



ACCC INTERNATIONAL

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Canada's Colleges and Institutes & Basic Education



**INSIDE: A holistic approach that incorporates
life skills and technical/vocational education
and training for
youth and adults....**

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CIDA's Draft Action Plan on Basic Education

The Canadian International Development Agency's (CIDA) new *Social Development Priorities: A Framework for Action* will guide the Agency in expanding and strengthening its programming in four priority areas: basic education, basic health and nutrition, HIV/AIDS, and child protection. Over the next five years, CIDA will quadruple its investment in basic education. In determining the direction and content of

programming in the area of basic education, CIDA recently undertook an on-line consultation process with its partners. ACCC and its member institutions participated in the consultation, providing feedback on CIDA's *Draft Action Plan on Basic Education*. The following chart highlights some of the key points of the *Draft Action Plan*.

Goals		
<ul style="list-style-type: none"> • All children will have access to and complete a primary education of good quality by 2015. Our efforts will include a special emphasis on girls, the poorest, those from minority groups, working children, and children with special needs. • Progress toward gender equality and the empowerment of women will be supported by eliminating gender disparities in primary and secondary education by the year 2005. • The quality of basic education will be improved, as reflected in recognized and measurable learning outcomes, especially in literacy, numeracy, and life skills. 		
Lessons learned	Strategies	Actions
Quality of education is imperative	<ul style="list-style-type: none"> • Improve outcomes of education systems 	<ul style="list-style-type: none"> • Improve classroom instruction • Enhance teachers' status, morale, and training • Promote good governance /understanding/peace • Use information and communications technologies (ICTs), when appropriate
Gender equality requires systemic approaches and proactive measures	<ul style="list-style-type: none"> • Improve outcomes of education systems • Invest in girls' education • Maintain political will • Strengthen local stakeholders 	<ul style="list-style-type: none"> • Implement integrated strategies for gender education • Improve access to those excluded • Strengthen civil society engagement
Basic education must be affordable and inclusive	<ul style="list-style-type: none"> • Invest in girls' education • Maintain political will • Strengthen local stakeholders • Improve outcomes of education systems 	<ul style="list-style-type: none"> • Implement integrated strategies for gender equality • Improve access to those excluded • Strengthen civil-society engagement
HIV/AIDS can decimate education systems, but education can be used to raise awareness and help prevent the spread of the disease	<ul style="list-style-type: none"> • Improve outcomes of education systems • Invest in girls' education • Strengthen local stakeholders • Maintain political will 	<ul style="list-style-type: none"> • Implement education programs addressing HIV/AIDS • Implement integrated strategies for gender education • Strengthen civil-society engagement
Sector-wide approaches multiply donor investments and encourage country ownership of the development process	<ul style="list-style-type: none"> • Improve knowledge-sharing • Continue commitment to coordination, coherence, cooperation • Strengthen local stakeholders 	<ul style="list-style-type: none"> • Promote and engage in mechanisms for cooperation and coordination • Use ICTs, when appropriate • Strengthen civil-society engagement
Information and communications technologies can be effective tools in educational programs	<ul style="list-style-type: none"> • Improve knowledge-sharing • Improve outcomes of education systems • Continue commitment to coordination, coherence, cooperation 	<ul style="list-style-type: none"> • Use ICTs to deliver, when appropriate, educational programs for students, teachers, administrators, and policy makers
Decentralization of education can empower communities. Sustainable educational reforms call for long-term commitments and partnerships	<ul style="list-style-type: none"> • Strengthen local stakeholders • Continue commitment to coordination, coherence, cooperation • Maintain political will 	<ul style="list-style-type: none"> • Strengthen civil-society engagement • Promote/engage in mechanisms for cooperation, coordination • Develop responsive, participatory, accountable systems of educational governance

Colleges & Institutes and Basic Education

“Meeting basic human needs” is a deceptively simple phrase conveying a complex plethora of situations, requirements, expectations and deliverables. Basic health, food, shelter and education are essential to the reduction of poverty and the alleviation of socio-economic challenges in the developing world. As such, the Canadian International Development Agency’s (CIDA) new social development policy is founded on meeting basic human needs in developing and underdeveloped countries. With Canada’s official development assistance program targeting basic needs as a priority, many of CIDA’s partners must find ways to interpret and align their own expertise with the Agency’s new directions.

