Curriculum Vitae

Michael Bopp PhD

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Summary

Personal Data

Born: July 30, 1946 in Marinette, Wisconsin, U.S.A.
Citizenship: Naturalized Canadian citizen, 1974.
Marital Status: Married to Judie L. Bopp, three children.
Languages: Capable of working in English, French and Melanesian Pidgin

Professional Focus

Career focus on facilitating learning for health promotion and human and community development, on organizational capacity building for social and economic development and on the cultural foundations of development.   Have worked in urban and rural settings in the Territories of Northern Canada, in Africa, Asia, the South Pacific, Latin America and across North America including the arctic and subarctic regions, the former Soviet Union and on many Indian Reserves and Metis communities in Canada and the United States.

Education

Ph.D. Development Education,
      University of Alberta, 1985

M.A. Community Development,
      University of Alberta, 1981

B.A. English,
      Dalhousie University, 1974

Professional Teaching Certificate (life-long, K-12)
      Simon Fraser University 1975

Competency Areas

  I Program Development and Support
 II Training
III Research and Evaluation
 IV Teaching

Current Connections

Coordinator, The Four Worlds Centre for Development Learning (Cochrane, Canada) and a senior partner in Four Worlds International (Lethbridge, Canada). The Centre for Development Learning is a member of the Four Worlds family of organizations focused on research and capacity building for human and community development. Among other activities, Four Worlds is engaged in the design and implementation of accredited and non-formal training programs related to leadership in participatory development processes, as well as in international research and consultancy activities related to eco-health, civil society strengthening, governance and institution building and indigenous peoples development.

The information provided on this page is expanded upon in the Curriculum Vitae that follows.

Competencies

I. Program Development and Support

Policy Development and Planning: The facilitation of corporate policy development and planning processes at the ministerial or senior management level, especially for development, health and human service related organizations.

Social and Economic Development: Program planning, project design, implementation, monitoring, evaluation and technical support. Extensive experience in facilitating community healing (conflict, substance and sexual abuse, communal violence, disunity, despair) and integral community development processes.

Training: Technical and human relations training for all levels of staff working in education and development related programs, especially in a cross-cultural setting. Training program managers and staff in community development and cross-cultural learning strategies. On-the-job training for front-line development workers. Organizational and development leadership training and training for participatory research and development work.

Educational Programming: Curriculum development, especially for cross cultural settings; indigenous people's education program development, school evaluations, school board training, adult learning program development, education components of larger development programs. Community involvement in education transformation. Teacher education, especially for work with indigenous or rural populations. Developing culturally appropriate education programs. Accredited graduate level program design and implementation related to human and community development practice.

Health Promotion Programming: Needs assessment, program design, planning, implementation, monitoring, evaluation and support. Developing culturally appropriate, community-based treatment and prevention strategies. Community development as a health promotion strategy. Particular strength in designing and implementing evaluation processes to assess the impact of health promotion programs on health status, and on real progress in addressing the determinants of health.

II. Training

Extensive experience in training senior management, development program leaders and front-line development workers in applied health, education and social and economic development work. Training educators to be more effective in indigenous communities, rural and cross-cultural settings as well as in integrating their programs into a larger development process. Capable of delivering training in the following areas:

Strengthening Civil Society, Governance and Institution Building for Development, and Community Development : training related to planning, program development, implementation, monitoring, support and evaluation of human and community development processes.

Developing Effective Programs for Indigenous Communities and other Minority Populations: Aimed at assisting minority cultural insiders as well as dominant society professionals to learn how to learn from the populations they serve in ways that contribute to concrete improvements in the education programs they deliver.

Curriculum and Program Design for Minority Education and Multi-cultural Classrooms: assisting educators, planners, curriculum specialists and administrators to design learning processes that are appropriate for minority learners, and which take into account the limitations of the classroom setting. Training can be general in approach or can be specialized for early childhood, middle school, junior or senior high school, or adult levels.

Humanizing Human Service Work: training for the staff of human service programs of all kinds (education, health, social services, substance abuse, community development, economic development, etc.) in strategies to:
 a.   insure that the program is serving the people and not itself,
 b. to assist program staff to stay united, focused, and productive, and
 c. to assist program staff to renew themselves and avoid "burnout".

The Healing of Conflict -A Way Out: methods of resolving conflicts between individuals and groups without leaving scars. Training can be adapted for a variety of settings, including tribal or minority communities, villages, small towns, organizations, institutions, programs, or families.

