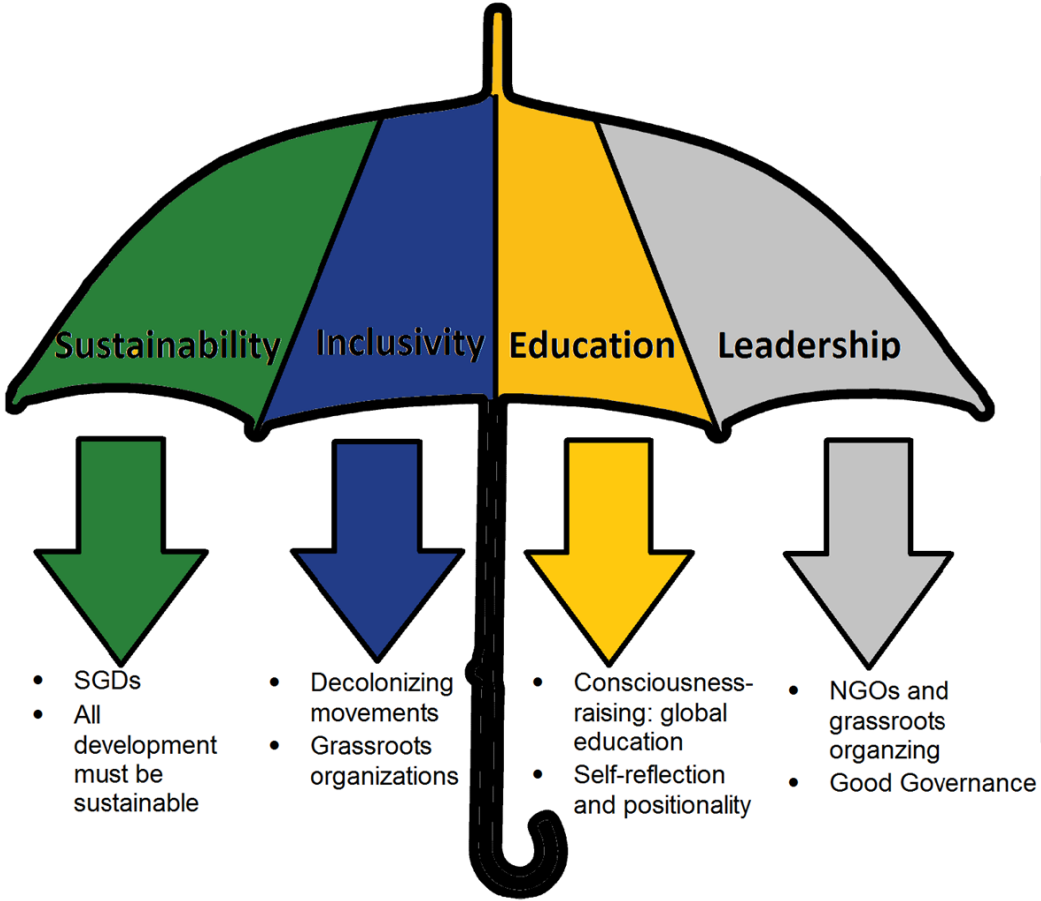
Additionally, a feminist perspective was chosen since throughout the preliminary research phase of this report themes of colonialism and imperialism were inherent throughout many of the current international development approaches. Imperialism “refers to a policy of taking control of foreign resources to create an empire that benefits the imperialist nation” (Brown & Hannis, 2012, p.146). By using a feminist lens one is able to deconstruct the intersectionalities of oppression related to development, which is a key component in seeking a better model for change. Moving forward, it is vital that the destructive history of development is acknowledged and new policies and approaches are created which address these issues. Through implementing a social work lens this approach holds human rights and social justice to its core (IFSW, 2012). Connecting these principles to local and global efforts is a key component in creating sustainable, inclusive development that is human-centred and mindful of multiple ways of knowing.

Throughout this research I found that in order for international work to be sustainable for both the environment and future generations, it must be inclusive of local, grassroots organizing, and alternative perspectives. My research explored four main themes including: sustainability, education, leadership, and inclusion. These themes arose consistently throughout my reviews of the literature as key components towards sustainable international development. When these four concepts are

integrated into development work global citizenship can be fostered, prioritizing healthy and connected global communities.

