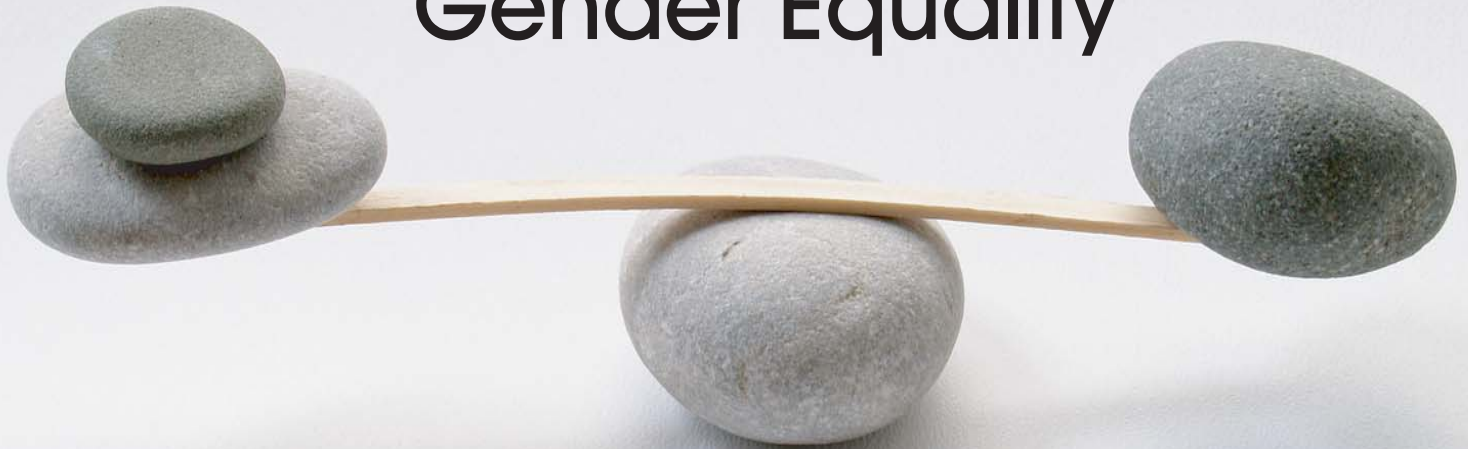




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Gender Equality



Inside:

Gender Equality: Resolving the Impasse
Gender Planning: Does it Make a Difference?
Integrating Gender Issues in CCPP Projects ...



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THE CHALLENGE OF EQUALITY AND COOPERATION

Regardless of your occupation in the education sector, or in service organizations or companies, one of the most fundamental ethical principles remains that of equality toward clients and stakeholders.

The reasons that lead us to differentiate exist, and we are conditioned to accept them. Our stereotypes, instilled in a variety of ways and taking various forms, are virtually innate.

In many cases, differentiation is necessary, which is never the case with discrimination. However, the distinction between differentiation and discrimination is quite narrow, and we should be mindful of this.

What's more, when it comes to gender equality, stereotypes differ considerably from one culture to the next.

The need to achieve gender equality is broadly recognized. The Canadian International Development Agency has made gender equality a major priority and a cross-cutting policy orientation for development aid.

In this edition of *ACCC International*, several players in our network agreed to share their thoughts and experiences on this issue. When we discover the complexity of the challenge, we also see that it is often through simple and concrete actions that the values underlying equality gradually begin to take hold.

In short, the articles in this issue clearly demonstrate that it is on a daily basis that each of us can make a difference.

In a spirit of equality, happy reading!

Bernard Lachance
Vice-President

RESOLVING THE IMPASSE



**By Dominique Van de Maele
Senior Training and Research Officer
Canadian College Partnership Program**

Without delving too deeply into the history of women and development – a topic already chronicled in a prior ACCC publication¹- it is clear that women’s participation in the social, cultural, economic, environmental and political progress of developing countries has not always been a cross-cutting component of international development projects or a component defined in relation to and with understanding of the role of men in development.

In the 1980s, the “integration of women in development” (WID) was the recognized approach and a legitimate professional discipline. Achieving some good results, WID methodologies placed special emphasis on women as agents and beneficiaries of development.

An approach geared toward women also led to the creation of at least 100 new women’s organizations. During the same decade, thousands of women from all over the world gathered in Nairobi for the second United Nations Conference on Women. Many came from the South with a fresh and critical vision of WID policy: the vision of women advanced by WID proved to be too narrow, reducing women to a marginal role as victims of the system. Out of this context emerged a new image, that of women as agents of wealth central to the survival of the human race².

Slowly, the current “gender equality” approach came into focus. This approach was meant

to offset WID shortcomings by addressing the issue of women as a vibrant component of society while recognizing the role of men in the same society. It also focused on fully integrating women into international cooperation initiatives. In 1995, at the fourth United Nations World Conference on Women held in Beijing, governments adopted a Platform for Action identifying objectives related to women’s development in the world. Ten years later, the United Nations integrated women’s issues into the UN Millennium Development Goals (MDGs), with the goal of “promoting gender equality and empowering women, and eliminating gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015. The MDG commitment injected fresh energy and renewed efforts to bring women fully into the development spectrum by applying the gender equality approach.

Issues related to women’s participation in social and economic progress in developing countries has formed an important component of Canada’s Official Development Assistance policy. This importance is reflected in Phase II of the Canadian International Development Agency (CIDA)-funded Canadian College Partnership Program (CCPP). Equality between the sexes - also termed “gender equality” by CIDA - constitutes a cross-cutting component which all CCPP projects must integrate into their planning, implementation, monitoring and evaluation.

For example, the current CCPP project on HIV/AIDS in Niger led by Collège François-Xavier Garneau has a strong gender equality cross-cutting theme. But while the world is witnessing the feminization of AIDS globally, and in Africa in particular, related issues are very difficult to address solely from the perspective of women. The same can be said for projects in sectors other than health. CCPP projects in Malawi led by the Saskatchewan Institute of Applied Science and Technology (SIASST) have targeted the country's professional and technical training structures. Issues related to institutional and organizational structures in a complex male-dominated system are also difficult to address solely from the standpoint of women.

Does the gender equality approach go too far in “watering down” the issue of women in a program or a project? The answer and the challenge lie in defining results and concrete performance indicators that are appropriate and useful.

As a performance indicator for gender equality, projects often cite an expected number of women taking part in project management or training activities. While this indicator is important, it is often insufficient. What is missing, in many cases, is a strategic vision: a “beyond the numbers” approach. What is the purpose of having an expected number of women take part if not to achieve a long-term strategy for change? And this type of vision must involve men.

Some projects have helped to change attitudes among men, but few have been able to concretely show the results in their reports. In terms of the shift toward greater gender equality, these types of change still constitute a real outcome of the project. But, they are extremely complicated, if not impossible, to measure. What performance indicator can we use to measure a multi-dimensional change of attitude among men regarding women's participation in society and the economy? What performance indicator can be used to gauge the “empowerment of

women's organizations or networks” or the “greater decision-making power of women”?

