

**The First Fifteen Years: A History of  
The Kawartha World Issues Centre  
(KWIC)  
1989-2004**

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## **Acknowledgements**

**One of my favourite writers, Joseph Campbell, writes “Follow your bliss and don’t be afraid, and doors will open where you didn’t know they were going to be.”(1988, p.150). Writing the history of KWIC has been a kind of “bliss” for me. It has been an honour to have a chance to talk with, and hear the stories of, so many caring, committed, joyful educators, facilitators and members of the social justice community. As a student, one can get stuck in academic theory and lose touch with what is really happening at the local level. I am inspired by how much KWIC has moved and shaped our community. As I interviewed people about their memories of KWIC I saw “bliss” shining out of their faces as they spoke of moments or people who had particularly energized them. Campbell writes “...go where your body and soul want to go. When you have the feeling, stay with it and don’t let anyone throw you off.” (1988, p.147). This, I believe has been KWIC’s particular strength: of connecting people to where their “body and soul want to go”, catalyzing individuals and groups to do what they are passionate about!**

**This project would not have been possible without the support and ongoing assistance of Julie Cosgrove (KWIC Program Coordinator), Professor Jacqueline Solway (International Development Studies, Trent University), Linda Slavin (Co-founder of KWIC) and the Trent Centre for Community Based Education (TCCBE). Thank you for your guidance and helpful comments and thorough editing.**

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**I hope I can do justice to all of your wonderful stories!**

**--Debora Morales**

## Introduction

**KWIC has been involved in so many activities and community events that to write an entire history could fill many volumes and not just a small paper. As such, it is impossible in the time and space of this project to cover everything. What I have tried to do is create an overview of KWIC's history, emphasizing its individual and community ties rather than creating a chronological listing of events. As people talked about KWIC in personal interviews I was amazed at how many times metaphors were used to describe KWIC's philosophy and presence in the community. Metaphors seemed to be a good way to structure this history; therefore chapters are not arranged in chronological order but rather are grouped around metaphors like "hub" and "fertile ground".**

**"Hegemonic education has taught most people that history is written by experts and that history is the record of major political-economic events and some charismatic personalities. Many people do not see themselves as subjects (the makers) of history at all. Thus the historical significance of many actions in a community or group is ignored and oftentimes forgotten. A timeline can be used to recover community knowledge in order to expose and examine the patterns of struggle, defeat and victory in a community's history." ("Popular Education Timelines", 2002).**

**This history of KWIC will be a paper of community knowledge. The popular education philosophy that permeates KWIC, suggests that the analysis of a community situation should not be in a top-down style, but one of collaborative exploration of the issues, where all voices are encouraged to speak. With this in mind, I have chosen to minimize my own "voice" in this project and instead let the voices of the KWIC community speak whenever possible.**

Research for this project was conducted over a three month period from April 28<sup>th</sup>, 2004 to July 27<sup>th</sup>, 2004. The process of research was divided into three stages: file research, personal interviews and a community timeline meeting. The file research was conducted in the KWIC files, searching through newsletters, correspondence, project files, studies, grant applications and newspaper articles to extract specific details on the beginnings of KWIC and of the various activities and projects that KWIC has produced.

Twenty-five community members were interviewed over the three month period. Interviews included past and present program coordinators and board members, individuals from partner social justice organizations and a family with three generations of involvement in social justice in Peterborough. (For the complete list of those interviewed see the acknowledgements). All those interviewed were asked to fill out a consent form agreeing to the interview and the use of their names and stories in the written history (see Appendix A for sample consent form).

The third phase of research consisted of a community timeline meeting whose objective was to produce a timeline of KWIC events and activities within a local and international context. The meeting took place at Trinity United Church, on Saturday, May 29<sup>th</sup>. Julie Cosgrove facilitated the meeting, beginning with a popular education exercise (“Lifeboat”). Linda Slavin, cofounder of KWIC, then gave a brief history of the process of KWIC’s initiation. Afterwards, those present were asked to pair up and exchange stories of their own involvement with KWIC. These memories were then placed on the community timeline. As the meeting

**concluded, KWIC's past was reflected on and analyzed to look for some direction for KWIC's future goals (for the Timeline graphic see Appendix B).**

**This report represents the compilation of research from each of the three phases. In some cases information has been synthesized from a number of different sources and interviews. Where sources are physical documents, they are referenced in parentheses. Where stories and interviews are quoted, the name of the person interviewed is included.**

**Although this project is a history of KWIC, the final section contains some thoughts on KWIC's future. As interviews progressed between KWIC's past and present and as KWIC's role in the community was discussed, I often asked "Where do you see KWIC's role in the future". The final section is a compilation of the various suggestions and ideas community members had for KWIC. As this summer the board was holding their own interviews with partner organizations to seek suggestions on KWIC's future role and future partnerships, the final section is included to compliment the board's work.**

## **The Beginnings**

**The official opening of the Kawartha World Issues Centre (KWIC) in April, 1989, represented the culmination of more than five years of dedication and perseverance by a network of people committed to global education in Peterborough and the surrounding areas. Sifting through the thick files of minutes, letters, proposals and studies, the sheer logistics of creating this Global Education centre were mind boggling. For KWIC to come into being, two separate organizations had to agree to give up their funding and cease to exist! CIDA had to agree to divert the said funding into the proposed centre. Trent students were approached to guarantee a source of funding through a student levy and numerous committees were set up to coordinate proposals, grant applications and the undertaking of a six month Feasibility Study. That KWIC came into being in 1989 demonstrates the sheer tenacity, cooperation and commitment of the people involved in this process.**

**The roots of the Kawartha World Issues Centre (KWIC) stretch back to two previous organizations in Peterborough: the International Development Education Project (IDEP) and OXFAM's Action for Africa project. Both of these organizations were among a number of social justice, peace and community development groups that were initiated in the early 1980's.**

**In the late 1970's and early 1980's there had been rising racial tensions and conflict within the Peterborough area. IDEP was initiated in 1982 at Sir Sandford Fleming College as a means to promote community awareness of Third World issues and "to promote an understanding of the cultures of non-Canadians living in the area" (Maloney, Burton and Mukakigeri, 1986, p.7). Community education**



programs, particularly in area schools, were planned as a way of diffusing racial tensions through education. IDEP housed a resource library, ran simulation games in schools, presented workshops and hosted guest speakers as a way of increasing cultural awareness in the area (Maloney, Burton and Mukakigeri, 1986, p.6).