Development practices must look at creating structural change, integrating all forms of knowledge and experience for present and future generations. It must also incorporate global education and consciousness-raising efforts as well as inclusive and transparent leadership. This framework of development fosters global community and local-global connectedness, which contributes to the wellbeing of communities.

The chart below summarizes my literature review research findings:



*\*SDGs refers to the 17 Sustainable Development Goals set forth by the United Nations. NGO refers to non-governmental organizations.*



This preliminary research was helpful to me before embarking on an exploration of the current development organizations in Peterborough as it helped create a framework for understanding historical and contemporary approaches to development and how they impact local-global communities.

### **Purpose and Scope**

The purpose of the project was to conduct an environmental scan to establish what organizations, individuals, clubs, and faith groups are actively engaged in leading international development and/or global education projects in Peterborough, their guiding values, and awareness and action on the UN Sustainable Development Goals (2015).

International Development refers to activities that aim to reduce poverty, increase economic productivity, build community capacity, health and well-being in the global south, and which may be small or large in scale. A key component is that this development must be sustainable for both the environment and future generations.

Global education is a creative, active learning process based on the universal values of tolerance, solidarity, equality, justice, inclusion, co-operation and non-violence, for the purpose of bringing about change in our society. It begins with raising awareness of global challenges such as poverty or the inequalities caused by the uneven distribution of resources, environmental degradation, violent conflicts or human rights, thus creating deeper understanding of the complexity of the underlying causes. It aims to change individual's attitudes by them reflecting on their own roles in the world. Global education motivates and empowers people to become active, responsible global citizens.

The *Sustainable Development Goals* (SDGs), officially known as *Transforming our world: the 2030 Agenda for Sustainable Development* is a set of seventeen aspirational "Global Goals" with 169 targets between them.

This research project provides KWIC with an updated list of organizations working in this field, providing basic contact, areas of interest and mandate details, and would allow KWIC to establish new connections between organizations with which we are not already familiar. This scan allows us to recognize, quantify and celebrate the breadth of global citizenship and global connection work done in the area in order to create a database of information for future networking opportunities. In broad usage, the term global citizenship or world citizenship typically defines a person who places their identity with a "global community" above their identity as a citizen of a particular nation or place. The idea is that one's identity transcends geography or political borders and that the planetary human community is interdependent and whole; humankind is essentially one.

The project benefits KWIC and the community by creating a current picture of development focused organizations, opportunities for new partnerships, and a strengthened local network. At the end of the project KWIC hopes to be able to make greater connections with other organizations and be in a position to support these organizations through its own work and its work with Trent University.

This project involved a literature review analyzing the best possible practices in terms of developmental models. Next, was the online research of the local organizations in Peterborough that are connected to international development and global education practices. This research was the foundation for drafting survey and interview questions

to gather more information regarding these organizations. The information gathered from this stage was used to compile a database of contacts and information about the local organizations. A final report was also created at this phase, highlighting the methodology used in the research, findings, and implications for future networking between these organizations. This report will be shared in a poster project at a community event *Celebration of Community Research* at Trent University. Finally, a conference involving all researched local organizations will be planned to take place sometime in the fall of 2018 or 2019.

### **Methodology**

The research consisted of a 24-question survey which was distributed to 95 participants (including organizations, individuals, clubs, faith groups, and schools) in Peterborough and the Kawarthas. In order to find these 95 contacts I conducted online research of local and regional agencies involved in development work. Key search terms utilized are included in the chart below:

<b>Search Term 1</b>	<b>Search Term 2</b>
"International Development"	"Peterborough"
"Sustainable Development"	"Kawarthas"
"Charity and Social Justice"	"Peterborough"
"Global Citizenship"	"Local"
"Local Organizations"	"Global Connections"
"Global Education"	"Peterborough"
"Development"	"Kawarthas"

After finding some key agencies in the community I found others by looking at funding lists and partnerships on organization's websites. Other key documents for this

research were the *Statement of Unity: Nogojiwanong/Peterborough September 2017* (Love Lives Here Campaign, 2017) and the *Social Justice Organizations in Peterborough City & County* (Little Gehl, 2017). I also showed the contact list to staff and board members at KWIC and they offered suggestions for broadening my search as well as individuals and agencies they were familiar with that may be key to the research. Finally, looking at newspapers, magazines, and reading about local initiatives undertaken by schools and teachers proved to be helpful as well.