Concerted efforts have been made to better define indicators and, therefore, results. In 2003, CIDA's Canadian Partnership Branch (CPB) published a *Framework for Integrating Gender Equality into Programs for CIDA-CPB Program Partners*³. This document outlines an approach based on five stages: comparative analysis between the sexes; identification of gender equality issues; formulation of results; development of strategies; and results sharing. CIDA went a step further in 2005 by presenting a “Framework for Assessing Gender Equality Results⁴.” While this framework presents an interesting classification and definition of ten gender equality results, and cites various examples of potential results, several of which are qualitative in nature, it does not offer any examples of performance indicators.

Has the cross-cutting component of gender equality therefore reached an impasse?

With the gender equality approach seemingly reaching a turning point in its development, the more targeted approach favoured by a few CCPP and bilateral projects has led to clearer, more tangible outcomes and impacts on gender equality. For example, Collège François-Xavier Garneau is working in Laos on a project directly targeting women entrepreneurs and ACCC successfully worked with the All China Women's Federation in the Canada-China Women's Law project. In these two examples of targeted intervention, the results obtained on women's participation are especially clear, tangible and measurable.

Perhaps for similar reasons, CIDA appears to be returning to a more targeted approach. In her speech at International Cooperation Days⁵, the Honourable Josée Verner, the Minister of International Cooperation, said:

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“In many developing countries, experience has shown that in order to reduce poverty, create wealth, and safeguard human rights, nothing is more effective than concrete actions that permit women to take advantage of their great potential. That is why we need programs and funding that specifically target support to the economic and social development of women. [...] That is why I will make this issue the central theme of International Development Week in February 2007.”

Still, the gender equality approach should not be systematically set aside because it has been watered down, nor should there be a unilateral return to the targeted approach of WID Policy. Gender equality as a cross-cutting component has a place in cooperation projects in general,

and in CCPP projects in particular where needs and realities make it a strategic approach.

The CCPP experience in over 100 projects in more than 50 countries suggests that the only way to resolve the current impasse and facilitate the advancement of women in the world is to adopt a new “holistic” approach favouring gender analysis. Such an approach would allow the option of choosing between a targeted and a cross-cutting approach, depending on the local environment and gender culture. It also suggests that the development community needs to define qualitative performance indicators that are relevant, useful, recognized and valued in the same way as quantitative indicators. This may just prove the way through the impasse as the vast majority of results concerning the

inherently intricate and complex issue of gender equality are simply not realized by numbers alone.

Endnotes

¹ Keays, Patricia and Nancy Sherman. “Women’s Development” *ACCC International*, Vol.5, No. 3, winter 1991, page 1.

² Kerr, Joanna. “From WID to GAD to Women’s Rights: The First Twenty Years of AWID”, Association for Women in Development (AWID), Occasional Paper No. 9, October 2002.

³ Canadian International Development Agency . (2003). *Framework for Integrating Gender Equality into Programs for CIDA-CPB Program Partners*, Canadian Partnership Branch.

⁴ Canadian International Development Agency (2005). *Framework for Assessing Gender Equality Results*.

⁵ Verner, Josée. Speech given by the Honourable Josée Verner, Minister of International Cooperation, on the occasion of the International Cooperation Days, Ottawa, October 30, 2006.

Canada-China Women's Law – A Gender Equality Approach

By Lorna Malcolmson
and Dr. Diane Tyler, Senior Gender Equality Specialist

Held in Beijing in 1995, the International Decade of Women Conference drew attention to the United Nations Convention on the Elimination of Discrimination Against Women. Such high level awareness of the need for gender equity led to the design and implementation of a bilateral project between Canada and China to promote women's rights through improved awareness and application of China's 1992 *Law for the Protection of the Rights and Interests of Women*, as well as other laws and regulations supporting women's rights and privileges.

The All-China Women's Federation and the Association of Canadian Community Colleges were selected as the executing agencies for the Canada-China Women's Law Project (1998-2005), funded by the Canadian International Development Agency. It was China's first project in women's rights.

To broaden awareness and understanding of women's legal rights, from inception the project focused on reaching and including both women and men in urban and rural areas. Women's rights legislation clearly showed the distinction between equal opportunity and the equitable impact of society on the rights, freedoms and interests of women. To influence change in discriminatory attitudes, women *and* men needed to be involved at all stages of the project in roles as implementers, trainers, advocates, researchers, media representatives, and participants.

In the project's first three years, 40 women and men were recruited and trained as lead trainers in women's rights. They in turn trained 1,132 female

and male grassroots trainers to further reach over 29,900 women and men in selected communities in Hebei Province (the fourth most populous region of China) and the Inner Mongolia Autonomous Region (IMAR). These regions were targeted as they covered a broad spectrum of developed and less developed rural and urban areas, and were home to active local Women's Federation offices. Eleven other western provinces were added in the final year of the project.

The project's *Gender Awareness Training Module* provided a solid basis to help men and women distinguish between biological sex and socially constructed gender-based discriminatory practices. "Gender" describes roles of women and men that are socially constructed, and supported and reinforced by culture as well as institutions. Gender awareness training provides a solid foundation to help women and men understand the true meaning of gender equality, and to distinguish differences between socially constructed roles and biological/physical differences. Gender discrimination results in women and men frequently having unequal access to resources and benefits, unequal influence in decisions at all levels of society, unequal responsibility levels, and different perspectives in defining and solving problems.

The *Gender Awareness Training Module* used adult education principles and participatory approaches (e.g., case studies, role plays, brainstorming, group discussions/decisions) to allow participants to relate the *Law* to real life situations. For example, under "Women's Rights and Interests Relating to Work", participants were asked to assess case studies. One case involved a woman, in the second trimester of her pregnancy, who asked her employer to change her from night to day shifts as she felt too unwell to work evenings. The woman was injured at work and lost the baby. What were her rights?

Some of the most frequently occurring issues, concerns or problems, especially in rural villages, related to: 1) abandonment of female infants

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and children; 2) property rights upon divorce or death, and rural women's land rights; 3) domestic violence; 4) uncertainty over rights and process for divorce; 5) school drop-out levels, particularly for girls; 6) roles in family and society; 7) difficulty claiming inheritance rights; 8) strong belief that men are superior to women; 9) lack of understanding of rights to participate in community affairs; and 10) traditional practice in some regions that a man must pay excessive dowry to his bride's family. Pictorial brochures on rights were developed and provided in rural communities, suited to semi-literate or illiterate villagers.

In the urban areas, primary issues were: 1) marriage-related problems including relations with family/relatives; 2) domestic violence; 3) ownership and division of property at divorce; 4) inheritance of property; 5) unfair preference for men in hiring and lay-off; 6) unfair allocation of housing; 7) personal safety and security in the community; 8) access to medical and social benefits/services; 9) unequal roles in public affairs; and, 10) sexual harassment in the workplace.

The immediate outcome of the project was a greater understanding among men and women of gender equality, the existence and meaning of the *Law for the Protection of the Rights and Interests of Women*, and improved

local knowledge for claiming legal rights within the home, the workplace, and the community. Under the project a nation-wide women's advocacy group formed to revise laws relating to women's rights. By mid-project, over 13 changes in the *Marriage and Family Law* were made. Further initiatives were undertaken to revise and up-date the *Law for the Protection of the Rights and Interests of Women* which received State approval shortly after the project closed.

As awareness grew, and to meet demand for greater services and support from the judiciary and other agencies, the project also initiated training of police, procurators, judges, members of the Justice Bureau, and the Women's Federation legal department staff in 350 offices. The ripple effect of these training programs increased attention on and knowledge of women's rights in numerous institutions including universities, colleges, schools, research institutes and NGOs, social workers, health clinic workers, civil servants, and media personnel.