OXFAM Canada had opened a local office in Peterborough around 1985, with Stephanie Benn as its Program Coordinator. OXFAM offered development education focused around its Action for Africa project along with education on some other Third World Issues. Although mainly serving the University community, OXFAM also took part in events aimed at community education (Maynes, 1987, p.5)

Around the same time, the World Issues Network of the Kawarthas (WINK) formed to build “a loose network of volunteer organizations focusing on peace, international development, community organizing and environmental issues” (“A Brief History”, p.1). WINK began in 1985 with fifteen area groups as members and grew to include 27 area groups by 1987 (Appendix C). According to the first WINK newsletter, the network would “serve to facilitate inter-group communication and cooperation” which would be achieved through meetings and a monthly newsletter listing each groups’ events and activities for the month (July 1985, p.1).

Throughout 1986-1988, WINK discussed the need for a central Learner’s Center to be located in Peterborough. On May 11<sup>th</sup>, 1987 a Proposal for a Learner Center was drafted by Stephanie Benn, Guy Hunter, Clifford Maynes, Linda Slavin and Philip White to be presented and discussed at WINK’s next meeting. In the Proposal, Linda Slavin, Program coordinator of IDEP (with permission from Sir Sandford Fleming College) and Stephanie Benn, Program coordinator of OXFAM

(the local office) agreed to give up their separate CIDA grants and ask CIDA to have this money channeled into the new proposed center (p.5). As well, it was hoped that the Learner Center could secure funding from CIDA through its Public Participation Program (PPP). Additionally, two months prior, in March 1987, Stephanie Benn and Guy Hunter (a Trent student) had successfully led a referendum at Trent University, asking students to agree to a \$4 levy per student to be directed towards the new Learner Center. This meant that as of September 1987, approximately \$12,000 of funding would come annually from Trent Student Levies (Maynes, 1987, p.4). With these prospects in mind, the Proposal's aim was to have funding secured for the 1988-1989 fiscal year.

The purpose and philosophy of the Learner Centre were outlined in the Proposal:

**“The Learner centre should appeal to a broad spectrum of the population, recognizing different interests and levels of awareness. At the same time, it should present alternative materials and perspectives, and not simply duplicate what is already available. The centre should focus on international development issues, as commonly understood, but its mandate should be sufficiently broad to include topics such as environment and development, and domestic native rights issues. The learner centre should work not solely to increase awareness of the world's problems, but also to inspire people to act to overcome these problems. It should make links between conditions in the Third World and Canada.” (Maynes, 1987, pp. 5-6).**

Also included in the proposal were recommendations for immediate action. These included the appointment of a steering committee and an advisory committee and the initiation of further research (see Appendix G for a list of committees established).

**A direct outcome of the Proposal for a Learner Centre was the Feasibility Study commissioned by OXFAM, IDEP and WINK. Through a Section 38 grant from Employment Canada, two researchers, Heather Cook and Jill Williams, were hired to conduct a study from March 7<sup>th</sup>, 1988 to September 30<sup>th</sup>, 1988. The purpose of the project was to prepare a feasibility study of a Central Ontario Learner Centre based in Peterborough. At the time of the study there were 29 Learner Centres operating across Canada (Cook and Williams, 1988, p.5). The researchers reviewed and compared the organization, structure, revenues and funding of three Ontario Learner Centres to aid in making recommendations for the structure of the Proposed Centre in Peterborough. As well, the researchers conducted interviews, questionnaires and held community meetings in the Peterborough area to determine the needs and requirements of the community. The Steering committee met weekly from May through September to help advise and guide the researchers (Cook and Williams, 1988, p.3).**

**According to sources quoted in the Feasibility Study, there were two definitions of a Learner Centre:**

**“A Learner Centre is an organization committed to public development education programming. It is run by a community-based board of directors and has a resource base of books, study kits, audio-visuials, maps, and periodicals around issues that are concerned with international issues and sustainable global future.” (Cook and Williams, 1988, p.4)**

**“Learner Centres provide the local community base for development education in Canada. The essence of their activities is that they reflect the interests and concerns of their local community....CIDA PPP expects the centres to provide three basic services: community animation, community coordination and to provide facilities and resources.” (Cook and Williams, 1988, p.4)**

With these definitions in mind, a mandate was prepared for the proposed Learner Centre and submitted to CIDA in the application for funding. The Mandate proposed was as follows:

**“The Central Ontario learner centre is a non-profit world issues resource centre serving all sectors of the community in the City of Peterborough and the surrounding counties of Peterborough, Victoria, Northumberland, Hastings and Haliburton. By offering educational programmes and access to human and material resources, the centre promotes awareness of problems such as hunger, economic and social injustice, militarism, and environmental destruction; the centre also explores solutions to these problems by fostering understanding of their root causes, the links between Canada and the Third World, and the potential for sustainable development alternatives. It encourages action for positive change, and co-operation among community groups and individuals concerned with global issues.” (Maynes, 1987, p.41).**

The Feasibility Study proposed a model for the Central Ontario Learner Centre including its organization and structure, sources of funding, staffing requirements, functions and goals, evaluation process, a draft budget and site criteria for selection of location. As well, four basic areas of community needs were identified. These included:

**“1. Resources: A centrally located, visible, accessible resource centre with at least two to three qualified staff is needed. It should provide the following: books, periodicals, videotapes, films, slides, VCR, film projector, slide projector, newsletters, pamphlets, vertical files, government publications, posters, photographs, maps, study kits, games, visual presentations for children, resource catalogues, data base access and study and research space for students.” (Cook and Williams, 1988, p.36)**

Additionally “a social centre with a coffee shop and a Third World craft shop located at the learner centre would be highly desirable” (Cook and Williams, 1988, p.36)

**“2. Community outreach programming: Outreach to the community-at-large by the learner centre should include: speakers bureau, community skills training and information workshops and seminars, media skills training and education of the media, curriculum development and**

teacher training workshops, outreach to schools, colleges, and universities, outreach to the local community and region.” (Cook and Williams, 1988, p.37)

**3. Office services and administrative support for local groups:** The learner centre should provide the following services at an affordable rate for local groups: meeting space for 15-75 people, office pace, secretarial services for approximately 10 groups on an occasional basis, office equipment including a photocopier and information and referral service.” (Cook and Williams, 1988, p.38)

**4. Coordination and servicing of groups:** The learner centre should act as an integrating and coordinating centre for local development education, peace, environment, and social justice groups by providing: the consolidation and /or cataloguing of isolated resource collections, a database of the various groups, their mandates and services in the region, the coordination of, and publicity for, local and regional events, a referral and information service, a newsletter and/or master calendar, skills training and educational workshops for group members/staff/volunteers” (Cook and Williams, 1988, p.39).