Canadian colleges and institutes have over 20 years of experience in the field of international education. How can their expertise in technical and vocational skills training and human resource development translate into meeting basic needs, particularly basic education, in developing countries?

Taken from the *World Declaration on Education for All*, the definition of basic education and learning adopted by CIDA in its *Draft Action Plan on Basic Education* gives some context to the role that colleges and institutes can play. The Declaration defines basic learning as:

“...both essential learning tools (such as literacy, oral expression,

numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.”

Emphasizing the concept of education for *all*, the above definition does not focus attention solely on primary education and the attainment of higher literacy and numeracy levels. It also stresses the acquisition of learning and skills that allow marginalized populations to play a much more active economic and social role in their societies. Studies have proven that the socio-economic contribution of adults is directly proportional to the level of basic schooling they have attained. As such, the above definition underscores the need for developing countries and the international donor community to support education sector reform at all levels - from primary education through to adult training.

While colleges and institutes recognize the need for all children to have access to, and complete, a primary education of good quality,

they advocate that a holistic approach to basic education for children must also provide for their basic learning and training needs as youth and adults. The integration of technical and vocational training into basic education programming strategies will foster the link between a basic, primary education (literacy, oral expression, numeracy and problem-solving skills) and the life- and employability-skills essential for people to lead full and productive lives. If education for life stops at the primary level and job-ready or income-generating skills training is not made available or accessible, CIDA’s objective of poverty reduction and accessible economic development for all may be at risk.

This type of holistic approach is consistent with Article 5 of the *Dakar Framework for Action: Education for All - Meeting our Collective Commitments*, which states that:

“The Education for All (EFA) 2000 Assessment demonstrates that there has been significant progress in many countries. But it is unacceptable in the year 2000 that more than 113 million children have no access to primary education, 880 million adults are illiterate, gender discrimination continues to permeate education systems, and the quality of learning and the acquisition of human values and skills fall far short of the aspirations and needs of individuals and societies. Youth and adults are denied

access to the skills and knowledge necessary for gainful employment and full participation in their societies. Without accelerated progress towards education for all, national and internationally agreed targets for poverty reduction will be missed, and inequalities between countries and within societies will widen.”

The goals of the *Dakar Framework for Action* target youth and adults, calling for the international community to ensure “that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.” They also “set the target of achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.”

Developing country governments have also recognized the need for supporting vocational training and technical education. In 1997, the Ministers of Education of La Francophonie met and decided to:

“place technical education and vocational training, with basic education, at the heart of our preoccupations and our actions and further to ask all institutional authorities of the Francophonie to include this theme as a priority for their education and training programming.”

Subsequently, the First International Congress on Vocational and Technical Training of La Francophonie was held in Mali in 1998, during which the Ministers of Education worked on an Action Plan for the implementation of this new priority. The Ministers called upon all donors to respond to community and national economic development needs by supporting the development of technical and vocational training, including entrepreneurship training for the informal sector with a particular emphasis on women as well as the promotion of lifelong learning.

During the Second International Congress on Technical and Vocational Education, held in Seoul, Korea in April 1999, Frederico Mayor, the former Director General of the United Nations Educational, Scientific and Cultural Organization (UNESCO), confirmed that:

“in the developing world, particularly in rural areas, providing basic skills education is still a challenging task. The promotion of literacy alone, however, is not sufficient. Experience demonstrates that a combination of literacy education and vocational-skills learning is an effective method of empowering people to improve their standard of living. (...) If all the citizens, but particularly those initially excluded from the mainstream of education are not provided with flexible access to learning and training opportunities throughout life, especially in income

generating technical and vocational skills, the vicious cycle of unemployment and social exclusion is likely to keep repeating itself.”

The programming strategies and actions identified in CIDA’s *Draft Action Plan on Basic Education* constitute a comprehensive plan for guiding CIDA’s efforts in basic education in accordance with the international effort to implement the *Dakar Framework for Action*. However, these programming strategies and actions are relatively general so that they are adaptable to the varying but specific needs of developing partner countries. This adaptability lends support to the argument for a broader strategic and programming approach that can meet the needs of countries that wish to increase their capacity to provide basic vocational and technical skills that lead to employment or self-employment opportunities for youth and adult learners.