Health Promotion: developing, implementing and evaluating health promoting organizations and programs.

Community Development Strategies for Educators: training educators to integrate their programming with on-going development processes.

Research and Evaluation Methods: for social and economic development, health promotion, ecosystem approaches to health and education. Special focus on holistic, participatory, transdisciplinary, culturally appropriate and community-based methods.

Inter-sectoral Collaborative Planning: joint training and planning activities for education, environmental protection, substance abuse, health promotion, social and economic development and other program personnel aimed at generating collaborative and integrated approaches.

III. Research and Evaluation

Program Monitoring and Evaluation: transdisciplinary, participatory, culturally based approach

- integrated social and economic development programs
- primary health care and health promotion programs
- environment and eco-health programs
- community education programs
- minority schools and curriculum
- human service programs
- higher education, professional and training programs related to health and development

Basic Historical, Cultural Policy and Social Impact Research: to determine a framework for community development, policy change, program design as well as mitigation and compensation processes. Special capacity to work in indigenous and rural communities, multi-cultural settings, and communities in transition or conflict.

Curriculum Research: to gather the knowledge base that permits development of culturally appropriate curriculum materials, especially in indigenous and rural communities, and in multi-cultural settings. Holistic approach which generates information regarding the content, the context, and the process of effective education.

IV. Teaching (College and University)

Capable of teaching on graduate or undergraduate levels in the following areas:

Applied Development Practice: human and community development theory and practice from donor agency policy to on-the-ground community development.

Research Methods: Special focus on qualitative research methods related to health, education, environment, and social and economic development. Community-based, participatory action research. Cultural and historical research methods for educational transformation and for human and community development.

Education and Curriculum Studies: curriculum theory, curriculum development, curriculum research, philosophical foundations of education, adult education theory and practice, classroom teaching, education planning, community education, social studies and language arts methods, indigenous people's education, administrating educational transformation, the sociology of education, education for development, comparative education.

Applied Health Promotion: Community development and health promotion strategies, eco-health research and program implementation, philosophical foundations of community health work, health education methods.

Evaluation: focus on the use of participatory evaluation for organizational development and participatory and community-based evaluation methodology.

Social Planning: strategies and procedures for facilitating planning processes, and for preparing comprehensive planning documents.

Organizational Development: general competency in the field of organizational development, with a particular interest in organizational transformation.

Work Experience

1994 - Present

Director, Four Worlds Centre for Development Learning. The Centre is part of the Four Worlds Family of Organizations. It focuses on capacity building and the provision of technical assistance related to solving critical human problems in development. Examples of key initiatives (recent or current) include a civil society capacity building program across Ukraine; a community healing and development project on a Canadian Indian reserve; a national research study for the Assembly of First Nations in Canada on Community Healing and Aboriginal and Social Security reform; the preparation of a major educational document related to community based sexual abuse response teams in Aboriginal communities for Solicitor General, Canada, a governance, institution building and conflict resolution project related to peri-urban development in Zambia; building an inter-indigenous development partnership between indigenous people of North America, the Caribbean, and Central and South America; operating a accredited Masters degree program in partnership with an American University and evaluating a global eco-health research program.

Michael is also senior partner (along with Phil Lane Jr. and Judie Bopp) in Four Worlds International with a primary role as chief technical advisor on many initiatives.

1992 - 94

Professorial Head, Education Division, The National Research Institute of Papua New Guinea (NRI).

NRI coordinates research efforts in many fields related to social and economic development in Papua New Guinea. The Education Division is the largest of the divisions, and my work focused on issues related to school system reform, adult non-formal education and training, NGO strengthening, and community development. A primary focus was training researchers in applied research methods related to the promotion of learning for participatory development.

1990-1992

Faculty Member, Department of Adult Education, St. Francis Xavier University, Antigonish, Nova Scotia, which offers a distance M.A. program in Adult Education.

Adjunct faculty member, The Coady International Institute, Antigonish, Nova Scotia (which is an international applied development training center).