These “needs” were the result of questionnaires and interviews done with community members and organizations to try to pin point what the community wanted in a learner centre. A summary of these needs, written in the form of centre objectives, was included in the CIDA PPP application for funding. Funding was granted and the Kawartha World Issues Centre was born! Its co-founders: Stephanie Benn, Len Budden, Roy Gellately, Clifford Maynes and Linda Slavin were excited to see KWIC become incorporated as a non-profit global education centre in April 1989. In May 1989 KWIC moved from its temporary spot at SSFC to its new location at 106 Murray Street (Appendix D).

## **“The Hub”: 106 Murray Street**

*It was amazing, just amazing...the house on Murray Street! You could count on going in there and there always being something going on, but it was noncentric, with something different happening in every one of those rooms and in the hallways, and people popping in; in an odd way almost like a community centre, as in the center of the community, or a pub which meant “public house”. You could pop in...like everyone’s livingroom”. (Ray, 2004)*

In interviews with community members, the KWIC house on Murray Street would inevitably enter the conversation. The energy of the staff and the various projects inspired those who passed through KWIC’s doors. *“Their posters were full of great visual info. It gave KWIC a sense of vibrancy.” (Ferne, 2004).* Many described KWIC in the early 1990’s as a “catalyzing force” in Peterborough.

In 1989 KWIC moved to 106 Murray Street, in Peterborough, as a temporary rental situation until a suitable house could be found to purchase. In 1991 KWIC bought a house on Stewart Street but were unable to move into it due to “bungling by city hall” (“A Brief History”, p.1). It was rented for a short time to CMHA as a group home but later sold. Then, in the same year, 106 Murray Street became available to purchase and was bought by KWIC, with KWIC Directors Jim Anderson and Don Quarrie guaranteeing the mortgage. (“A Brief History”, p.1) A generous donation by Guy Hunter formed the down payment for the house.

*“My general memories are of being at the house at Murray Street. There were lots of people there... it wasn’t necessarily lots of people off the street, but lots of projects happening. Linda was an expert at project development. We had Peterborough Greenup upstairs in a little office; the Newsletter was another separate project, a Library administrator and a special aboriginal program and then my job as county outreach program coordinator and Linda’s as community program coordinator.*

*We also had a continuous turnover of staff through special project grants. It was hard but also revitalizing. There were constantly new projects, bringing in new people; different groups using the meeting space. There were lots of things happening, always with new energy; most of the people were under 25 with that sort of idealistic energy*

*that also happens. I remember a lot of the high school symposiums that we did...having Trent students (training them how to do workshops) in the schools and one day programs with high school students.” (Marisa, 2004)*

**KWIC’s central location in downtown Peterborough made the centre much more accessible than its predecessor IDEP, which had been located at Sir Sandford Fleming College. High school students, Trent students and the community at large regularly passed through the KWIC doors to borrow resources. Janet Bradley remembers using KWIC’s resources as a Trent student: “*The resource centre was very casual, warm and inviting. I remember there being heaps of books and things everywhere, almost a jumble or kaleidoscope of resources, but it was comfortable, not rigid.*”(2004) Ferne Cristall, a teacher at PCVS, used KWIC’s resources for her classes. She states: “*There was no other library like it. It was an unconventional library system.*”(2004) Carmela Valles remembers: “*It seemed so progressive to me. The kinds of resources were radical compared to what I’d find in the Public library. KWIC materials offered a different perspective on things*” (2004).**

**The formation of the resource centre portion of KWIC came together as a systemization of resources from other social justice groups in Peterborough. Prior to KWIC, each social justice group had developed their own personal libraries of books and films, usually kept in someone’s house. One of results of the Feasibility Study had been the suggestion that all of these resources be brought together in a central location and made more accessible to the general public and other groups.**

**Right from the beginning, KWIC served a strong coordinating function. Sheila Nabagon-Howlett remembers: “*It was a great gathering place. All the work for events used to be done there.*”(2004) Many social justice groups would have their**

meetings in KWIC's board room. As well, KWIC began publishing a monthly community calendar, calling each group each month to find out about their fundraisers, meetings, workshops and planned activities. This ensured an ongoing connection with each of the groups and served the coordinating function of avoiding the overlapping of events run by separate groups.

*“KWIC was really pivotal in getting things started. There were several little groups, all doing development, peace, environmental stuff and scheduling things on the same night. KWIC put out a social calendar to make sure that the big events weren't scheduled on the same night. The calendar went out and it was in all the libraries, and wherever people gathered.” (Sheila, 2004)*

More than anything, what exuded from this “hub” at Murray Street was a spirit of collaboration and inclusiveness. KWIC was all about getting as many people as possible from different sectors of the community, around a table and talking, more often than not accompanied by the sharing of a good meal.

Potlucks stand out in everyone's memories! Whether it was a potluck board meeting, a 7:30 am breakfast meeting or the One World Dinner, the staff at KWIC understood that it was important for people to sit down together to eat and talk.

*“Potlucks are a great metaphor for KWIC. A place where each individual brings their “food” (their abilities and passions) to the table with the result an ever different “meal” (project, event, meeting)...it has to be fun; the spirit and the body have to be filled as well to create happy warriors.” (Don, 2004)*

This is the spirit in another community food event: the Person's Day Breakfast.

Held on the anniversary of the British Privy Court decision declaring Canadian women as “persons”, the breakfast brings women and men of the community together to celebrate women as “persons”. Speakers and special organizers who “represent local and international perspectives” talk at the breakfast and then are



given a small loaf of bread and a rose as the song “Bread and Roses” is sung (Linda, 2004). The bread represents the sustenance we need to survive, while the rose stands for our needs of the spirit. The Person’s Day Breakfast was originally founded by Linda Slavin and Rosemary Ganley and KWIC was involved very close to the beginning as a hub for organizing activities for many groups. Currently the Person’s Day Breakfast is sponsored by a large number of community organizations and as noted at this year’s event “every year brings more new faces”.

The biggest and most well-known potluck is the annual One World Dinner: “one of the two events in Peterborough I never miss” (Hannah, 2004.) Originally dubbed the World’s Largest International Vegetarian Dinner, it was started by Stephanie Benn as the OXFAM Dinner.

*“For some years, Stephanie had folks come out to the PINES in Bridgenorth to cook and I was always part of that. After Stephanie stopped doing the main organizing for the OXFAM DINNER, I took it on through KWIC in cooperation with others, and we made it a giant potluck” (Linda, 2004).*

Everyone brings a vegetarian dish with a recipe card, but no desserts are allowed as local restaurants donate special cakes and desserts to be auctioned off at the end of the meal. The meal and the dessert auction are fundraisers for KWIC, Jamaican Self-Help and the New Canadian Centre. With this in mind, the desserts can reach some astounding prices as tables chip in to donate. Last year, one dessert had reached \$200...there were two large tables competing to win it. Then they decided to get together and buy the dessert for \$400, a winning situation for everyone!