The experience of Canadian colleges and institutes in implementing international development projects in support of CIDA’s programming strategies and actions leads to the conclusion that improving education systems must have an impact at all levels. An education system should respond to the needs of the population - beginning with early childhood education and moving through childhood development into adulthood.

The Canadian Government and various United Nations agencies have recognized the importance of early childhood education and care in the long-term development of the individual. Early childhood education and care is also complementary to efforts in the area of gender equality and the provision of safe and educational childcare options for mothers with preschoolers. Canadian college and institutes have developed modular and distance education tools for the training and preparation of early childhood education teachers and caregivers that have been adapted to the needs of partners in several developing countries.

The *Draft Action Plan* acknowledges that basic education should also benefit adolescents and out-of-school youth through literacy, numeracy, and life-skills training. The importance of vocational and technical skills training and their inherent link to employment opportunities should also be recognized. Primary school graduates need to have access to an education system that will provide them with the crucial job skills that lead to employment or self-employment in the formal or informal sectors of the economy. The integration of basic vocational and technical skills training at the secondary level, and the availability of vocational/technical institutions and apprenticeship programs are essential if poverty alleviation and improved quality of life are to be achieved.

While the *Draft Action Plan* focuses more on non-formal than formal education for out-of-school youth, it is

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important to recognize that formal educational institutions, such as vocational and technical colleges and related ministries responsible for adult basic education within developing countries, can also meet the needs of out-of-school youth. However, these vocational and technical colleges/institutions need support in areas such as teacher training and upgrading, curriculum development, learning materials production, and community-based institutional administration and governance. They also need to build their capacity to offer affordable, short-term, basic skills training courses for disadvantaged groups such as street youth, single mothers, AIDS orphans, and micro-entrepreneurs operating in the informal sector.

Based on the results and outcomes of Canadian college international partnership projects, it is clear that adult basic education which combines functional literacy and numeracy with specific vocational training or job skills training is particularly effective in bringing unemployed women and men into the labour market. The combination of such training with entrepreneurship skills development opens up self-employment opportunities or contributes to increasing the capacities of micro-entrepreneurs within the informal sector of developing countries.

Research and publications available through the Adult Outreach section of the World Bank confirm that basic education should serve as a foundation for improved conditions of life, not only for the young but also for adolescents and adults who have been missed by the mainstream school system. In Africa, for example, the World Bank recognizes that it will take too long to substantially reduce adult illiteracy if support focuses solely on the improvement of primary education. In addition, it found that some of the "development" effects of four to six years of primary schooling can be attained by a respectable percentage of adolescent and adult learners through one year or less of adult/youth basic education.

The World Bank has also found that investing in both adult basic education and primary education produces positive synergy, as adult basic education induces parents to give more support to their children's education. This synergy is reinforced when adult basic education includes vocational, entrepreneurship and job skills to help parents earn or increase revenues so they can afford to enroll and keep their children in school.

The *Draft Action Plan* must provide for adult basic education and vocational/technical skills training, especially for female adult learners so that they can serve as role models for girls, and develop the capacity to earn an income for themselves and their families. This would improve their quality of life, give them a stronger voice within their communities and enhance their overall socio-economic status.

The strengthening of educational management and administration is also essential if the quality of education is to be improved. Decentralizing to ensure more community involvement in the administration of educational institutions is recognized as an effective way to ensure that education at any level becomes "closer" and more relevant to the students or participants. Any efforts to foster the development of more decentralized, community-based approaches to school governance and management must also take into account the importance of parent involvement and the correlation between the education and literacy levels of parents and their degree of involvement in school activities.

In Canada, the generic name "community" college has been retained throughout the Canadian technical and vocational college system to reflect the salient governance feature and major operational imperative of these institutions – the local community. The continuous involvement of the surrounding socio-economic and cultural community in the management of the college; in the determination and revision of its curriculum; and, in the provision of continuous feedback regarding the quality of graduates ensures the relevancy of a community college education.