1983- 1992

Co-founder, Coordinator of Research and Development, Director of Health Promotions Program, the Four Worlds Development Project

The Four Worlds Development Project is a research and development effort based in Lethbridge, Alberta, Canada which focuses on supporting the learning and technical needs of tribal communities. My involvement during this period included program management; extensive fund raising; curriculum development (I authored or co-authored over 20 original pieces); thousands of hours of workshop experience in settings ranging from small, remote Native communities to large international conferences; extensive research and development work designed to articulate models and approaches to guide community education and development efforts; new program design and implementation (including youth development, alcohol and drug abuse prevention, women's training, elder's health, national community economic-development strategy, and national health promotion demonstration programs). As well, I participated in the design of a process leading to a new teacher education program at the university level, designed a 2-year community college

program for front-line workers in social development for Native communities, and founded and edited a quarterly periodical for front-line workers in tribal communities.

1982-1983   Dene Nation, Yellowknife Northwest territories. Staff consultant in education and community development. Directed education programming aimed at assisting 26 Dene communities to move toward local control of education. Supervised basic research in Dene teaching and learning styles and traditional moral values. Conducted evaluation of community training needs and assisted in design and conduct of training for community development field workers. Acted as liaison between Dene communities and Northwest Territories and Federal education departments. Organized and supervised a Development Information Centre.   Participated, along with Dene Nation lawyers, in on-going discussions for drafting a new education ordinance for the Northwest Territories. Conducted evaluations of selected community education programs upon request.

1977-1979   Rwanda, Central Africa. Community development coordinator. Principal responsibilities included regular extended walking tours to visit some 120 rural communities; the training of local community educators; assisting 120 local administrative bodies in their development; supervising the translation and dissemination of educational material in Kinyarwanda; monitoring the effectiveness of local and distance education programs; negotiating with prefectural or local government officials concerning the purchase of land and the construction of buildings; monitoring construction projects of local community centers or tutorial schools; stimulating the formation of youth and women's groups.

1976-1977   Department of Social Welfare, Dawson City, Yukon Territory, Canada. Co-operated (with spouse) the Dawson City Children's Group Home, a residential center for adolescents with emotional or serious family problems. Also employed on part-time basis as a teacher in the Dawson School. Organized a summer community youth recreation project with special emphasis on Native youth.

1969-1972   Self-employed Farmer. Homesteaded in the interior mountains of Canada's British Columbia, to create an intentional community with three families. Work included building several houses, an underground food storage facility, clearing for pasture and gardens, planting and harvesting vegetables and hay crops, timber cutting and hauling, saw milling, machine maintenance, and reservoir and irrigation design and installation. But the hardest work of all was building a meaningful community life.

Awards and Contracts (selected examples)

University of Alberta Graduate Scholarship (1980-1981)

Killam Scholar (1981-1984)

University of Alberta Alumni Association Summer Research Grant (1980)

The Boreal Institute Northern Research Grant (1983-1986)

Health & Welfare Canada Indigenous People's Health Promotion Research and Demonstration Project (1987-1992)

CIDA (Canadian International Development Agency): final evaluation of UNICEF Integrated Services for Children Project (education sector), Northeast Thailand (1990)

Health and Welfare Canada: evaluation of the Saskatchewan Alcohol and Drug Abuse Commission's mobile substance abuse treatment program in northern Native communities (1992)

Health and Welfare Canada: participatory community health development assessment and planning process in Beauval, Pine House Lake and Cumberland House, Saskatchewan (1991-1992)

Black United Front (Nova Scotia, Canada): design of a province-wide evaluation of the education and learning needs of Blacks in Nova Scotia (1992)

National Research Institute of Papua New Guinea: contract to head educational research activities and to develop effective counterpart training program (1992-1994)

PNG Trust: principal evaluator of a comprehensive evaluation and planning exercise involving a network of 23 NGOs and a central technical assistance service group in Papua New Guinea (1993)

Provincial Government of the North Solomon's, Papua New Guinea, through the National Research Institute of Papua New Guinea - to facilitate a consultation and planning process in war-torn Bougainville involving community leaders, churches, ex-guerrilla fighters, military authorities, as well as government and non-government program officers to develop a plan for reconstruction and rehabilitation after 5 years of conflict and chaos. (1993)

Unicef (Papua New Guinea), through the National Research Institute of Papua New Guinea - a study commissioned to evaluate the current status of literacy and awareness programming on a country wide bases relative to the promotion of grassroots development. (1993)

Ministry of Provincial Affairs and Village Services - a study commissioned through the National Research Institute of Papua New Guinea to assess training needs relative to the Village Service Program, which was mandated by Parliament to coordinate a grassroots participatory approach to government program development, implementation and evaluation. (1994)