The One World Dinner has been located at various places over the years. For a while it was at “the Pines” in Bridgenorth, and a free shuttle bus would bring

people back and forth from Peterborough. It was also held at St.Pete's High School and more recently at St. Paul's Church. Karen Hicks remembered one year that a huge ice storm fell on the night of the dinner: *"It was really tough getting up Parkhill Road but you could see all the students coming up, bundled up against the storm and clutching their little dish of rice to contribute to the dinner."* (2004) Janet Bradley, also remembers a night at St. Pete's. *"It was open and larger. All of the social justice groups had a table there so people could go and talk to them. There were break-out rooms with activities for the kids too. But I remember the kids running around and around the locker halls...it was a novelty for them."* (2004).

The move to St.Paul's Church meant a sacrifice in the numbers attending, as it was a smaller space, however; by moving downtown the One World Dinner became more accessible to the community. *"The One World Dinner was one of the first community events I worked on as KWIC staff. People were so excited to be there...and look forward to it all year."* (Julie, 2004). Often the Dinner is accompanied by entertainment from the Trent International Program (TIP) and from the local arts community. *"It now represents the large cultural diversity that exists in our community"* (Karen, 2004). *"Also, free quality child care provided by Sir Sandford Fleming makes this Dinner a genuinely accessible family event."*(Julie, 2004)

Don Quarrie reminds us *"Communities are important; people are important; and human dignity is important."* (2004) through events like the One World Dinner and the Person's Day Breakfast, KWIC has demonstrated the importance of people,

human dignity and communities. *“Building communities, this is what it is all about, you can only build communities” (Linda, 2004).*

KWIC became a “hub” of the social justice community because it was so good at bringing people together. Whether in potlucks, meetings, community events and workshops, film festivals or special projects, KWIC always tried to reach out to include as many people as possible. *“We tried to move beyond the traditional social justice groups, involving nurses, churches, girl guides, business people” (Linda, 2004).* KWIC Program coordinators sat on the boards of other social justice groups and/or attended their meetings and events. A network of solidarity and support developed.

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*“KWIC was influential in getting the word out there that we were all working together and I think its grown to the extent that now when you go to an event you can count on your church friends, environmental friends, etc. to be there for support” (Sheila, 2004)*

*“KWIC was good at being a catalyst and then letting go, to allow projects to carry on in their own direction” (Adele, 2004).*

*“KWIC stuff was about getting lots of different people around the table, not factionalized, more of a community approach, more inclusive, less confrontational and more about “how can we help?”. In the late 80’s, things were much more confrontational; it was more of an us and them approach to social justice. Yet we would have business people around the table talking about environmental things, and at the time it was unique, but it has made that being completely normal now, possible. Often in communities, the social justice stuff tends to be a narrow faction or slice, but here it is wider (church groups, union, business people, etc.) It’s not mainstream but trying to include much more groups and people in the community.” (Ray, 2004)*

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## **“A Group of Committed Citizens”**

*“Never doubt that a small group of thoughtful committed citizens can change the world; indeed it’s the only thing that ever has” (Margaret Mead)*

There was an outpouring of emotion as community members spoke of the people who have been involved in KWIC and the impact those people have had on their lives. In the spirit of Popular Education, I will let those words speak for themselves.

*“Most of my memories are of people. The people who volunteer at KWIC are committed and wonderful people. They want to make things better for society and yet there’s not just work, there’s a happiness there.” (Jim Abel)*

*“People stand out! People who came through there; beautiful, gentle, active, lovely, committed passionate people. They set a high bar for me in my own life. What are you going to do that is going to be wonderful?” (Ray Dart)*

*“At KWIC, people are of the same heart; the same concerns.” (Jim Anderson)*

*“It takes people in these organizations to see it as more than a job for it to really have an impact.” (Ferne Cristall)*

*“A globally minded group of people” (Linda Slavin)*

*“KWIC always did and still does draw marvelous people to it.” (Joan Smith)*

*“Kathy Wethy...she was my hero. To me she is what KWIC is all about: commitment to society, and yet a gentle humour and a smile always there.” (Jim Abel)*

*“We’ve had a continuum of strong program coordinators whose own enthusiasm for social justice world-wide gives life to KWIC.” (Joan Smith)*

*“People who are knowledgeable and have expertise are important to an organization. KWIC had very competent staff that were well known and well respected in the community” (Brenda Dales)*

*“The feel of KWIC stands out for me. There is a feeling that comes out of KWIC. The people there make everyone feel good about where they are and what they are doing.”  
(Kate Eales)*

*“KWIC has been the bright shining light in the dark; the salvation of many a newcomer.” (Janet Bradley)*

*“I remember lots of really good people.” (Karen Hicks)*

*“Floyd, Sheila, Linda and Marisa were inspiring: that whole gang of people in and around KWIC, was just very, very inspiring. It was a big network of people who believed in doing stuff, of getting out there. Courageous people who thought stuff needed to get done and so lets just get out there and get doing it. A real go for it attitude.” (Ray Dart)*

*“I remember becoming aware of this group of people in Peterborough who were making a difference” (Kathy Langley)*

## **“Fertile Ground”: KWIC’s Events and Activities**

*“KWIC is about community education; getting the community involved” (Linda, 2004)*

*“Linda is brilliant at understanding how a decision affects the global system”  
(Kathy, 2004)*

**In 1991, KWIC had four regular staff and six project staff (ink, 1991, p.5). Sometimes people would come in and say “This is happening in the world, you should be doing something about it!” and the Program coordinators would say, “Okay, do it. Get a committee together.”(Linda, 2004). Sometimes the people just wouldn’t come back, but often a group would form itself and then KWIC would form an advisory board and help them with facilitation, budgets and grant proposals. As a result, KWIC often had a multitude of projects percolating within its space; each project its own little entity supported by KWIC staff.**

*“KWIC was more or less catalyzing and supporting force in Peterborough. KWIC had all these other things within it; things that KWIC would help start and nurture and support and sometimes they would grow and spin off on their own.” (Ray, 2004).*

**One such spin off was Peterborough Green-up. KWIC was involved in many of the stages that led to its creation.**

### **Peterborough Green-Up**

**Between 1984 and 1986, hearings were held around the world as part of the World Commission on Environment and Development, which came to be known as the Brundtland Commission. In 1987, the commission published its report entitled “Our Common Future” (Dart, 1991, p.i). In 1989, KWIC in collaboration with OPIRG, Trent Valley Educators, Sir Sandford Fleming (among others) facilitated the “Our Common Future Forum”, an event that attracted almost 300 people from**

**the Peterborough area. At the same time at the Provincial level, the Round Table on Environment and Economy was also happening: “a multisectoral provincial body that is evolving a sustainable development strategy” (Dart, 1991, p.i).**