After the organization contact list was compiled and ethics approval had been granted the survey was distributed to participants via email on the Qualtrics survey system. Participants were given a two week window to complete the survey, which was later extended for an additional week. The survey was released to 95 clubs, organizations, faith groups, and individuals across Peterborough and the Kawarthas.

In order to analyze the qualitative results I looked at particular emerging trends observed across the data. Due to the lower-level of responses (24 responses out of approximately 100 surveys distributed) it was difficult to synthesize significant numerical results. Instead, I drew upon trends I found in my preliminary literature review and searched my research findings to see if these themes were emulated in the survey responses. Admittedly, due to challenges in the timeline and the lack of survey participation, results are fairly limited but will be explored below.

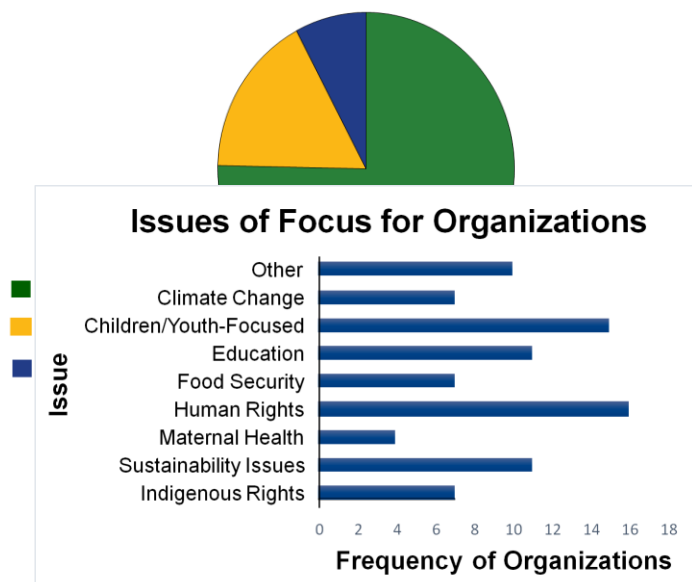
## **Part: 2 Research Findings**

To help analyze the data I first went through and looked at quantitative questions which were asked in the survey that I might be able to easily graph and consider

emerging trends. *Chart 2* below describes the allocation of funds towards either local, national, or international activities of development:

As illustrated by the graphic, the majority of funds were allocated towards local initiatives in Peterborough and the Kawarthas, with only a small

**Annual Budget of Organizations**



percentage actually supporting international endeavours.

*Chart 3* illustrates where the organizations are focusing their efforts within the community and internationally. Many organizations had crossovers whereby they were involved with multiple issues of focus,

however, some targeted one main theme. As illustrated, a primary focus which emerged from the organizations which responded was human rights and children/youth-focused practice in development.

Another observation in terms of quantitative data was that most respondents came from a social-justice-oriented framework whereby they worked to meet immediate needs in the community, but also focused on creating sustainable structural change in local-global communities. While this change took a variety of forms (from consciousness-raising, to fundraising for international efforts, to activism work) groups,

organizations, and individuals were undertaking initiatives with the long-term causes and effects in mind.

### **Discussion and Analysis**

The results explored above confirm the findings of the literature review which was conducted prior to beginning the research. Social justice is strongly linked to development work in creating sustainable, structural change in communities. Results also highlight the importance of local consciousness-raising and grassroots efforts. Areas of focus touched on a broad range of issues and many agencies focused on multiple themes of development.

Overall, the vast majority of organizations which responded identified that they had some familiarity with the United Nations *Sustainable Development Goals* (SDGs). However, although about 80% of respondents indicated that they were familiar with the goals, only 44% of respondents indicated that the SDGs were either a “significant part of their work”, or “somewhat important to their work”. Approximately 22% of participants identified that they would like to incorporate the SDGs more into their work. This may highlight a need in the community for consciousness-raising around what the goals consist of and the practicalities of integrating them into the activism and development work that is already prevalent in Peterborough and the Kawarthas.

### **Problems and Challenges**

A major challenge in this research was analyzing the research findings as there was a low level of responses returned, thus making it harder to find significant trends. Approximately one third of the surveys distributed were returned, some of which had errors or missed/skipped questions. Thus, organizing final results in a meaningful way

became an evident challenge. This was in part due to learning to navigate the ethics system and gain approval for the research. From responses that were received there were many in which respondents had skipped questions or filled them out incorrectly (for example, on the budgeting questions the total of all three categories exceeded 100%). Secondly, it was raised by one participant that some questions in the survey were not relevant or worded in a way which made sense for the context of certain groups or individuals (such as school programs/institutions or individual initiatives). This reflects a design flaw in the creation of the survey questions themselves as they were not transferable in all the contexts that they questions were asked.