The Kellogg Foundation (Battle Creek, Michigan) - a one year project to design and develop a Masters level university program to train front-line development workers in aboriginal (and other disadvantaged) communities. The process involved a participatory research methodology through which selected tribal communities were engaged in co-designing the program. (1995)

Solicitor General of Canada - a project to design and field-test a training course for aboriginal community sexual abuse intervention teams; involved the preparation of a manual and two field-testing workshops. (1996/7)

International Development Research Centre (IDRC) - feasibility study in Benin, West Africa related to the introduction of information and communication technology into the context of a primary health care systems development process already underway for a decade. (1997)

CARE - Zambia - contract to design and deliver a 35 hour training program to CARE Zambia staff related to participatory development and community management systems for squatter settlement programs. (1997)

CIDA (through the Canadian Bureau of International Education) - a contract to design a generic framework for evaluating international study tours, and to test that framework through the conduct of an evaluation of CIDA sponsored tours of Ukrainians traveling in Canada related to the health, public administration and civil society sectors. (1998)

Assembly of First Nations - a national policy research project on Community Healing and Aboriginal Social Security Reform, related to identifying fundamental strategies for assisting Canadian Aboriginal communities to move toward prosperity and well-being. (1998)

CIDA (Canadian International Development Agency) - through the Canadian Bureau of International Education, a capacity building and training project related to civil society development in the Ukraine. (1998 - 2002)

IDRC (International Development Research Centre) - An evaluation of the Ecosystems and Human Health Program Initiative, particularly related to transdisciplinarity and participation in the implementation of the eco-health research paradigm. Entailed field assessments of eight projects in four countries and an overall program analysis. (2000-2001)

CARE Zambia - a governance, institution building and conflict resolution consultancy related to peri-urban development and focused on the relationship between City Council and community leaders in co-managing development initiatives. (2001)

CIDA - The organization of an international summit of indigenous leaders of the Americas on the Caribbean island of Dominica focused on indigenous to indigenous social and economic cooperation. (2001)

Solicitor General Canada and the Aboriginal Healing Foundation - A research project exploring what works and what doesn't in Aboriginal community healing efforts related to post-residential school trauma, physical and sexual abuse and addictions, with a particular focus on community based initiatives. (2001)

Professional Associations

- Canadian Public Health Association
- Non-Formal Education Exchange
- Institute of Noetic Sciences
- Association for Baha'i Studies

Publications

2001   ***Recreating the World: A Practical Guide to Building Sustainable Community.*** Cochrane, Alberta. Four Worlds Press. (with Judie Bopp)

1998   ***Community Healing and Aboriginal Social Security Reform***. A study prepared for the Assembly of First Nations Aboriginal Social Security Reform Strategic Initiative. Four Worlds Press. Lethbridge, Alberta.

1997   ***Responding to Sexual Abuse: Developing a Community-Based Sexual Response Team in Aboriginal Communities***. Aboriginal Corrections Policy Unit, Solicitor General Canada, Ottawa.

1997   ***At the Time of Disclosure: A Manual for Front-Line Workers Dealing with Sexual Abuse Disclosures in Aboriginal Communities***. Aboriginal Corrections Policy Unit, Solicitor General Canada, Ottawa.

1994   ***The Illusive Essential: Evaluating participation in Non-Formal Education and Community Development Processes.*** in <u>Convergence</u>, Volume, XXVII, Number 1, 1994, pp. 23-45

1993   ***Evaluating Participation in People Centered Development.*** Participatory Development Learning Project Occasional Paper Series, the National Research Institute of Papua New Guinea

1993   ***Assessing Training Materials for Participatory Development.*** Participatory Development Learning Project Occasional Papers Series, the National Research Institute of Papua New Guinea.

1991   ***In Search of Lost Eyes: Modernization, Culture and Counter Culture.*** Paper prepared for the International Symposium on Cultural Factors in Development, Caracas. UNESCO, Paris

1988   ***Towards the Year 2000***. Four Worlds Development Press

1988   ***Culture: the Ultimate Curriculum.*** Four Worlds Development Press

1986   ***Developing Healthy Communities: Fundamental Strategies for Health Promotion.*** Four Worlds Development Press.

1985   ***Education for Human Development.*** University of Alberta, PH.D. Thesis. Concerns the problem of entering someone else's world (i.e. culture) to do education that will promote authentic development for individuals and their communities.