Successfully responding to the many issues and challenges facing basic education requires extensive donor collaboration and coordination. Sector-wide approaches offer sound opportunities for the donor community to address education *systems* in developing countries in a holistic manner. Canadian colleges and institutes are viewed as essential partners in the implementation of Canada's overseas development assistance in the education sector. As such, these institutions will have a strong and multi-dimensional role to play in providing experience and expertise to developing country partners as they strive to build and strengthen educational systems and components that produce individuals able to contribute to their own socio-economic development. ■

Lifelong Training in Agricultural Entrepreneurship: Strengthening Basic Education and Income Generation for the Rural Population of Benin

By Paule Racine
Coordinator, Garneau-International
Collège François-Xavier-Garneau

Since 1999, Collège François-Xavier-Garneau, in collaboration with New Brunswick Community College – Edmundston's Centre for Excellence in Agricultural and Biotechnological Sciences, has been pursuing a project under the Canadian College Partnership Program designed to provide support to four agricultural training institutions in Benin. The Lifelong Agricultural Training Project seeks to establish a lifelong training centre in each institution. It also responds to the need expressed by the Direction des enseignements techniques et professionnels (Directorate of Technical and Vocational Education) for basic education and skills training targeting the agricultural sector.

After a 15-year period of state control, Benin once again became a democracy and free market economy in 1991. The agricultural sector involves approximately 68 percent of the active labour force and produces 38 percent of Benin's Gross Domestic Product (GDP). Forty-five percent of the population is under the age of 15 and only 23 percent of persons over the age of 15 are literate. As such, Benin's economic and social priorities centre on agriculture, education and job creation.

The country's macro-economic plan for 1998-2002 highlights the importance of "combatting poverty in order to consolidate economic development," and states that the development of human capital is as much a question of health and housing as it is a matter of skills training. As such, Benin has adopted a holistic approach to basic education. Providing literacy

and basic education to youth and adults is seen as a major priority directly linked to the democratization of technical and vocational education – a national priority, along with primary education reform, since 1996.

It is interesting to note that Benin attaches as much importance to bringing literacy to its people as it does to providing them with vocational training opportunities that will enable them to join the labour market, where the most welcoming sector for young people is the agri-food sector. The major challenge facing Benin as it deploys its strategy to develop the agri-food sector is to ensure that entrepreneurial training is effectively delivered to producers in the agricultural and food processing sectors. Accordingly, the target clientele of the lifelong training centres comprises: small agricultural entrepreneurs, farmers' groups, women working in the agri-food sector, poorly educated youth who need to rapidly acquire skills that will enable them to find employment and older graduates of agricultural schools who have not previously had access to entrepreneurial training. These various client groups share a common goal, which is to increase their knowledge and improve their skills in order to find paid employment and provide a better standard of living for their families.

The establishment of lifelong training centres in the country's first four agricultural training institutions represents an excellent means of reaching this target clientele. The Project's interventions focus on developing the skills needed to create

and administer a lifelong training centre, and on improving the entrepreneurial and adult-education skills of trainers. This will enable trainers to effectively meet the technical and managerial needs of those who wish to create employment for themselves or consolidate existing jobs. The training activities provided are varied in terms of form and content in order to meet the specific needs of clients. The goal is to disseminate practical knowledge; the methodology employed is based on an adult-education approach that takes into account the prior experience of trainees.

In June 2000, lifelong training centre trainers offered their professional services to small-scale agricultural producers in their respective regions. Farmers were pleased to discover that local resources and expertise were now available to them: "...I had no idea that happiness lay so close to home" said one female farmer from the region of Adja-Ouéré, following awareness activities conducted in her village. For this woman, and for a group of farmers in the Ina region who participated in a two-day training session on mango tree grafting, training represents an opportunity to emerge from poverty.