**At this time local, provincial and global attention focused on the problems in the environment and their implications for future generations. “The Our Common Future Forum demonstrated the broad base of local concern about environment and economy issues.” (Dart, 1991, p.iii). The Our Common Future Forum was designed as a public inquiry into what environmental problems and possible solutions could be seen locally, covering topics such as land use, contaminated beaches, waste disposal sites, etc. Out of the ideas generated by the forum came the need to take action. As a result, a Sustainable Development Task Force Committee was established with Margaree Edwards, Clifford Maynes, Robert Paehke, Linda Slavin and Jill Stocker.**

**“The objective of the Task Force was to refine an agenda begun at the Our Common Future Forum for local action through background research and further community discussion. A further objective was to promote implementation by identifying priorities, increasing knowledge and awareness, and building stronger links among citizens, organizations, businesses, government officials and others committed to achieving sustainable development in the Peterborough area” (Dart, 1991, p.iii)**

**The Task Force hired a Project coordinator, Ray Dart, to begin the task of further research, a process carried out from July 1990 to December 1990, with KWIC as the base for all the Committee meetings. As part of the research mini-forums were held. Jill Stocker, Task Force Chair, recalled “We stirred the pot and connected people who had been very entrenched. We raised the consciousness of a bunch of people in terms of leadership” (2004).**

One form of leadership arising out of the Task Force findings was the initiation of Peterborough Green-up. In *The Task Force for Sustainable Development in the Peterborough Area*, Ray Dart wrote:

**“An opportunity exists for a local educational institution or association to initiate a major continuing education course and training program that would teach environmentally friendly household practices including sustainable waste management.” (1991, p.40)**

In the spring of 1992, Green-up started, housed in an upstairs office at KWIC.

During their stay in the KWIC offices, the front lawns of the property were dug up and planted with a demonstration ecology garden.

*“Peterborough Green-up would never have come into existence as it is without KWIC. We remain the envy and model of green community organizations. Because we were at KWIC we have a wider mindset than other organizations and that has become completely institutionalized within green-up. Issues like accessibility and equity, they stem out of KWIC. KWIC was like the midwife to our birth.” (Ray, 2004)*

### International Images

*“a festival of alternative, environmental, native and international film and video”  
(International Images Brochure 1989)*

For a number of years, one of the projects emanating from KWIC was the International Images Film Festival. It was designed to be “not only a cultural event, but a broadly based educational event as well” (KWIC newsletter, 1989, p.8). To achieve these goals, films were matched with educational events, guest speakers and current global issues. Part of the festival’s mandate was “to increase awareness around issues of the environment and development in the Third World and Native Canada, and to facilitate discussion around these issues.” (KWIC newsletter, 1989, p.8).



**The 1989 International Images was held in conjunction with the Our Common Future Forum. Environmental films and activities complimented the forum on the environment. World Food Day also fell within this same festival, and films on food and hunger were presented that day, along with “supermarket tours” that “gave a look at the global and local food systems” (KWIC Newsletter, 1989).**

**Special guest speakers discussed issues of relevance to some of the films, offering the community an opportunity for further reflection, discussion and analysis of the issues presented in the films. The International Images Festival ran successfully for a number of years through funding as an independent project.**

### **The 500 Years Committee**

**In 1992 there were celebrations to mark the 500 year anniversary of Columbus’ “discovery” of America, however, for most of the indigenous people of North America, the landing of Christopher Columbus did not represent a “discovery” and “celebration” but the beginning of hundred’s of years of exploitation.**

**“...most of the First Nations will be celebrating “recovery” and not discovery. They will be celebrating their mark of 500 years of aboriginal resistance and survival....Natives will be re-educating the public of their stories and history throughout the year of 1992.” (Williams, 1992, p.1).**

**The Kawartha 500 Years Committee was organized as a special project within KWIC “to lend support and act as a resource for local groups involved in similar activities, and to organize events and educational projects during 1992 that will tell**

the aboriginal story” (INK, Autumn 1991, p.5). Among the planned activities of the 500 Years committee:

- Aboriginal Rights Symposium
  - TIP Colloquium: 500 years of resistance
  - Indigenous Student Conference
  - Festival of Indigenous Arts and Culture
  - International Images Festival
  - Secondary Student Symposium on 500 years of resistance
  - Columbus Day Sunrise Ceremony and cross Canada drumming event
- (INK, Autumn 1991, p.5)

Among the events organized to celebrate the aboriginal story, the Timeline Mural Project, became a stunning three-storey visual representation of the Petroglyphs in down town Peterborough. The Timeline Mural was developed by KWIC in cooperation with Curve Lake, Hiawatha and Scugog First Nations. It was a three-storey mural painted on the side of Lillico, Bazuk and Kent Law office at 163 Hunter Street West. The Mural depicted giant hands rolling back moss to reveal a snapping turtle with vignettes painted in each portion of its shell. The artists, Yvonne Garbutt and David Johnson were chosen from a juried competition.

“The mural deals with the Past, Present and Future of local First Nations people. Using the oral history of our Elders as a reference, we decided to use the turtle as a means of relating the visually rich descriptions of the past.

The turtle is an image from the Petroglyphs. It is the Past. A snapping turtle shell rests on the top of the pictograph. This shell is the Present. Within the segments on the turtle shell, we have made reference to many features of life common to our people. The eggs around the turtle represent the Future—the unknown. Two hands roll back moss to reveal the turtle image. This refers to the times when the Petroglyphs were preserved with a protective blanket of moss. The deep ultramarine-blue background suggests the spiritual, mystical, and sacred qualities surrounding the Petroglyphs as well as the stories and traditions passed down by our Ancestors. In this mural, we are making a modern-day Petroglyph.” (Garbutt and Johnson, 1993, p.1).

Although, the mural is now covered up, for a time it was a vibrant example of a “new spirit of cooperation with and appreciation of Local First Nations” (Timeline Mural, 1993, p.4).

The Timeline Mural project and Kawartha 500 years committee project raised a number of important issues within KWIC.

*“The mural project was really a big deal because we were connected to the aboriginal community for the first time in a big way. We had an aboriginal staff person. This was dealing with cross cultural and local issues very directly and it had an important impact on us; it raised all sorts of things about our own practices and how white we were in our organization. It brought up a lot of other issues beyond programming, and it lasted well beyond the mural project.” (Marisa, 2004)*

The mural project became one way that global issues were brought home to the local level, involving a wide sector of the community.