1981   ***The Dene Development Question.*** University of Alberta, MA Thesis. Concerns the struggles of the MacKenzie Dene People to development themselves in the context of political and cultural domination.

Materials produced in collaboration with others and published by Four Worlds Development Press

1989   ***Handbook for Community Development Training***

1986   ***Taking Time to Listen: Using Community Based Research to Build Programs***

1984   ***Adult Education Series***
         1. Understanding and Preventing the Problem of Alcohol and Drug Abuse
         2. How History has Affected Native Life Today
         3. The Vicious Cycle of Prejudice
         4. The Transforming Power of a New Vision
         5. The Connection Between Health and Education
         6. Toward a Vision of Human Possibility
         7. A Holistic Curriculum can Contribute to Health
         8. Community Development
         9. Helping your Community

1992 (1983) ***Sacred Tree*** (12th printing, translated into German & Spanish)

1983   ***Sacred Tree Teacher's Guide***

1983   ***Walking With Grandfather and the Great Wolf and Little Mouse Sister Teacher's Guide***

Workshops, Conferences, Seminars (selected examples)

Developing the Community Within.   Program development and staff training - a five day staff re-visioning and team building process with 80 managers and selected staff for Rural Alaska Community Action Program. Anchorage, Alaska. January 1988

An Herb of Understanding: the Healing of a Nation. Keynote address to the National Learning Conference for Substance Abuse Program leaders in the United States. Sponsored by the Office of Substance Abuse Prevention. Washington, D.C. December 1988

Healing the Agencies That Are Trying to Heal the People. A 5-day intensive training session for community development and health promotion agency personnel at the Four Worlds Summer Institute. July 1988

Implementing the Four Worlds Model in Community Education.   A 5-day community workshop with parents, school board members, teachers, and school officials in the Athabascan village of Tanacross, Alaska, as well as teachers and administrators from the Alaska Gateway School Division. February, 1989

Beginning With Ourselves: Making Health Promoting Agencies Healthy. Presentation to the National Premiers Conference on Health Promotion and Disease Prevention. Victoria, BC. March 1989

Old Traditions and New Science: a Fusion for Human Development. Five-day seminar relating new thinking in physics, biology and other contemporary sciences with Native and other traditional perspectives on the nature of transformation and growth at the Four Worlds Summer Institute. July 1989

Positive Strategies for Working With Young People.   A 2 1/2 day workshop presentation with 120 professional staff at training conference of the Young Offenders Division of the Saskatchewan Department of Social Services. La Ronge, SK. September, 1989 (with Judie Bopp)

Social Change for Health. Keynote presentation to the Canadian Medical Association Annual Conference in Regina, Saskatchewan, August, 1990

In Search of Lost Eyes: Modernization, Culture and Counter-Culture.   A paper presented on behalf of Canada to a UNESCO International Conference on culture and development. Caracas, December 1990

Cultural Foundations of Human Survival. A lecture and seminar series presented on behalf of the Soviet Academy of Sciences, in Moscow and Leningrad (now St. Petersburg), June 1991

Cultural Transformation for Health Promotion. Workshop presented at the Ontario Public Health Association Annual Conference. Ottawa, November 1991

Be the Change you Want to See. Workshop presented to the National Volunteer Service's Annual Conference, Hisiu, Papua New Guinea, January, 1993

Transforming Health Conditions. A keynote address to the Alberta Public Health Association Annual Conference, 1996

Leadership for Transformation of the Public Service. A keynote address to the City of Winnipeg public services managers in their Continuous Improvement Initiative annual conference, 1996

Leadership for Building Sustainable Community Solutions. A keynote address to the National Child Mental Health Program - Leaders Conference, New Orleans, 1997

Re-Claiming Canada: A Necessary Alliance Between the Public Service and Civil Society. A keynote address to the Public Services Commission of Canada Annual Executive Training Conference, 1998.

Participatory Action Research for Civil Society - A four day interactive seminar in Lviv, Ukraine, for NGO leaders and front line workers sponsored by CIDA, 2000.

"Talking Tools" - a three hour seminar on tools for participatory community development assessment and planning at the "Social and Economic Development for the Americas" annual conference, Orlando, Florida, 2000.

Theory and Practice of Eco-health Research - A four day seminar for funded researchers of IDRC's Eco-health graduate research program, with special attention to community based issues. Ottawa, Canada, 2001.

References

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