Communication media and public information dissemination in China is a complex and costly environment, but is a truly powerful tool to reach the public. To extend project reach to the general public, the project organized distribution of newsletters, handouts and other

materials on rights; developed public service announcements that were frequently broadcast nationwide at no cost; and organized special events promoting women's rights. Under the project, advocacy for change in the media portrayal of women was aired on popular television programs on IMAR, Hebei TV, CCTV and Nei Men TV. Gender training was also provided to key media personnel to sensitize them, and increase their gender awareness of discriminatory media practices in portraying women, in news coverage, and in programming. -

The project, on average, involved 65 percent women and 35 percent men. The Gender Strategy within the project was successful in that it sought not only to empower women to use laws to protect their rights and interests but also to strengthen men's understanding and support for protecting women's rights. Although women formed the majority of village and urban grassroots trainers, male trainers were also effective in increasing gender awareness and in challenging core beliefs and working for change.

This was key to ensuring that women's rights would not be marginalized as a women's issue, but would rather have sustainable and broader impact on society as a whole, with long-term effects on gender equity in Chinese society.

Integrating Gender Issues in CCPP Projects

by Elaine McNeil, International Project
Coordinator, SIAST

Current development policies include gender as a cross-cutting theme, and, as such, it is considered an important dimension in all Canadian International Development Agency (CIDA) and other donor-funded projects, including the Canadian College Partnership Program (CCPP). Research indicates that poverty, environmental protection, human rights, education and health status (including HIV/AIDS) are all linked to, and affected by, gender inequalities.

While there have been countless initiatives worldwide, both gender-specific projects and projects with gender as a cross-cutting theme, we are still far from achieving gender equality both in Canada and abroad. Within limited budgets, significant results in closing the gender gap can be achieved within the CCPP framework with careful analysis, planning and monitoring. Many Canadian colleges and institutes have successfully identified and integrated innovative and cost-effective gender issues into their projects.

Gender issues have always been important in the design and implementation of CCPP projects at the Saskatchewan Institute of Applied Science and Technology (SIAST). Despite the vocational/trades nature of many of SIAST's international projects and the predominance of men in in-country positions of influence, ranging from the Ministry to institutional management as well as to the instructor and student categories, meaningful and sustainable results in the area of gender equality have been achieved.

Careful analysis and planning and commitment to gender equality have been critical to this success. In some projects, as well as integrating gender as a cross-cutting theme, gender specific activities may be planned. In the current CCPP "Enhancing TEVET Outcomes" project in Malawi, all unqualified female technical college teachers were given priority to enroll in the newly developed Teacher Training Diploma.

In SIAST's previous CCPP project in Malawi, a 22-minute career guidance video that tackled the issue of the low numbers of women in technical and vocational training was produced. The video also addressed the critical issues of a lack of proficiency in science and math as well as social and cultural barriers to non-traditional occupations. Accompanied by a Teacher's Guide and a colourful poster, the video focused on the 'world of choices' open for women in the trades and other non-traditional occupations.

The target audience was comprised of upper primary and secondary students. In addition to being shown in local schools, the video was replayed on the local Malawi TV channel for one year. It was also viewed at various functions including a career day for high school students sponsored by the Forum of Women Educators of Malawi and at the All Donors Education meeting in Malawi in 2004. It was distributed to other donors such as the US and UK aid agencies, as well as various interested ministries in Malawi.

Producing the video required a large in-kind contribution from SIAST's Communications, New Media and Women in Trades programs and from the staff of the Malawian partner institutions. While not every project can produce a video, within CCPP projects, both gender specific and cross-cutting activities are critical to the sustainability of project results and can make a real difference to the lives of the women involved.

"I did not know also that my encounter with the SIAST CCPP project was the beginning of a very meaningful and productive partnership, which would have a multiplier effect and allow me to develop a passion for gender work in Malawi and Southern Africa. Like

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HIV/AIDS, gender is a cross-cutting issue and no policies or management strategies, nor indeed any training programs, are going to be successful if gender imbalances continue in the trades thus leaving out a useful and large resource of any economy (women), whether it is in Canada or in Malawi. We need to continue to 'live the dream' of ensuring that that recruitment policies in training and in the workplace are equitable, that the training and work environments are accommodating to the needs of women and that policies are not only well articulated but that they also have target specific goals for the inclusion of women in non-traditional occupations." Flossie Gomile, Dean, Post-Graduate Studies and Research, Malawi Polytechnic (partner with SIAST in the Enhancing TEVET Outcomes Project) and narrator of the "A World of Choices" video in an address to delegates at the ACCC Annual Conference in May, 2004.

A brief checklist summarizing the experience gained both at SIAST and elsewhere in ensuring gender equality in CCPP project design and implementation is presented below.

Project Design

- Search websites for gender analysis information including CCPP documents and CIDA.
- Determine any specific gender issues related to your project's goal and purpose. For example, if the project is health related, will you have a predominance of women in your project and do you need to look at gender equality from the male perspective? Is your project in a field dominated by men and if so, how have similar projects incorporated women into their project activities in a meaningful way? Are women available, even in small numbers, in that sector?
- Articulate within your own project team, and with your developing country partner, the commitment to the integration of gender equality initiatives throughout the project cycle.
- Conduct a gender analysis during the project design mission as part of the institutional audit to better understand the needs, issues and operating environment of the partner institution.
- Identify country gender policies, specific Ministry and institutional policies, if available, and determine target numbers (e.g. a 30 percent female participation rate) to use when designing project indicators. Highlight any lack of such policies and the impact on potential project activity.
- Identify any supportive policies and practices (e.g. policies against sexual harassment) within the government, institution and workplace. This is especially critical for young women doing practical work terms in industry. If policies do not exist, can the project assist the developing country partner in defining such policies?
- Identify other significant donor activity involving your partner or within the country that could provide additional information to increase activities and results. Check other CIDA-funded bilateral or non-governmental organization projects which may complement your initiative.
- Collect baseline data including statistics, disaggregated by gender, in all areas from student application to enrolment to student success, as well as in teaching and other administrative and management positions. If these statistics are not collected, can your project assist in designing a tool to collect these statistics?
- Identify specific issues related to access and success of students in general, and women in particular. Identify potential, achievable solutions to overcoming these barriers and articulate the results you will achieve using appropriate indicators.
- Review curriculum guidelines with your developing country partner (if appropriate to your project). Is there a 'gender neutral' curriculum development approach in place? Should a gender-specific initiative in curriculum development be undertaken which highlights females or males in non-traditional roles?
- Review issues of gender equality in decision-making roles at your partner institution and determine whether the project will create initiatives to address any inequalities.

- From all the data collected, cooperatively develop initiatives and plan for achievable results which will increase gender equality within the scope of the project. Provide policy direction, if possible, to initiate policies where none exist and to encourage the implementation of those which do exist.
- Develop a monitoring framework to collect data.