### **Part 3: Recommendations**

Future endeavours may include broadening the sample size. Despite reaching out to various faith groups in the community there were few responses from this cohort. Secondly, there were few responses from teachers and professors involved in development work within their classrooms. Another step to further this work is the creation of a community symposium to deepen conversations about best practices and the SDGs; additionally, running focus-groups for more in-depth discussions on local programming, development practices, and how this work can best be supported in the community. Additionally, this symposium will help KWIC to broaden their reach to organizations and individuals which they have not yet connected with on projects. Strengthening existing connections and developing new ones is crucial as organizations band together to work on the achievement of the *Sustainable Development Goals*.

As earlier addressed, the ethics process took longer than was anticipated in earlier timelines. This pushback severely impeded the research project and the amount

of work which was able to be accomplished. Perhaps future endeavours could build upon this research by following up on steps which were overlooked due to time constraints. For example, interviewing local agencies, individuals, and faith groups involved in development work may help to draw stronger conclusions on development practices and their connection to SDGs. Finally, redesigning the survey, or creating multiple surveys which are relevant to specific groups within the survey sample may be a helpful tool. For example, there could be a survey with questions specific to the development activities being supported by schools, another for one directed towards churches, and another for local organizations.

### **Conclusion**

This research endeavour provided insight into the development work being undertaken in Peterborough and the Kawarthas as well as built the foundation necessary to establish future networks and collaborations. It has reflected that there is a strong interest from the community in deepening conversations on development albeit in focus-groups or at a community symposium. Nearly all respondents indicated that they were interested in sharing their information for future networking opportunities. These results indicate that KWIC has a potential role for convening community events, which will increase the scope of its network.

As earlier explored there are a variety of targets and themes for development in Peterborough and the Kawarthas. These focuses are fulfilling many needs within local, national, and international communities and demonstrate links to facilitating sustainable, structural change in communities. Many of the organizations and individuals indicated an understanding of the SDGs but there appears to be a gap between comprehension



and integration into development practices at a local level. With further research and opportunities to continue local conversations on development one may be able to better understand this link and how to best integrate the SDGs into local projects.

#### **Part 4: *Ethical Considerations***

The main ethical concern throughout the duration of this project was the use of my personal email for work/placement-related activities. Since I created the survey using the Qualtrics program offered through the *myTrent* account, the survey was linked to my personal school email, rather than my research email through KWIC. While I was not interacting with vulnerable populations or particularly sensitive information I do recognize that this could become a problematic practice as information about agencies was being sent to my personal email. The final concern which arose was weighing the ethical considerations with my timeline and tangible deadlines, as well as ensuring the ethical standards met the needs of the project. Finding ways to express the low-risk level of the research while still exploring that there may be some ethical considerations to take into account was an important factor I had to navigate.

#### **Recommendations to the Committee**

The *Trent Social Work Ethics Committee* provided helpful feedback and guidance as I undertook my first research project of this capacity as a university student. It is my understanding that it was both my first time through this process as well as the ethic committee, as I am a part of the first cohort of students to graduate from the Trent University Bachelor of Social Work program. I thought it might be a useful practice to inform the committee of what I felt were the challenges in this process as well as the

components I felt were helpful throughout this process. Below I have included a point form list of my suggestions and feedback from this process:

- Initially I found the pathways of communication confusing. I recognize that the staff was undergoing some administrative changes at the time and was adjusting to a new school year and perhaps this contributed to the differences in who I was supposed to connect with in terms of undertaking my ethics application. It is my recommendation for the future to have a document that students can reference in terms of who the points of contact are when undergoing an ethics application.
- The committee provided insightful, in-depth feedback and analysis of my work. I was able to easily incorporate their suggestions into my report, my research, and my survey. I felt that the committee took my work seriously and made an incredible effort to guide and support me in a process that was new and unfamiliar.
- The delayed turnover process for feedback did significantly change the outcomes of the project and the amount we were able to accomplish in the time that was allocated for placement. Though I recognize that this was perhaps due to short-staffing in the department, it did mean that many of my remaining goals for the project were unattainable in the second semester as I simply did not have the time remaining to undertake them. Perhaps projects with lower levels of risk, such as mine which did not involve talking to vulnerable populations, could be considered for a quicker process in terms of ethics requirements and approval.
- One potential suggestion I had for possibly quickening this process was a project proposal presentation to the ethics committee. Although I know there is