The Lifelong Agricultural Training Project is helping to improve access to vocational training for Benin's farmers. For the country's rural population, the Project constitutes another means of improving access to basic education and increasing economic self-sufficiency. ■

Numeracy – A JAMAL - FANSHAWE Basic Education Project

By Bruce Wilson, Coordinator
International Partnerships
Fanshawe College

In 1972, the rate of illiteracy in Jamaica was estimated at between 40 to 50 percent of the adult population, leading the Government of Jamaica to establish the National Literacy Board. In 1974, the Board was restructured as the Jamaican Movement for the Advancement of Literacy (JAMAL) and assumed the leadership of a national campaign for improved literacy, which soon turned into a popular “movement” that swept the nation. The objectives of JAMAL in the 1970s were to:

- eradicate illiteracy in the shortest time possible;
- improve the literacy skills of the adult population; and,
- develop human resources to enable each adult citizen to participate meaningfully in the social, economic and cultural development of the country.

In 1982, JAMAL’s programs were redesigned to include additional objectives. The prevention of illiteracy by ensuring that children aged 6-12 attend school regularly became a priority, as did the provision of literacy and basic occupational skills training in agriculture, auto mechanics, plumbing, appliance repair, sewing, crafts, tourism and wood working, for new readers over 15 years of age. During the 1990s, JAMAL again restructured to play a more pivotal role in the delivery of non-formal adult education.

As a grassroots-driven, bottom-up organization, JAMAL’s strength lies in its many stakeholders, including a national network of groups of volunteers, from all sectors of Jamaican society, who work in the country’s thirteen regional districts or “parishes”. Other stakeholders include members of the Jamaican private sector who pay JAMAL for the literacy and numeracy training of their employees.

JAMAL has praised the contribution and expert advice and guidance provided by two Canadian community colleges. From 1996-1997, George Brown College of Applied Arts and Technology worked with JAMAL on a CIDA-funded Canadian College Partnership Program (CCPP) project entitled “Life Skills Training of Trainers”. More recently, JAMAL partnered with Fanshawe College on a Numeracy Training project. These projects have had a

significant impact in terms of strengthening JAMAL’s capacity to deliver literacy, numeracy and other basic education services at the grassroots level throughout Jamaica.

The goal of the current Project is to enable JAMAL to deliver numeracy training; support its lead role in the establishment of a National Adult Education Commission (NAEC) that will facilitate the development and delivery of non-formal education in Jamaica; and, enhance JAMAL’s capacity to provide numeracy curricula to other Caribbean countries. As such, a strategic plan and objectives for the NAEC have been developed, numeracy training has been introduced into JAMAL’s regular training programs and four educational manuals (levels 1 to 4) have been produced. Recognizing their quality and value, the Ministry of Education has mandated that these manuals become part of the learning materials for all primary schools in Jamaica.

A very significant and unexpected benefit of the Project was the enhancement of JAMAL’s capabilities to introduce “life-skills” training courses into its teaching repertoire. The “life-skills” courses teach marketable skills to unemployed adults and adolescents while they are improving their literacy and numeracy skills. An essential correlation exists between life skills and basic education. Without life or vocational skills - the ability to apply learning to income-generation and employment - basic education alone cannot fully empower individuals throughout the different stages and demands of life. The recognition and incorporation of life-skills within JAMAL’s programs was, to some degree, an extension of the work begun during JAMAL’s association with George Brown College and continued through Fanshawe.

The success of the JAMAL Fanshawe Partnership has now extended to Guyana where the Numeracy Learning Material is being used to train numeracy facilitators to deliver basic education through numeracy as well as life-skills in all regions of the country through the Literacy for a New Economy Project. Involving Bow Valley College, Mount Royal College and Fanshawe College, this CCPP project aims to strengthen the “essential skills” required for Guyanese youth to become empowered through employment and through effective functioning in their workplaces, communities and families. The Project will also strengthen the capacity of the University of Guyana’s Institute of Distance and Continuing Education to provide community outreach in ten regions in order to improve the target group’s skills in the areas of literacy, numeracy and entrepreneurial/business skills.