Project Implementation and Monitoring

- During the Inception Mission, review gender data, planned results and indicators to refresh expectations and increase buy-in.
- Within your partner institution, encourage the use of 'working groups' which include women, to guide various activities.
- Monitor your activities throughout the year and collect data as it pertains to planned outcomes.
- Annually, through Steering Committee meetings or other mechanisms, report on the effectiveness of your initiatives in achieving the planned results. Give yourself a 'gender report card' which is updated annually.
- Identify a Gender Working Group or individual(s) who will maintain 'gender' as their focus and work with the management team to ensure that the issues are highlighted in all project decision-making (e.g. selection of candidates for training, study tour participants, steering committee, etc.). During the first year of the project, identify women teachers and administrators and mentor them by involving them in committees or planning exercises to increase their experience, confidence and opportunities.
- Make use of interns, particularly young female graduates from Canada, who can act as mentors.
- Determine strategies to incorporate gender issues into all technical assistance activities. Can Canadian instructors emphasize the differences in learning styles of men and women in technical or

other subjects? Do they model appropriate behaviour with male and female staff and students? Are gender issues incorporated into all Terms of Reference for consultants? Is reporting on the involvement of both genders a component of the mission report?

- Include gender and other equity issues into presentations and study tours when working with business and industry partners to increase awareness.
- Prepare workshops or other presentations, with women educators from your partner institution, to present at international conferences providing opportunities for exposure and confidence-building.
- Incorporate a gender-specific activity in the project within the first year to underscore the importance of the issue.
- Use an 'affirmative action' approach to include women in all training activities in the overseas country and in Canada. State openly that all eligible women teachers will receive priority in teacher training activities, for example.
- Identify specific barriers (such as childcare) which may impact on women's participation and seek solutions. Provide this information to the female staff of your partner institution in a timely manner.
- Improve the classroom climate for both teachers and students and incorporate gender sensitivity material whenever possible.
- Identify new issues which may affect the achievement of your results and list them in your progress report under critical conditions or risks as well as in the narrative. Identify mitigating strategies.

Project Evaluation

- If project results, indicators and monitoring frameworks have been well developed, it should be relatively easy to evaluate the success of gender initiatives and the achievement of your planned gender related outcomes. Use the evaluation of one project to inform future projects and build a 'gender tool box' for use in the success of future projects.

Gender planning

By Kyla Pennie
International Project Specialist
Niagara College

Making a positive contribution to gender equality in a development project is intimidating. As a project officer at Niagara College, I struggled with this challenge: how could we make a real difference?

The pragmatic words of a Canadian International Development Agency (CIDA) gender specialist helped me move forward and more confidently approach this question by understanding that my role as a project officer was not to change the entire power/opportunity imbalance between men and women. Rather, it was my responsibility to plan training activities that would provide opportunities for project participants (managers, teachers, stakeholders or trainees) to progress on a spectrum from Point A to Point B on how we perceive, approach and deal with the gender relations that surround us.

Feeling more confident that small planning steps can make a difference, we made a commitment to undertake specific measures to ensure that Niagara College's project in Peru, in collaboration with our partner, *Instituto del Sur* (ISUR) would

contribute to gender equality. As a five-year, Canadian College Partnership Program (CCPP) project entitled "Entry Points for Tourism Work," our collaboration aims to increase marginalized people's access to entry-level employment in the tourism sector.

We began work with our Peruvian partners by co-writing the project proposal. In the Results Summary Table we included gender-sensitive results at both the individual and institutional levels as well as corresponding qualitative and quantitative gender indicators. One of the first activities linked to these indicators was to introduce CIDA's gender equality policy to the project management team (PMT), which coincidentally was made up of five women: three Peruvian and two Canadian. We discussed how gender-planning, informed by a gender analysis, would help the PMT to achieve the planned gender results.

A planning decision was made to combine the introduction of the project to potential participants with the gender analysis. Including gender

with the official introduction was strategic: it articulated to all stakeholders that gender was an important element of the project. The Niagara College PMT also used the introductory session as a "best practice" in terms of training design by incorporating participatory methods and gender planning (responding to women's practical and strategic needs) to ensure active participation by both male and female trainees.

To meet women's practical needs for childcare and safety, we held the session in the early afternoon in the participants' own communities. To encourage trust in the project we also partnered with a local non-government organization who helped to advertise the time, location and purpose of the session and that it was "child-friendly."

To meet women's strategic needs, we planned the session using participatory methodologies to create safe spaces for men and women to engage in discussions about gender stereotyping. Respecting the regional culture, we used a local facilitator (with a good sense of humour) to deliver an activity which introduced the

does it make a difference?

different functions of men and women in society. The facilitator used the outcomes to discuss men and women's abilities to secure tourism employment based on their unique skills. By directly linking the gender roles to our larger project theme of tourism, the facilitator "mainstreamed" the gender component of the training session, rather than isolating gender as a stand-alone issue.

Sex-disaggregated data on training needs and interests were also collected using participatory techniques such as the "Affinity Tree." Rather than simply collecting the data, the facilitator assisted the group in analyzing the data together, allowing the participants to discuss socialized gender roles from their perspective.

The same data were later analyzed by the PMT and helped formulate a more distinct gender strategy to respond to CIDA's cross-cutting theme of gender. ISUR and Niagara College decided our gender strategy would be to: 1) promote equal participation in training and training opportunities; 2) assess strengths and weaknesses and account for

them in the design and delivery of training; 3) use appropriate methodology; 4) facilitate access and active participation; and, 5) use gender-neutral curriculum.

ISUR has played a pivotal role in making this gender-strategy an integral component of the project planning cycle. With institutional buy-in in terms of gender-planning, time is allotted for professional development with the Niagara College team, and a strong team of women act as role models for training participants. This approach, which relies heavily on the planning capacity of the project management team, seems to be showing positive benefits for women trainees.

I remember one particular gender result from the introductory session. At the beginning of the session, while collecting statistical data, we had asked participants to assess their feelings by circling a facial expression to indicate whether they were feeling "unsure", "fine", or "confident." At the end of the session, participants were again asked to circle the facial expression that most adequately described

their feelings. We noticed that a female participant had assessed herself as moving from feeling unsure to feeling confident by the end of the session. One could say her self-esteem progressed from Point A to Point B in just three hours.

Imagine where she will be in five years.

This article examines two Canadian College Partnership Program (CCPP) projects that bring vastly different perspectives to bear on the issue of gender equality, both in terms of the clients targeted and the contexts specific to these interventions.

lished among those implementing the projects.

The project, *Entreprendre au féminin* (female entrepreneurship), was carried out in Laos from 2000 to 2004, and aimed to reinforce the status of women in the areas of management and

ready entrepreneurs, though they had no formal business training.