Peterborough Green-up, International Images Film Festival and the Timeline Mural Project are only three of a long list of endeavours KWIC supported, nurtured and “birthed”. KWIC also was very active in educating the community on anti-apartheid. In 1994, Linda Slavin was chosen “to be one of 20 Canadians traveling to South Africa to act as observers during the country’s historical election on April 26 to 28” (Morris, 1994, p.12)

## **1995: The CIDA Cuts**

**“The Public Participation Programme (PPP) was created by the Canadian International Development Agency (CIDA) to assist non-governmental organizations, institutions and community groups throughout Canada in their work of promoting public support for international development co-operation. CIDA funds learner centres and development education organizations across Canada who share the objective of PPP. The objectives are: to activate a more informed awareness of development issues and problems among the Canadian people, to encourage greater public interest and involvement in international development, and to stimulate increased flows of development assistance from the private sector.” (Cook and William, 1988, p.67)**

**On March 24<sup>th</sup>, 1995, the Canadian Partnership Branch of CIDA announced that it was eliminating its Public Participation Programme (PPP) and cutting all funding to 100 development education centers in Canada. Dale Hildebrand, from the Ontario Council for International Cooperation stated: “This is the worst possible news for NGO’s and the effects will dramatically change our community” (“memo”,1995). The changes to funding were effective immediately and for some development education centres it literally meant they had funding one week and it was gone the next.**

**The funding cuts were devastating news to KWIC, as 65% (approx \$75,000) of their operating budget came from CIDA through PPP (Driscoll, 1995). The reaction both within KWIC and within the community was swift and passionate. At a news conference**

**“Trent University faculty and students, the United Way, the Peterborough and District Labour Council, the Peterborough Social Planning Council, high school students and more than a dozen other community organizations denounced the funding cuts” (Driscoll, 1995).**

**Letters poured in to the Peterborough Examiner protesting the funding cuts. As well, letters were sent directly to Andre Ouellet, the Foreign Affairs Minister responsible for the cuts, as the Peterborough community expressed their concern that the future of such a vital organization as KWIC could be in jeopardy.**

**Hal Bowen and Judy Jackson, facilitators of the Canadian-Jamaican Student Exchange, wrote:**

**“If Canada’s international role is to grow, and as we all become citizens of the global village, our youth must be ready to meet the challenges this will present. Fostering grassroots understanding between people is the foundation on which this future is built. Without it, Canada will be vulnerable. We need young people who are prepared for global interaction....The Kawartha World Issues Centre...serves a whole community. Peterborough is sheltered from the realities of multiculturalism and global concerns. KWIC provides this crucial link to the rest of the world. Global education must be available for everyone.” (1995).**

**Rosemary Ganley, from Jamaica Self-Help wrote: “There is no institution, corporation or group I know that is more productive, more effective in linking diverse interests and more accessible than KWIC.” (1995) Many community members understood that losing development education centres didn’t only represent a community loss; it represented a national and international loss as well.**

**“The decline and fall of the PPP and most of the Canadian development education community is a Canada-made difficulty with consequences at home, but it is also a problem for the poverty-stricken people of the third world, who rely at least partly on NGOs and global education centres to make their concerns known in Canada and other G8 countries.” (Smith, 2002, p.106).**

**World Vision explained to Andre Ouellet that:**

**“These cuts are damaging to our work with the peoples of the developing world, and to the efforts of Canadians to become effective, compassionate global citizens....The government, CIDA, the school system, the NGO**

**community and thousands of donors to organizations like World Vision Canada have suddenly lost a key, locally-based, effective, volunteer-oriented link to international development” (Tripp, 1995, p.1)**

**David Morrison, a Trent Professor wrote:**

**“Global education is vital if Canadians are to understand a world that is plagued with problems, yet rich in diversity and human potential. Global education is vital if the youth of today are to play a constructive role in shaping a more prosperous, sustainable, and humane future.” (1995, p.3)**

**David McLeod, Manager of Peterborough Green-up wrote:**

**“Locally, KWIC has played a key role in stimulating thought and generating action around environmental issues....Peterborough Green-up, a successful community-based organization which focuses on environmental action, would not have existed without the support of KWIC.” (1995)**

**Unfortunately the funding decision was not reversed and KWIC was forced to move forward into new territory making tough decisions about staff, location and future programming capabilities.**

***“It was hard on many levels. We had bought a house and were responsible for a mortgage; we couldn’t just shut our doors. And then there was staffing...what do you do, how do you deal with that? The board was always very staff supportive; how do they deal with that? Everybody had been there a long time.” (Marisa, 2004).***

**Connie Swinton, a long time KWIC board member remembered some of the problems facing KWIC. “We had a house with a mortgage, a large staff and all of these big office machines. What were we going to do about it all?” (2004). One advantage KWIC had over many other global education centres was a year end of October. This meant they could count on CIDA funding up until their year end which gave them a bit more time to come up with solutions.**

Thus began the process of making changes. Some staff dropped from full time to part time and to a few hours monthly. In 1996, the house on Murray street was sold at a loss which meant KWIC still was faced with paying back the difference to the two mortgage holders, which they did over the next few years through fund-raising, donations and events (“A Brief History”, p.2). KWIC “then moved to the Queen Alexander Community Center on Barnardo Avenue to share an office space with the Peterborough and Community Race Relations Committee” (“A Brief History”, p.2). Two years later KWIC accepted “the offer of the Environmental Studies Program at Trent University to manage their resource centre in exchange for rent-free space on the main campus” (“A Brief History, p.2). The University built an office for KWIC within the resource room, but as this was done during the move, Connie tells of weeks and months where all the KWIC files and resources were stacked in boxes (2004).

During interviews with staff and board members of KWIC who were there through the transition period, I was often struck by the sense of sadness that crept into the conversations as we talked about this time. There was disappointment and frustration over the loss of funding and resulting changes to KWIC. The staff and board tried to decide if KWIC could continue to operate.

*“We moved to the old Queen Alexandria school. It was small. We were feeling much reduced. We were struggling with this change in financial fortune. After much discussion we decided the organization was a valid one and should carry on, but we were still trying to do everything as before...trying to come to terms with being a smaller organization.” (Jim, 2004)*

This struggle to redefine KWIC seemed especially difficult in light of the organization’s past achievements. At the point in its history as a “hub” of the social

justice community, KWIC had maintained a large staff, a house, and a library with staffed librarian and a multitude of programs. All of this past history mattered a lot to the people involved with KWIC. It was difficult to decide to let any part of KWIC as it had been, go. For a while there was the decision to “do everything, but smaller” but eventually that wasn’t workable either. As a bright moment in this difficult time, years of paper work and patience finally paid off and KWIC was granted Charitable status in 1997 (KWIC Newsletter, October 1997, p.1).

Both Jim and Adele described a defining moment for KWIC staff and board members, when they finally said “Okay, the past is past. This is where we find ourselves now, so let’s deal with it” (Jim Abel, 2004 and Adele, 2004).