necessary paperwork that must be filled out, I had thought it might be a quicker process if the student were to prepare these documents, a proposal, and a short presentation of their proposed topic directly to the ethics committee itself, in-person. The committee could ask questions and gain clarification and all feedback and recommendations could be given in-person, at that time, in order to expedite the initial ethics approval process. This could help the student better articulate their project, perhaps in a way that is more clear and accessible. The ethics committee would have the opportunity to red-flag any immediate concerns before the student proceeded too far with planning other components of the research project.

- I appreciated how willing Dr. Calderwood was to answer any of my questions and also speak to my field instructors on the phone. Our correspondence was always timely and whenever I had a question about the process or needed clarification on feedback I had received or the process she was always create to respond with concrete, clear answers.

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## Part 5: Appendix

### Survey Questions:

The data retrieved in the following questions (1 through 9) will be used for the creation a private KWIC database. This database will hold information about local organizations involved in global education and international development work, including contacts, mandate details, and areas of interest. This database will be private and only accessible to KWIC staff and volunteers and will not be shared in the public domain.

1) What is your organization's name and mandate?

2) When was your organization established?

Year:

3) Approximately how many people does your organization employ? Rank on the grid.

1-----50

4) Approximately how many volunteers do you have? Rank on the grid.

1-----50

5) What percentage of your organization's annual budget is put towards the following?

Please rank on each scale.

Local/Regional operations 1-----100 %

National operations 1 -----100 %

International operations 1-----100 %

6) Global education refers to a consciousness-raising of social and environmental issues around the world.

In what ways would you identify your organization as being connected to global education? Select all that apply.

Hosting events centred on global issues/topics

Supporting or partnering events related to global issues/topics

Global education is a key part of our mandate

Our organization is not involved with global education work

Other (please specify):

7) Which themes have you partnered with local organizations on? Select all that apply.

Indigenous education

Environmental sustainability

Social justice

Global education and consciousness-raising

Human rights

We do not partner with local organizations.

Other (please specify):

8) In what ways would you identify your organization as being connected to sustainable international development work? Select all that apply.

*Sustainable development involves implementing practices that are repeatable for long-lasting change in communities and countries. It is recognized in the Federal Sustainable Development Strategy in Canada as "... development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Government of Canada, 2016).*

Global education and consciousness-raising

Fundraising for international organizations/initiatives

Supporting immigrants and refugees

Environmental advocacy

Human Rights work

Indigenous knowledge

Relationship-building with Indigenous communities

Our organization is not connected to sustainable international development work

Other (please specify):

9) The following is a list of aspects of sustainable development work. Please indicate how much each aspect is a part of your organization's work.

*(Significant part of our work, Somewhat important to our work, not a significant part of our work, We would like to incorporate this more into our work.)*

Global education

Inclusive approaches

Social justice initiatives

Policy-making oriented towards sustainable development

Grassroots collaboration

Democratic, diverse, and accountable leadership

Incorporation of Indigenous knowledge

Global citizenship

Other (please specify):

10) Please rate the following statements according to the degree to which you agree or disagree:

My organization is familiar with the United Nations *Sustainable Development Goals*?

Strongly Agree --- Agree --- Neither Agree nor Disagree--- Disagree --- Strongly Disagree

My organization works towards development which fosters alternative forms of knowledge.

Strongly Agree --- Agree --- Neither Agree nor Disagree--- Disagree --- Strongly Disagree

My organization works towards development which is inclusive of Indigenous communities.

Strongly Agree --- Agree --- Neither Agree nor Disagree--- Disagree --- Strongly Disagree

11) The Peterborough community is home to a diverse range of organizations involved in global education and sustainable international development work. Looking at the community as a whole, what does your organization perceive as the community's strengths and gaps in this area? Please briefly describe strengths and gaps identified.

12) What resources would best support your organization's work? Please check all that would be helpful.