Gender equality was central to this project's purpose, objective and results. The fact that the legislative framework in Laos clearly establishes the principle of gender equality which is support-

Gender Equality – 2 Projects; 2 Approaches

By Paule Racine

Coordinator, Garneau-International

Collège François-Xavier-Garneau

This examination is not neutral. As a woman, speaking about gender equality in the context of cooperation projects necessarily implies a gender bias. It is determined by one's own gender and by the genders of our project partners as well as by whether the clients targeted are exclusively female, male or mixed, and whether the Canadian trainers they deal with are male or female. These projects are aimed at achieving well-defined results in distinct cultural environments, where relationships between the sexes are not necessarily the subject of conscious awareness on the part of the players involved. Therefore, issues of gender equality are not only evident in the project objectives, but also in the professional ties and friendships that are estab-

lished among those implementing the projects. In partnership with the Union des femmes lao de Vientiane (UFL) and the Institut national de recherches économiques (INRE), the project supported the Laotian private-sector development strategy by researching and identifying growth sectors, and strengthening emerging female entrepreneurship. The target clients were some 20 women entrepreneurs and UFL members, and ten young INRE researchers, mostly men. The latter were trained in research methodology, after which they conducted inquiries to ascertain promising entrepreneurial projects. The businesswomen involved had a comparatively high level of schooling and enjoyed greater financial means than the majority of Laotian women. They were al-

ed by the communist government, and the cultural recognition of women's traditional role as family money managers ensured that the economic development of women was an achievable objective. In addition, the majority of the project's beneficiaries were women, as were most of the trainers from our college and the coordinators from the three partner organizations. The project developed harmoniously, with approximately 50 women receiving entrepreneurship training. Twenty women gave subsequent entrepreneurship training to other women as part of the project, and a few continue to give training sessions for non-government organizations or the International Labour Office using training modules produced in Laotian for this project.

The *Combattre le VIH/SIDA par l'école* (fighting HIV/AIDS through schools) project is currently underway in Niger in partnership with the Syndicat national des enseignants du Niger (SNEN). Its objective is to contribute to initiatives aimed at preventing HIV/AIDS in two of the groups most affected by the disease – teachers and students aged 15 to 24.

In a country such as Niger, with a strong Islamic tradition characterized by polygamy and early marriage of young women, the education enrolment rates for girls are less than 30 percent, while boys account for 38 percent. Cultural and religious constraints on sex education and contraception are also quite prevalent. At a point in time marked by the feminization of HIV/AIDS, speaking about the causes and conditions of its transmission brings sharper focus to the debate on existing power relationships between men and women, both in private and in public spaces.

The project is working to raise awareness of health education and the prevention of sexually transmitted diseases and HIV/AIDS among a group of 25 SNEN trainers who will share this knowledge with teachers from several educational institutions in eight regions across the country. One hundred and sixty peer-trained teachers will then implement an HIV/AIDS education module in eight schools, including four teacher training schools.

The project will also bring together a multidisciplinary team of teachers in nursing care, sociology and social communication. Comprised of two women and two men, the team is working with eight male and female representatives from SNEN's ongoing training cells in each of Niger's eight regions. SNEN members are supported by nine consultants, all men. Finally, the two project coordinators are a man from SNEN and a woman from Collège François-Xavier-Garneau.

Our training teams are always made up of a man and woman, and our intervention methodology is intended to inform and raise awareness among Nigerois trainers so that an individual and collective thought process is generated on the nature and quality of relationships with the opposite sex, in private life and at school. Exchanges in exclusively male or female sub-groups make it possible for everyone to express themselves more freely. Joint discussions force the participants to question their relationships with the opposite sex and to defend their positions. HIV/AIDS prevention activities such as advocacy development give rise to intense debate among the people of Niger as one of their primary goals is to raise awareness of power relationships between the sexes. Subsequently, attempts will be made to identify the changes in behaviour required to establish more egalitarian gender relations so that women are able to speak up and to say “no”

to men when they are not interested in a sexual relationship. The players in the project *Combattre le VIH/SIDA par l'école* are intent on making their peers more aware so that the latter can change authoritarian behaviours toward women; above all, they hope to change the situation for future generations.

These brief descriptions of two gender equality projects present two different approaches to the issue. While the project *Entreprendre au féminin* aims to improve the economic status of women, the project *Combattre le VIH/SIDA par l'école* promotes women's empowerment in their relations with men, and greater power over their own sexuality. Although the issues tackled by both projects are related, they do not entail the same level of difficulty, due to the results to be achieved and the parties involved. Given the complexities and layers of the gender equality issue, women such as myself are compelled to become aware that, under certain circumstances, our status as women transcends the culture we belong to and serves as a motive for actions meant to promote the economic and social advancement of all women.

CCPP Update

By Marie-Josée Fortin
Manager, CCPP

2006 Request for Proposals

In response to the 2006 Canadian College Partnership Program (CCPP) Request for Proposals, 58 proposals were received, 52 of which met the eligibility criteria.

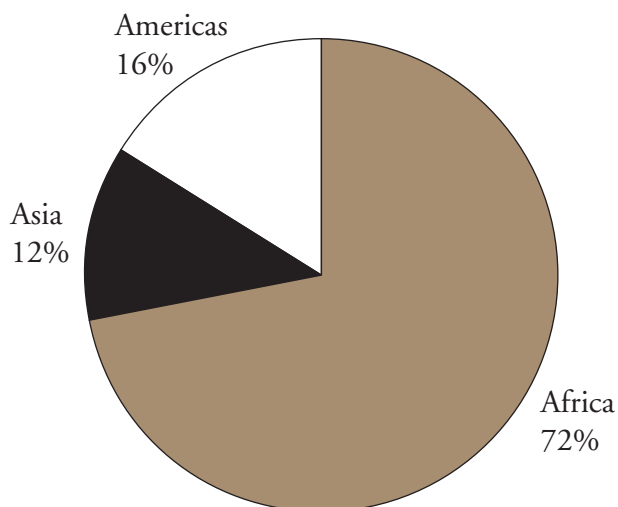
In accordance with the contribution agreement between the Canadian International Development Agency (CIDA) and ACCC for Phase II of the CCPP, and following the recommendations put forward by the CCPP Project Selection Committee, the Honourable Josée Verner, Minister of International Cooperation, approved two category 1 projects (funded up to \$800,000) and 23 category 2 projects (funded up to \$400,000) for funding.

ACCC wishes to thank all of the colleges and institutes that responded to the Request for Proposals. Special thanks go to the members of the Project Selection Committee, the team at the CIDA Canadian Partnership Branch's Universities and Colleges Program, as well as the CIDA representatives, in the field and at head office, who reviewed and provided commentary on all eligible proposals.



The CCPP Selection Committee

New Projects by Continent



New Projects by Country

Burkina Faso	1	Niger	1
Cambodia	2	Paraguay	1
Cameroon	2	Peru	1
Ecuador	1	Rep. of the Congo	1
Georgia	1	Senegal	5
Ghana	1	South Africa	1
Kenya	1	Sri Lanka	1
Madagascar	1	Tanzania	1
Mauritania	1	Zambia	1
Mozambique	1		

Changes to the CCPP Team

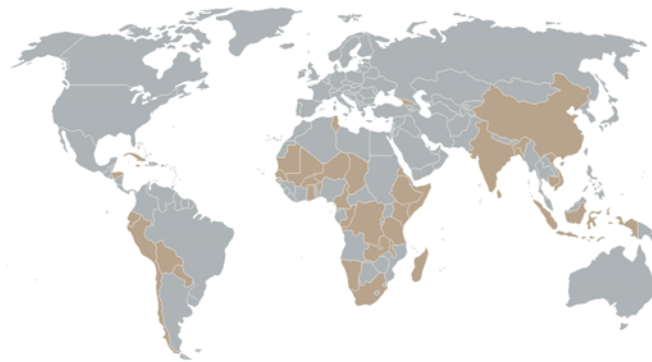
Marie-Claire Hall joined the CCPP team in October, replacing Michel Leblanc as Senior Program Officer responsible for Québec projects. Ms. Hall can be reached at tel.: 613-746-2222 ext. 3149 or at mchall@acc.ca. Administrative Coordinators Lorraine Atik and Mélissa Vezeau also joined the team. To view the list of CCPP team members and their functions, please consult the CCPP web site at <http://ccpp.acc.ca>.