As such, Canadian colleges and institutes are continuing to build on their long history of cooperation and partnership with Caribbean educational institutions and community-based organizations in the area of basic education. Providing assistance in basic skills training throughout the region has generated visible and sustainable results that will continue to impact favourably on the region in coming years. ■

Canadian College Partnership Program (CCPP) Update

CCPP Forum

With representatives from approximately 30 colleges and institutes involved in the CCPP in attendance, the CCPP Forum held Feb. 22-23, 2001 in Ottawa was highly successful. Several CIDA representatives from both the Partnership and Policy Branches were also in attendance, either as participants on the panel sessions or as observers. The Opening Address, entitled *New Trends and Issues at CIDA*, was given by Claude Francoeur, the Director General of the Institutional Cooperation Division of the Canadian Partnership Branch. Mr. Francoeur focused on CIDA's new social development priorities as well as the Agency's long-term strategy and renewal. Other sessions were interactive and covered topics such as: the Basic Education Consultation; Key Factors for Successful Project Implementation; Best Practices in Achieving Project Sustainability; Project Management - Roles, Responsibilities and Reporting; Project Finances; Gender and Development; and Inter-Cultural Preparation. The official proceedings of the CCPP Forum are available on the CCPP website, www.accc.ca/ccpp.

CIDA's Basic Education Consultation

Based on feedback from member institutions, ACCC's response to CIDA's *Draft Action Plan on Basic Education* recommended that CIDA adopt a more holistic approach to basic education. ACCC suggested that the goals of the *Plan* be widened to include basic vocational training and

technical education for out-of-school youth and adults. The integration of early childhood education and care was also recommended, as was support to vocational and technical colleges meeting the needs of out-of-school youth and unemployed/underemployed adults and recognition of the importance of adult basic education programs.

CIDA's Draft Action Plan on Health and Nutrition

On May 3, 2001, CIDA launched a consultation process with its partners in the area of Health and Nutrition. The consultation process will take the form of a six-week, on-line forum that will explore areas where CIDA can achieve the greatest possible impact in improving health and well-being in developing countries. ACCC will provide member institutions with regular updates on this consultation process.

CCPP Website

The CCPP website now has a **Links section** that includes an annotated list of 24 websites related to international development. These sites may be of interest to International Coordinators or to anyone working in the field of international education and development.

An updated and condensed set of **Evaluation Guides** has been developed and is now available on the CCPP website. The Evaluation Guides consist of the following: 1) **Participatory Evaluation: An Overview**; 2) **Tips for the Evaluation Team**; 3) **Tools for Gathering Information**; 4) **Report Writing and Action Planning**; and, 5) **Evaluation Questions**. Although the set was prepared specifically for the CCPP, the Guides could easily be used in a broader international development evaluation context.

The **Lessons Learned** section of the website has been updated to include a summary and synthesis of the lessons learned and knowledge gained from the participatory, formative and summative evaluations of CCPP projects over the past year.

Check the website for the **CCPP Calendar** of key CCPP dates for the 2001-2002 academic year.

Internationalization - Fall Workshop & Case Studies Document

In response to several requests from member institutions for training in internationalization, ACCC will prepare a document based on six case studies examining the internationalization experiences of Nova Scotia Agriculture College, the Fisheries and Marine Institute, Cégep de St. Jérôme, Durham College, Grant MacEwan College and Capilano College. ACCC is also developing a cross-Canada workshop which will take place in Fall 2001 and focus on internationalization. Using a case study approach, the workshop will take an in-depth look at real-life examples, examine the elements and conditions for internationalization and discuss the internationalization process itself.

CCPP Phase II and Next Call for CCPP Proposals

ACCC is actively engaged in negotiations with CIDA related to the next phase of the Canadian College Partnership Program. Once an agreement has been finalized, we will be able to advise colleges and institutes of the date and content of the next Call for Proposals. Check the CCPP website and *Inside ACCC* for regular updates on this and other CCPP issues.

Canada-China Women's Law Project Demonstrating Results

The Canada-China Women's Law Project (CCWLP) was designed to promote women's rights in China based on the application of the 1992 Law on the Protection of Rights and Interests of Women (Women's Law). Through a partnership between ACCC and the All China Women's Federation (ACWF), extensive training is being delivered to raise awareness of the Women's Law and ensure that women understand and can exercise their rights. Only through awareness and application of the Women's Law can some of the difficulties facing Chinese women be overcome, particularly in the areas of marriage, family and women's right to work.