Developing promotional materials and social media presence

Partnering on an event

Keeping updated on community events (newsletter, community calendar)

Skills development (please explain below)

Networking opportunities

Organization infrastructure (ex. bookkeeping, event insurance)

Resource centre (books, magazines, toolkits, reports, videos)

Advocacy for the sector

Movement Building

Other (please specify):

13) Have you heard of the Kawartha World Issues Centre (KWIC) before? (Check all that apply)

I have been a volunteer of KWIC

I have been an employee of KWIC

I have been to an event sponsored by KWIC

I have seen KWIC tabling at an event

Our organization has partnered with KWIC

Poster

Facebook post

Website

Word of Mouth

I had not heard of KWIC prior to taking this survey

Other (please specify):

14) Would your organization be willing to be contacted for an interview to further KWIC's research on this project?

yes      no

(Optional field)

Please provide your name, title and contact information.

15) Any additional comments:

Interviews:

1) What is your relationship with/knowledge of KWIC?

2) According to the survey response your organizations mandate focuses on\_\_\_\_\_. What inspired and/or continues to inspire the global education or international development work at your organization? Has it been influenced by any local or international events?

3) According to your survey, your organization spends \_\_\_\_\_ % of the organization's annual budget on international work. How does this amount fit with your mandate; would you like to focus more or less resources on international work?

(If international work:)

4) Tell me more about the international work you do. What are your organization's best practices for international development?

5) What do people in your organization see as the most important factors in establishing sustainable development?

6) How do people in your organization work towards incorporating sustainable, structural change?

7) Tell me a bit about your understanding of the UN Sustainable Development Goals and how they are being taken up in your organization?



8) According to the survey, you partner with local organizations in these areas \_\_\_\_\_. Are there any additions to this list? What is the nature of your partnership with these organizations?

9) What are the challenges of working at a grassroots level? How does the organization address these?

10) What unique tools does your organization bring to the table? How does the organization address needs that are not being met elsewhere?

11) With regards to global education and international development, what kind of work do you feel is being overlooked in the community? What work do you wish your organization was able to do in addition to the work that's not being done?

12) In the survey you ranked \_\_\_\_\_ as being a key area of support. Are there any additional resources that could support your organization's work?

Email to Agencies:

Good afternoon,

My name is Victoria Huys and I am a 4<sup>th</sup> year social work student at Trent University. You are receiving this email because you are involved with an organization or in activities connected to global education and international development work within the Peterborough and Kawartha's community. As a part of my placement at Kawartha World Issues Centre (KWIC) I am conducting a research project entitled, *Mapping Global Education in Peterborough & the Kawarthas*. This project is looking to gain a more comprehensive understanding of the various clubs, organizations, individuals, and agencies in Peterborough city/county, related to global education projects, sustainability, and international development activities.

Below you will find a link to a short survey (10-15 minutes) that aims to gather information on the work your agency is doing in these areas. Before the survey begins there is a more detailed explanation of the research and how completion of this survey will contribute to this work.

I would appreciate your response by Wednesday, February 14<sup>th</sup>, 2018. Should you have any questions pertaining to this survey or the research project please feel free to email me at [research@kwic.info](mailto:research@kwic.info).

Thank you in advance for contributing to this research and assisting KWIC in better understanding the global education and international development agencies that Peterborough has to offer.

Kind Regards,  
Victoria Huys

Survey Preamble:

Thank you for taking the time to participate in this survey regarding global education and international development agencies in Peterborough. The results of this research will help KWIC to gain a more comprehensive understanding of the organizations and individuals existent in Peterborough, the work that they are doing, how KWIC can help support them, as well as create opportunities for future collaborations. Part of the goal of this research is to create a database of contacts accessible to KWIC staff.

You may skip any question(s) that you do not feel comfortable answering and you may exit the survey at any point through the process.

Your confidentiality will be protected. While data about your organization will be stored for future reference, no personally identifying information will be shared, stored, or incorporated into the research report.

This survey should take about 10 – 15 minutes to complete. (insert number of questions here). Thank you for your time and valuable contribution.

Please press start if you give consent to the below statements:

- I permit data and records from this research to be used in research publications, for teaching, or for presentations at Trent and community events regarding the research, so long as my privacy and confidentiality are protected.
- I permit data related to my organization to be stored and used internally by KWIC board and staff to make decisions about future collaborations and supports.
- I permit the information gathered and synthesized from this research to be utilized in the creation of a database, accessible only internally to KWIC staff.
- I have been informed of the nature of this study as described above and **freely give my informed consent** to participate in the survey.