*“A few years ago we made a positive decision to be positive about where we are and promote our relationship with Trent rather than continually saying “oh it’s too bad we aren’t down town”. Now we have three new board members from Trent in the past year: one faculty, one student and one administrator.” (Jim Abel, 2004).*

At their annual retreat in March 2001, KWIC board members and staff set some new goals:

**“KWIC will facilitate in the development and delivery of programming promoting reflection on global interconnections and actions of global citizenship to primary and secondary school students within Peterborough and the surrounding area.**

- (1) KWIC will use community action to promote global education,**
  - (2) KWIC will enhance our relationship with Trent University and**
  - (3) KWIC will build its organizational capacity.”**
- (“A Brief History”, p.2; KWIC, Spring 2001).**

As well, they began work on a new mandate. KWIC’s transitional mandate was as follows:

**“KWIC is a community-based, non-profit, charitable global education and resource centre. We serve the Peterborough community and surrounding areas. KWIC provides educational programmes and resource materials designed to promote understanding of global issues among individuals and**



**groups within the Kawartha region.” (KWIC Newsletter, October 2003, p.1)**

**As of spring 2004, the mandate had been further transformed to represent KWIC’s new focus: “KWIC promotes dialogue and understanding of world issues to enable people to engage in positive social and environmental change.” (KWIC Newsletter, Spring 2004, p.1). “Jim Abel, KWIC’s Chair, explains that ‘the new mission still captures KWIC’s mandate as a global education and resource centre, yet challenges us to take that step from ‘understanding’ to actively ‘engaging’ in positive social change.”(KWIC Newsletter, Spring 2004, p.1), which Julie Cosgrove, KWIC’s Program Coordinator notes “has always been at the heart of KWIC’s work”.**

**As a new addition to KWIC, Global Youth Connect (GYC) was initiated in 2002 on a three year grant from the Trillium Foundation. GYC is hosted by KWIC and Jamaica Self-Help (JSH) and “seeks to connect Peterborough youth with people and organizations working on social and environmental justice issues within the community” (KWIC Newsletter, October 2003, p.3). As part of their program, GYC has hosted two successful Global Youth Day events. “Global Youth Day brought together as many local youth speakers, leaders, workshops, activists, artists, and musicians as possible” to celebrate “youth-led volunteerism in our community” (KWIC Newsletter, Spring 2004, p.3).**

## **“Where do we go from Here”: Creating a Space for Dialogue**

“Where do we go from here” was the name given to an all-day series of workshops and discussions held by KWIC to help open a space for local community members to talk about their experience of the Sept. 11<sup>th</sup> attack on the World Trade Centre in New York. Kathy Wethy, Chair of KWIC, called Adele one morning shortly after the attacks and said *“I woke up this morning with the feeling we need to do something. I think we need to organize a community gathering.”* (Adele,2004).

The idea of “where do we go from here” springs from a Buddhist thought “This is the place where we find ourselves” (Adele, 2004). After 9/11 many people felt reality had just shifted and this “new reality” was the “place everyone found themselves”.

KWIC had always been responsive to the needs of the community and to pressing global issues. With 9/11 there was a global and local urgency to talk about what was going on. *“At the first meeting a huge range of people came, more than the usual range from the community. The shared experience of the impact of Sept. 11<sup>th</sup> opened people up to listen.”* (Adele, 2004).

One of the particular workshops held that day was for the Faith communities. A real range of Faith communities attended; some had been involved in interfaith coffee meetings previously but for others “it was a real stretch to sit down together and have coffee” (Adele, 2004). At this workshop there was a need for the Faith communities to state what they shared together: “we share much more than what divides us”. After the workshop people said to Adele “We just need to be able to keep gathering together and doing this: meet, eat and talk.” (2004). In typical KWIC style, a potluck lunch had been arranged at midday. The Faith

groups realized that they could eat and talk together and an outcome of this particular workshop has been an interfaith potluck every two months (which continues to the present).

The above example is indicative of KWIC's larger role in the community: to open up space for dialogue. It is fitting that the new mission statement of KWIC is to "promote dialogue and understanding of world issues to enable people to engage in positive social and environmental change." (KWIC Newsletter, Spring 2004, p.1), because this is what KWIC has done so well for its entire fifteen years of existence. KWIC has opened up spaces for dialogue in number of areas and then acted as a network and connector, bringing the right people together, forging new links.

In the 1980's KWIC responded to local and global tensions by coming into existence and creating a space for global education to integrate into different sectors of the community (see Appendix E & F for the whole range of KWIC activities 1989-1990). A strong schools program meant that children and youth were being taught in cultural sensitivity and a visible, central resource centre encouraged access to alternative resources.

The late 1980's saw environmental issues take a central place on the world stage. KWIC immediately responded with the Our Common Future Forum, the Task Force on Sustainable Development and eventually as sponsor of Peterborough Green-up and the Ecology Garden (and initially community garden projects). It was the Forum, though, that was the initiator in getting different sectors of the community thinking and talking about the environment. Now Peterborough hosts a Children's Water Festival, cosponsored by the PUC and Peterborough Green up

(among others) which annually invites primary school children to take part in a three day festival at the Peterborough Riverside Zoo and Park, using interactive models to teach water conservation and protection (Media Advisory, 2004, p.1). The Festival is just another example of how the facilitating and training from KWIC have rippled out into the community.

*“The Schulick School of Business at York University was mulling around about an MBA course that had soft management skills. Ray Dart, (KWIC, Task Force coordinator, Peterborough Green-up) sat on the committee that formed it. This course is now the flag ship course of the MBA program and I would consider this course as it started to be like KWIC 101: round table decision making, consensus building, facilitation, creative problem solving, values of inclusion, equity, looking at things from multiple perspectives....it’s original founding philosophy comes from KWIC. I don’t know if I ever told Linda and Marisa that, but KWIC’s influence spread all the way to York University.” (Ray Dart, personal communication, 2004).*

In the 1990’s KWIC responded to international and local issues, educating, facilitating and creating space. Whether it was the Timeline Mural project which synthesized local and international aboriginal issues or international assistance to those affected by the Bangladeshi earthquake and Hurricane Mitch in Honduras, KWIC continued to be responsive and active in informing the community how to “Think Globally, Act Locally”. Even through the CIDA funding cuts, KWIC was able to stay responsive, co-founding (along with Rosemary Ganley and Jamaican Self-Help) the East Central Ontario Coalition of Internationally-Minded NGOs (ECOCIN), working as an active partner in the Peterborough Community Emergency Food Coalition (KWIC Newsletter, October 1997, p.2) or actively educating the community on the MAI (Multilateral Agreement for Investment)(KWIC Newsletter, March 1998, p.3).