The five-year, CIDA-funded CCWLP started in 1998 and is now at the mid-point of its implementation. Senior Lead Trainers have been trained in their rights under the Women's Law and are now training Grassroots Trainers. Grassroots Trainers and trainees are disseminating information and instructional materials in their communities along with advice on how to seek additional information or pursue action to correct injustices. The impact of the project is now being seen at the grassroots level and the success stories of informed women standing up for their legal rights are numerous.

In the Huimin District of the Inner Mongolia Autonomous Region, ACWF President Yun Lingyan noted that project training led to a reduction in the cases of domestic violence in the community. "I think training of other institutions such as police in gender awareness and how to deal with cases of domestic violence has been very useful. Before the training, the women's federation only knew the head of the police bureau and we lacked the

channels to reach the masses." Now, the women's federation and the police work together to protect the interests of women, and the city's first special court office to safeguard women's rights has been established.

In the city of Hohhot, Inner Mongolia Autonomous Region, Grassroots Trainer Wang Xiang Xiang resolved a family dispute in which a woman did not want to meet her granddaughter. "The history of China is rooted with the thought that men are superior to women, and this is difficult to change. If a family has a son, everyone is happy. If a daughter, it's a problem." Mrs. Wang worked with the woman to change her preconceptions, she met the child and now the family is happy.

In one village, a grassroots trainee realized that the old policy of denying married women, who have moved out of the village, the right to keep their farmland was illegal according to the Women's Law. She sought help from the local women's federation and after several meetings with the village committee the issue was resolved. Eight women will now keep their farmland. She states, "Before the training, I knew very little related to legal knowledge. Now through the training, I learned a lot of articles of women's law and felt more confident and supported by it. The policy of gender equality has been realized in my village."

Another grassroots trainee reported, "The training made me understand the women's rights and interests supported by law. I often use what I learned to help other women in my village." One case involved a girl whose father could only send one of his two children to school. With the

...**CHINA** cont'd on page 11

Industry-Institute Partnership Project Highlighted at Cuban Conference

ACCC President Gerry Brown was a special guest at Pedagogia 2001, the 7th biannual Conference for the Unity of Latin American Educators. Held February 5-9 in Havana, Cuba, the Conference attracted over 6,000 delegates from 42 countries. A dynamic event, the Conference opened with a keynote address by Dr. Luis Ignacio Gómez Gutiérrez, Cuban Minister of Education, that focused on the challenges facing all educators from pre-school to university. Cuban President Fidel Castro delivered the Closing Keynote Address.

In conjunction with the conference, the Canadian College Partnership Program (CCPP) Industry-Institute Partnership (IIP) project, implemented by Collège de Maisonneuve and Cégep de St-Hyacinthe, was highlighted

as a case study. In addition, two educators who were trained under the IIP presented a one-day course on the competency-based approach to technical training. The IIP project is working to increase the efficiency of Cuba's food and pharmaceutical industries by strengthening the capacity of the Instituto Mártires (Mártires Institute) and the Instituto de Investigaciones para la Industria Alimenticia (Institute for Studies in the Food Industry) to develop innovative, competency-based technical training programs that conform to international standards. Currently in its third year of activities, the IIP has already extended its reach beyond the two initial partner institutions to encompass other

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...**CHINA** *cont'd from page 10*

feudal idea that men are superior to women in the father's mind, he let his son continue studying. Upon hearing about this situation, the trainee and the girl's teacher visited the father and explained that women should enjoy equal rights with men with respect to culture and education. The father agreed to borrow money to support the girl's studies and she is now back in school.

The commitment of the Senior Lead Trainers and Grassroots Trainers to the purpose of the CCWLP is evidenced by the high quality of the training being provided and the increased level of understanding of women's legal rights in the communities affected by the project. Senior Lead Trainers are continuing to train interested individuals and groups in their neighbourhoods and workplaces. Many trainers are also employed as educators and are incorporating gender equity into their teaching. With the CCWLP's message of gender equity awareness reaching well beyond the original scope of the project, the number of success stories will continue to increase and women's rights and privileges in China will continue to improve.

For more information on the Canada-China Women's Law Project, contact Claire Soucy, Senior Program Officer, ACCC at tel.: 613-746-2222 x3117, fax: 613-746-6721 or e-mail: csoucy@acc.ca.