CCPP Projects

Seventy-three CCPP projects are underway, 25 of which are new projects. Category 1 projects account for six projects, and the remaining 67 projects fall under category 2.

Table 1 presents the distribution of projects by country while Table 2 shows the distribution of projects by continent. Table 3 highlights project distribution by sector and Table 4 lists the names of the projects. For complete project descriptions, visit the CCPP web site at <http://ccpp.accc.ca>.

Table 1



Bangladesh, Benin, Bolivia, Burkina Faso (4), Cambodia (2), Cameroon (3), Chad, Chili (2), China (2), Congo, Cuba (3), Ecuador, Eritrea, Ethiopia, Gambia, Ghana (3), Honduras, India, Indonesia, Jamaica, Kenya, Madagascar (2), Malawi, Mali (2), Mauritania (3), Mozambique (3), Namibia, Niger (2), Paraguay, Peru (3), Republic of Congo, Republic of Georgia, Rwanda, Senegal (9), South Africa (2), Sri Lanka, Tanzania (3), Tunisia, Vietnam, Zambia (2).

Table 2

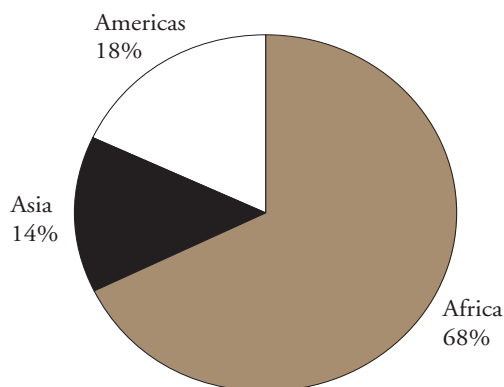


Table 3

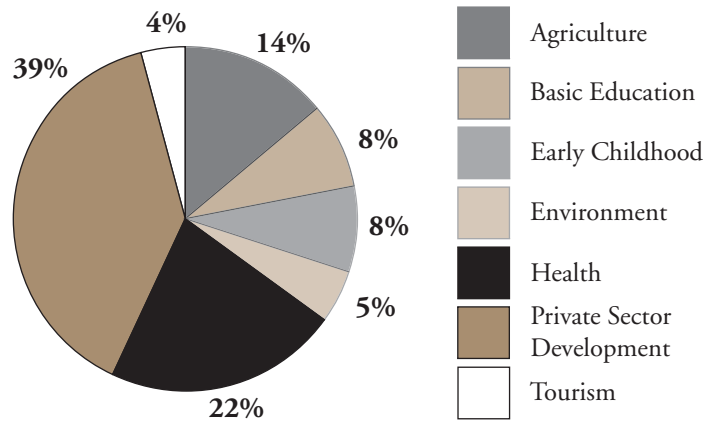


Table 4

CCPP Projects (new projects in italics)

- Action communautaire concertée, Senegal - Cégep de Trois-Rivières
- Agricultural Sustainability, Ethiopia - Nova Scotia Agricultural College
- Agricultural Education - Economic, Republic of Georgia - Selkirk College
- *Agri-Education for Extension, Cambodia, Nova Scotia Agricultural College*
- *Agro-compétences en Casamance, Sénégal, Cégep de Sherbrooke*
- Agroforma, Cuba, Institut de technologie agroalimentaire (ITA) de la Pocatière
- *Apprendre à entreprendre, Cameroun,, Collège Édouard-Montpetit*
- Appropriate Technical Training, Eritrea, Nova Scotia Community College
- *Appui à la petite enfance, Madagascar, Cégep régional de Lanaudière*
- Appui en élevage laitier, Rwanda, ITA de Saint-Hyacinthe
- Centre of Excellence (Refrigeration and Air Conditioning), Cuba, New Brunswick Community Community - St. Andrews
- Combattre le VIH/SIDA par l'école, Niger, Collège François-Xavier-Garneau
- *Community-Based Tourism Training, Paraguay, Capilano College*
- Community-Based Tourism Training in Vietnam, Vietnam, Capilano College
- Compétences en environnement, Bénin, Collège de Rosemont
- Concertation Prévention Jeunesse, Burkina Faso, Collège de Maisonneuve
- Développement de la petite enfance, Mauritanie, Cégep de Jonquière
- Développement de la petite enfance, Mali, Cégep de Saint-Hyacinthe

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- Développement des compétences en santé, Sénégal, Collège Montmorency
- Développement pédagogique du CASE, Sénégal, Cégep André-Laurendeau
- *Diarrhea and Malaria in Children, Zambia, Cape Breton University*
- Early Childhood Development, Indonesia, Malaspina College
- Early Childhood Development: From Standards to Practice, Jamaica, George Brown College
- École, société, emploi, Mozambique, Collège François-Xavier-Garneau
- Education – Economic Catalyst, Republic of Georgia, Selkirk College
- *Éducation technique et emploi, Peru - Cégep de l'Abitibi-Témiscamingue*
- Enhance Rural Teacher Training (Cat-1), China - Holland College
- Enhancing TEVET Outcomes in Malawi (Cat-1), Malawi – SIAST
- Entry Points for Tourism Work, Peru - Niagara College
- *Environmental Education, Ghana - Malaspina University-College*
- Environmental Health for Women, Zambia - University College of Cape Breton
- Establishing the Wa Polytechnic, Ghana - SIAST
- *Formation en eau et environnement, Ecuador - Cégep de Saint-Laurent*
- *Formation et insertion, Niger - Collège Boréal*
- *Formation halieutique, Senegal - Cégep de la Gaspésie et des Îles*
- *Formation Promotion Santé (Cat-1), Burkina Faso - Collège de Maisonneuve*
- Formation technique adaptée, Senegal - Collège Sherbrooke
- *Formation technique en géomatique, Senegal - Cégep de Limoilou*
- Formation technique en géomatique, Peru - Cégep de Limoilou
- *Formation, changement, efficience (Cat-1), Mozambique - Collège François-Xavier-Garneau*
- Frigoristes professionnels, Mauritanie - Collège communautaire du Nouveau-Brunswick - Edmundston
- Généralisation de la formation continue (Cat-1), Burkina Faso - La Cité collégiale
- *Génie industriel et éolien, Mauritanie - Cégep de Matane*
- *Hygiène et salubrité des aliments, Cameroon - Cégep de Trois-Rivières*
- Indigenous Education and Training, Chile - Red River College
- Integrated Rural Development, Bolivia - Northwest Community College
- *Intervention en santé communautaire, Sénégal - Cégep de Vieux-Montréal*
- IT Centre of Excellence, Cuba - New Brunswick Community College - Saint John
- Jeunes bâtisseurs, jeunes entrepreneurs, Madagascar - Collège Montmorency
- Leadership en développement coopératif, Congo - Collège Boréal
- Les métiers intégrés au non-formel, Burkina Faso - Collège communautaire de Nouveau-Brunswick - Bathurst
- Lota-Arauco : destino turismo, Chile - Collège Lafleche
- Mines et géoenvironnement, Tunisia - Collège de la région de l'Amiante
- *Mwanza Mining Project, Tanzania - Cambrian College*
- *Pédagogie-Gestion-Programme, Le virage, Republic of the Congo - Cégep Saint-Jean-sur-Richelieu*
- Poverty Reduction through Fisheries, Mozambique - Marine Institute
- Protection et insertion des jeunes, Honduras - Collège de Maisonneuve
- Reinforcing Education Access for Development, China - Algonquin College
- Renouveau agronomique, Chad - Collège d'Alfred
- *Réussir la santé à Dakar, Sénégal - Cégep Marie-Victorin*
- Rural Communities Health Project, Tanzania - Langara College
- Rural Health Education, India - Algonquin College
- Rural Microfinance Management, Tanzania - Humber College
- *School-Based Water and Sanitation, South Africa - Lethbridge Community College*
- Skill Links to Self-Employment, Namibia - Bow Valley College
- Sustainable Food Security, Gambia - Nova Scotia Agricultural College
- *Sustainable Job Creation, Kenya - College of the Rockies*
- *Sustainable Rice Fish Integration, Cambodia - Marine Institute*
- Sustainable Skills Development (Cat-1), South Africa - Niagara College
- *Sustainable Training for the Environment, Sri Lanka - Niagara College*
- Techno : l'école liée à la vie (Cat-1), Mali - Collège communautaire de Nouveau-Brunswick - Bathurst
- Toolkit for Change: Building Scope (Cat-1), Ghana - Bow Valley College
- Transformer : une valeur ajoutée, Cameroon - Institut de technologie agroalimentaire (Québec)
- Women Entrepreneurship Development, Bangladesh - Humber College