The turn of the century saw KWIC create space for dialogue within their own organization as the mandate, the role of the program coordinator and the organization of the board were analyzed to see what changes would best serve them. *“I feel that my role was to make space for people to wrap their heads around KWIC; to help the board take on a more active leadership role”* (Adele, 2004). Joan Smith tells of this transition:

*“I was on the board for the second time when a Trent project donated Calla Lilies to us to use as a fundraiser. I’m a farmer and yet I didn’t go down that day to help our Program coordinator plant all those Calla Lilies; I didn’t even realize she would need help. I still had the old perception of what a board does.”* (2004).

Despite many changes within the organization, KWIC still played an active role in the community, co-hosting INSTRUCT’s Roots of our Future workshops, participating in community hearings on poverty and hosting “A Flow of Learning: Water, Youth & Global Education Conference” (KWIC Newsletter, October 2003, p.2). KWIC still remained and remains “a space for people who share a similar passion to come together and go on to create things” (Adele, 2004).

## The Next Fifteen Years....

This section exists to let the voices of community members speak to what they feel KWIC's role has been and can be. This is not to try to direct the future of KWIC but rather to let some of the needs of the community continue to speak and to create one last spot to hear some of the passion that KWIC arouses within Peterborough.

*"KWIC is still community-based even though it is at Trent. It continues to have a constant visibility at events that is really important in the community."  
(Janet Bradley, 2004)*

*"KWIC's role has been to bring in issues and talk about them: how a global event has a local effect and how what we do locally has a global effect." (Kate Eales, 2004)*

*"KWIC was about making changes. Did it make a difference? I think it did."  
(Connie Swinton, 2004).*

*"KWIC is one of the rocks of support which are there for social justice groups."  
(Joyce Barrett, 2004)*

*"The conferences were amazing that were done with high school students! It was really exciting to see my students work at organizing Roots of the Future and become the teachers. It was very powerful for the students." (Ferne Cristall, 2004).*

*"Build on the positive. Find a niche where KWIC can use their skills."  
(Marisa Kazmaracyk, 2004)*

*"I still see getting into the local highschool with global education programs as an important function of KWIC. When high school students are exposed to global issues through workshops they are more likely to take the next step to an international exchange in their post-secondary studies. This is important to the international program at Trent." (Kate Eales, 2004)*

*"KWIC still has a role to give strong support to other social justice organizations, even if that just means lending their name and people" (Joyce Barrett, 2004)*

*"KWIC needs to look at the needs in the community and make adjustments. KWIC can tap into resources from the community that the government can't do. It could look to smaller, more specific projects." (Connie Swinton, 2004)*

*“KWIC has a proud legacy: it has given hope to the community and to the activists.”  
(Rosemary Ganley, 2004)*

*“There is a need for KWIC in the schools. One possible example is conferences which allow students who have interests across the board to meet.”  
(Ferne Cristall, 2004)*

*“KWIC is filling a need that is a gap in the community. The community as a whole has a very big need for global education.” (Carmela Valles, 2004)*

*“I think global education, especially continuing to do outreach and programs in the schools, is very important.” (Joyce Barrett, 2004)*

*“I see where KWIC could still fill a collaborative role. There are all these pockets of groups in the community, if these groups could gather and give updates to everyone it would improve and maximize our impact.” (Carmela Valles, 2004)*

*“An ideal would be to for KWIC to continue to position itself as a leader for global education. Other organizations do pieces of what KWIC does, but not the whole thing. Education was always what KWIC did best.” (Brenda Dales, 2004)*

*“There is a present need for public education on global issues.” (Jill Stocker, 2004)*

*“We do so much of our work electronically now, but surely to goodness it is the human, personal connections that are critical. It is still so important for people to physically get together. KWIC was always good at bringing people with diverse interests together.” (Jill Stocker, 2004)*

*“A possible role for KWIC is to provide focuses and focal points that create more chances for people to come together, like the One World Dinner.”  
(Don Quarrie, 2004)*

*“As part of the ‘small centres initiative’ the Provincial and Federal governments are trying to get new immigrants to move away from the city centres and into smaller communities. This is creating a need to prepare both the community and the newcomers through education on tolerance and diversity. There are members of 59 different countries represented in Peterborough and newcomers are very willing and eager to share their stories. KWIC may be able to fill this need for community education on cultural diversity.” (Carmela Valles, 2004)*

**Perhaps one of the best pieces of advice comes from Ferne Cristall:**

*“The goal of KWIC is to have its own vision and to stimulate us and to allow us to get involved” (2004)*

## **Appendices**

- Appendix A**      **Sample Consent Form**
- Appendix B**      **Time-line of the Kawartha World Issues Centre  
within local and international context**
- Appendix C**      **WINK Members March 1987**
- Appendix D**      **A Brief History of the Kawartha World Issues Centre**
- Appendix E**      **KWIC Interim Narrative Report April 1, 1989 to  
September 30, 1989**
- Appendix F**      **KWIC Final Narrative Report April 1, 1989 to  
March 31, 1999**
- Appendix G**      **Prospectus For: A Central Ontario Learner Centre**



## **Appendix C: WINK Members March 1987**

**ACT FOR DISARMAMENT**

**AMNESTY INTERNATIONAL (GROUP 46)**

**CANADIAN CATHOLIC ORGANIZATION FOR DEVELOPMENT AND PEACE**

**CANADIAN PHYSICIANS FOR THE PREVENTION OF NUCLEAR WAR**

**CANSAVE**

**COMMUNITY INFORMATION AGENCY**

**COMMUNITY AND RACE RELATIONS COMMITTEE**

**THE FOOD BANK**

**GROWING AWARENESS PRODUCTS**

**INTERNATIONAL DEVELOPMENT EDUCATION COMMITTEE OF ONTARIO**

**INTERNATIONAL DEVELOPMENT EDUCATION PROJECT**

**JAMAICA SELF-HELP**

**KAWARTHA PLOUGHSHARES**

**MILLBROOK PEOPLE FOR PEACE**

**ONTARIO PUBLIC INTEREST RESEARCH GROUP (OPIRG)**

**OXFAM ACTION FOR AFRICA**

**PRISONER SUPPORT GROUP**

**PROJECTS FOR CHANGE**

**PETERBOROUGH CENTRAL AMERICA SOLIDARITY COMMITTEE**

**TOOLS FOR PEACE**

**TRENT INTERNATIONAL PROGRAMME**

**TRENT INTERNATIONAL STUDENT ASSOCIATION**

**TRENT RADIO**

**TRENT WOMEN'S CENTRE**

**THE VICTORIA PEACE PROJECT**

**WORLD UNIVERSITY SERVICE OF CANADA**

**YWCA COMMITTEE FOR COOPERATION FOR DEVELOPMENT**

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