CCPP Forum 2006: Local Ownership of Development

Held in Ottawa from November 20-23, the 2006 CCPP Forum brought together more than 130 partners from Canada and abroad. On behalf of the Honourable Josée Verner, Minister of International Cooperation, Parliamentary Secretary Ted Menzies announced 25 new CCPP projects. The forum was a great success thanks to the participation of key speakers such as: Diane Vincent, Executive Vice-President of CIDA; Papa Kane, former Director of the Regional Office for Africa, International Labour Office; Thilak Hapangama, Secretary of Sri Lanka's Ministry of Vocational and Technical Education; Dr. José Palacios, Former Rector of Atacama University in Chile; Stephanie Forsyth, President of Northwest Community College; and, Michel Chossudovsky, journalist and Professor of Economics at the University of Ottawa.



Tanzania Symposium

Mark your calendars! The CCPP symposium in Tanzania has been tentatively scheduled for February 20-22, 2007. Designed to draw on lessons learned in completed and current CCPP projects and identify future opportunities for CCPP activities in Tanzania, the symposium will bring together participants from colleges and institutes that have either worked in the country or wish to forge new partnerships with Tanzanian institutions, relevant ministries and private-sector representatives.

According to Tanzania's High Commissioner in Canada, the symposium is timely as the Tanzanian government aims to double high school enrolment in the next four years and graduates will require post-secondary options consistent with the country's labour needs. As current training does not meet labour market demand, the program models of Canadian colleges and institutes are of interest.

Details on the symposium will be available in December, 2006.

The Next Phase of the CCPP

ACCC has entered into negotiations with CIDA regarding the next phase of a CCPP-type program for Canadian colleges and institutes. An advisory committee has been established and consultations with colleges and institutes and their partners took place during the CCPP Forum. The new program proposal will be tabled with CIDA in the spring of 2007.

Cuban Programa de Desarrollo Humano Local (Local Human Development Program)

ACCC participated in a United Nations Development Program (UNDP) mission to Cuba from October 15-21, 2006. Jointly organized by CIDA, the purpose of the mission was to allow pan-Canadian organizations representing local and regional civil institutions (such as the ACCC, the Association of Universities and Colleges of Canada and the Federation of Canadian Municipalities) to better understand and build linkages with the local development planning methodology favoured by the UNDP and several international organizations. This methodology is known as the Local Human Development Program or Programa de Desarrollo Humano Local (PDHL) and essentially calls for the involvement of all stakeholders

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at the community level in an effort to define problem areas, development needs and priorities using an integrated and holistic approach to local, provincial and national project implementation.

Directors at the UNDP in Geneva will keep ACCC informed of PDHL program developments. The Association will inform member colleges and institutes of any opportunities that may result for Canadian colleges and institutes. For more information, please contact Bernard Lachance, Vice President, Partnership Programs at blachance@acc.ca.

Audience with the President of the Republic of Senegal

The November 2005 ACCC symposium in Senegal, held in partnership with the Ministry of Technical and Vocational Education in Dakar, resulted in several new partnerships and five new CCPP projects. In addition, the Association des instituts de formation/Sénégal-Canada (AIF-SC) was created to bring together all of the Senegalese establishments that have been involved or are currently involved with Canadian colleges and institutes, particularly in the context of the CCPP.

President Gerald Brown and Marie-Josée Fortin, Manager, CCPP returned to Senegal in November, 2006 to report on the impact of the symposium and support the Minister of Technical and Vocational Education in the implementation of educational reform. Meetings included an audience with Mr. Abdoulaye Wade, President of the Republic of Senegal, in the company of the Canadian Ambassador to Senegal, Ms. Louise Marchand. Mr. Brown also met the director of the Programme décennal de l'éducation et de la formation, which is responsible for educational reform, as well as representatives of the National Confederation of Senegal Employers.

ACCC and AIF-SC signed a Memorandum of Understanding aimed at supporting the latter's efforts to promote quality and pertinent technical-technological education and vocational training, improve the role of colleges and institutes in private-sector development, reduce poverty and contribute to national development.

Gender Equality - 1st Women's Soccer Team - Sport Study School, West Africa

Under the theme of gender equality, we are pleased to present the first women's team from the only sport-study school in West Africa. The Collège Africain Sport-Études (CASE) has partnered with Cégep André-Laurendeau in a CCPP project - Développement pédagogique du CASE - designed to improve its educational development.



Resources

Canadian International Development Agency (CIDA)

CIDA's Policy on Gender Equality

In 1999, CIDA launched its Policy on Gender Equality to support the achievement of equality between women and men to ensure sustainable development. It is available in pdf format at: www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/EMA-218123616-NN9.

Gender Equality and Humanitarian Assistance: A Guide to the Issues

Prepared to assist CIDA's International Humanitarian Assistance staff incorporate gender equality perspectives in humanitarian assistance, this Guide will also be useful to other groups working in humanitarian assistance. Visit: [www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Africa/\\$file/Guide-Gender.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Africa/$file/Guide-Gender.pdf).

International Labour Organization (ILO)

The International Labour Organization (ILO) produces *ILO Gender News* four times per year in English, French and Spanish. Issues from 2002 to 2005 are available online at www.ilo.org/dyn/gender/genderresources.listhome?p_language=en.

The *World of Work* magazine is comprised of online articles and publications on sustainable development and poverty reduction. Visit www.ilo.org/public/english/bureau/inf/magazine.

Indian and Northern Affairs Canada

Gender Equality Analysis Policy

Indian and Northern Affairs Canada published a *Gender Equality Analysis Policy* in 1999. Available on-line, the Policy describes the steps to be followed in conducting a comparative analysis on gender equality and provides advice on data gathering. Although it was produced for the Canadian market, the principles and steps contained within the document are also applicable for international development. Visit www.ainc-inac.gc.ca/pr/pub/eql/eql_e.pdf.

United Nations Millennium Campaign

Development Goal 3: Promote gender equality and empower women

The 3rd Millennium Development goal deals with gender equality. Visit the United Nations Millennium Campaign website to view reports, links and other documents related to Goal 3. Visit www.millenniumcampaign.org/site/pp.asp?c=grKVL2NLE&tb=186382.

International Development Research Centre (IDRC)

Gender Mainstreaming in Poverty Eradication and The Millennium Development Goals

The International Development Research Centre has published online a series of documents on gender equality that discuss the geography of gender inequality, development policies, macroeconomic analysis, improving household livelihoods, enhancing capabilities and women's empowerment. Visit www.idrc.ca/en/ev-28774-201-1-DO_TOPIC.html.

World Bank

The World Bank and Gender Equality

The World Bank website presents a brief analysis of gender equality in developing countries. It describes progress made in reducing the gender gap in primary school between girls and boys in low income countries, the decrease in the number of healthy years lost by women, the growing participation of women in the labour force and their greater voice in politics and government. It also outlines issues to be addressed as well as next steps to be undertaken. Visit www.worldbank.org, then select News, Issue Briefs and Gender.

Gender Equality & the Millennium Development Goals

Prepared by the World Bank's Gender and Development Group, this publication examines the Millennium Development Goals and their achievement by 2015. Visit <http://siteresources.worldbank.org/INTGENDER/Publications/20169280/gendermdg.pdf>.

Engendering Development through Gender Equality in Rights, Resources and Voice

As a Policy Research Report prepared by the World Bank, this document focuses on gender issues and their broad economic and social implications in developing and transitional countries. The report examines the conceptual and empirical links between gender, public policy, and development outcomes. The evidence presented shows that societies that discriminate by gender tend to experience less rapid economic growth and poverty reduction than societies that treat males and females more equally. Visit: www1.worldbank.org/devoutreach/spring01/article.asp?id=109.

United Nations Population Fund (UNFPA)

The mission of the United Nations Population Fund (UNFPA) mission is to promote the right of every woman, man and child to enjoy a life of health and equal opportunity. UNFPA supports countries in using population data for policies and programs to reduce poverty and to ensure that every pregnancy is wanted, every birth is safe, every young person is free of HIV/AIDS, and every girl and woman is treated with dignity and respect. Visit the UNFPA website at: <http://www.unfpa.org/about/index.htm>.

The North-South Institute

Fragile States, Gender Equality and Aid Effectiveness: A Review of Donor Perspectives

The authors explain how women and men are affected differently by the widespread human rights violations, pervasive poverty and physical insecurity that often characterize fragile states. They also scan emerging policy on state fragility in the following agencies/bodies: AusAID (Australia's aid program), UK Department for International Development (DFID), the Organisation for Economic Cooperation and Development (OECD), the Development Assistance Committee (DAC), selected United Nations agencies, the United States Agency for International Development (USAID) and the World Bank. Visit www.nsi-ins.ca/english/pdf/Gender_FS_Paper_Donor_Perspectives.pdf.

Bringing Gender Back into Canada's Engagement in Fragile States: Options for CIDA in a Whole-of-Government Approach

This paper was developed for the Equality Division of CIDA's Policy Branch. By analyzing numerous policies, the document presents practical ways to integrate gender equality into development programs for fragile states. Visit www.nsi-ins.ca/english/pdf/Gender_FS_Paper_Engagement.pdf.

Fourth World Conference on Women, Beijing, China – September 1995 Action for Equality, Development and Peace - Platform and Declaration

During this conference, strategic objectives and actions for women were developed. Themes such as women and poverty, education and training of women, women and health, violence against women, women and armed conflict, women and the economy, women in power and decision-making, institutional mechanism for the advancement of women, human rights of women, women and the media, women and the environment, and the girl-child were addressed. This site outlines actions undertaken for each of these themes. Visit: www.un.org/womenwatch/daw/beijing/platform/index.html. To examine the 38 points of the declaration produced at the Fourth World Conference on Women held in Beijing in 1995, visit <http://www.un.org/womenwatch/daw/beijing/platform/declar.htm>.

African Center for Gender and Social Development

Assessing the Girl-Child

African countries affirmed their political will and commitment to set up or strengthen national mechanisms, as well as to establish a conducive environment, for implementing the Platform for Action for women while providing for considerably increased budgetary resources for the implementation of strategies, programs and projects commensurate with the concerns of women and youth. Visit www.uneca.org/acgd/12areas/asseseeing_the_girl_child.htm.

Organisation for Economic Cooperation and Development (OECD) Development Assistance Committee

Paris Declaration Commitments and Implications for Gender Equality and Women's Empowerment

This paper focuses particularly on the aid macro policy environment, and emphasizes how to ensure that a gender perspective influences the manner in which key issues on aid effectiveness are framed and understood. Visit www.oecd.org/dataoecd/19/23/37320838.pdf.

Links on Gender Equality

Links classified by topic, region, government, international organizations, and international conventions and declarations are conveniently listed on the Organisation for Economic Cooperation and Development (OECD) website at: www.oecd.org/dataoecd/47/35/1896261.htm.

Events

CIDA

International Development Week

February 4-10, 2007

The 17th annual International Development Week will take place across Canada in early February, 2007 with a focus on equality between women and men. IDW highlights and illustrates the work of Canada's development community. For more information, visit: www.cida.gc.ca/idw.

Gender Equality Incorporated

Gender Equality Incorporated is an organization that promotes equality and success across gender and cultures. English and French workshops on gender equality issues are offered in various cities across Canada and at client sites. Training on CIDA gender equality policies as well as gender equality in result-based management is also available, as are on-call coaching and ongoing support to assist clients in incorporating gender equality as a cross-cutting theme in projects and proposals. For more information, visit: www.genderequality.ca.

The 19th IUHPE World Conference on Health Promotion and Health Education

June 10-15, 2007

Vancouver, Canada

The World Conference on Health Promotion and Health Education of the International Union for Health Promotion and Education (IUHPE) will provide an excellent opportunity to critically reassess health promotion's progress and to help set the course for navigating through the new challenges facing health promotion in an increasingly globalized world. Conference themes include reducing health inequities, assets for health and development, and the effectiveness of health promotion. For more information, visit www.iuhpeconference.org.

International Conference on Applied Statistics for Development in Africa

February 26-March 2, 2007

Cotonou, Benin

A forum for discussion and exchange on all aspects of statistics - practical and theoretical - in relation to development issues in Africa. The conference is counting on multiple synergies: meetings of practitioners and scientists from various professional areas (academic, scientific research agencies, businesses, government and international agencies, etc.), meetings of several educational backgrounds (English, French, Portuguese and Spanish) present in Africa and interaction between statisticians working in Africa and outside Africa. For more information, visit <http://lma.univ-pau.fr/meet/sada2007/challenges.php>.

Mosaic.net International

2007 Summer Workshops

July, 2007

Stakeholder Participation in: Needs Assessment, Planning, Monitoring and Evaluation Using PRA/PLA Methods (July 9-14, 2007)

Results-based Management, Appreciative Inquiry and Open Space Technology (July 16-20, 2007)

Participatory Monitoring & Evaluation (July 23-28, 2007)

For more information, visit: www.mosaic-net-intl.ca.