...**CUBA** *cont'd from page 10*

sectors interested in adopting the competency-based program development approach.

Recognizing the success of the IIP project at the Conference was an important step in the collaborative relationship between ACCC and the Cuban Ministry of Education that began during the 1st World Congress of Colleges and Polytechnics. During meetings in Havana between Mr. Brown and the Minister and Deputy Minister of Education, the need for further information sharing and the importance of technical education to economic development were emphasized. As Cuba aims to extend competency-based training to other educational institutions and to create a Skills Certification Centre in the Villa Clara Polytechnic, which trains workers in the sugar sector, Canadian cooperation in technical training was noted for its substantial and sustainable impact.

For more information on ACCC CCPP projects in Cuba, contact Margaux Beland, CCPP Program Coordinator, at tel.: 613-746-2222 ext. 3125 or e-mail: mbeland@acc.ca.

ACCC Hosts Conference for Bosnia Media Training Project

Funded by the Canadian International Development Agency, the Bosnia Media Training project is a three-year initiative designed to contribute to democratic reform by improving the management, functioning and quality of television broadcasting in Bosnia and Herzegovina. Working with the Public Broadcasting System and selected television outlets, ACCC is providing practical, hands-on training in advanced journalism and production techniques, investigative reporting, computer applications, management and marketing. The project assists the industry to generate sources of market revenue and encourage the public to develop trust in objective, facts-based reporting as well as better quality programming.



Scenes from the Bosnia Media Training Project

At the end of March 2001, ACCC hosted a Conference on Training Needs for TV Professionals in Sarajevo, which brought together parties involved in television training and professional development to establish overall capacities and determine needs in certain areas and professions. The Conference was viewed as an important step in coordinating the media training being provided in Bosnia and Herzegovina. All training providers presented their capacities and future plans, public and private broadcasters exchanged good and bad experiences in television training, and participants provided opinions and suggestions which will serve as guidelines for planning future training.

For more information on the project contact: Hussein Amery, Manager, Business Development & Technical Cooperation, at tel.: (613) 746-2222 ext. 3118 or e-mail: hamery@acc.ca.

Technical/Vocational Training System Reform Project in Hungary

The four-year, CIDA-funded Technical/Vocational Training System Reform Project (TVTSRP) in Hungary came to a close in December 2000. The TVTSRP involved ACCC, Collège de Sherbrooke, Douglas College, Humber College, Niagara College, Saskatchewan Institute of Applied Science and Technology (SIAST), St. Lawrence College and Sheridan College in partnership with the Hungarian Ministry of Education, the National Institute of Vocational Education and six Regional Labour Development Centres (RLDCs).

To assist in Hungary's transition to a free market economy, reform in the education and training sector was required to help the Ministry of Labour cope with changes to employment and social protection strategies and to provide trained personnel to meet newly evolving labour market needs.

Through proven delivery models and a combination of technical assistance, in-Canada and in-Hungary training, study missions as well as the strategic use of local resources, the TVTSRP developed the internal capacity of both Government of Hungary personnel and the RLDCs to establish credit transfer and industry-relevant programming. In conjunction with the Hungarian Ministry of Education, ACCC and its members delivered services to establish skills training programs that incorporate modularized materials, consistent course outlines, credit value systems, program advisory committees and program review processes at all accredited institutions offering post-secondary certificate programs. Using an applied, results-based management approach designed to secure optimum outcomes and maximum impact for project stakeholders, activities were modified and strategically timed throughout the life of the project. This approach helped to ensure that the project responded to the immediate needs of the Government of Hungary and maximized any potential interface with complementary bilateral and multilateral initiatives.

CIDA and the participating Canadian colleges and institutes consider the TVTSRP a major success. The project built on previous cooperative partnerships with Hungarian stakeholders and contributed significantly to the evolution and reform of the technical vocational education and training system in Hungary. Improvements in the planning, policy and human resources development systems have directly contributed to the country's transition to a free market economy. With assistance from Canadian advisors, Hungarian institutions adopted many Canadian ideas such

...**HUNGARY** cont'd on page 13

ACCC Participates in Team Canada Mission to China

The sixth Team Canada trade mission visited Beijing, Shanghai and Hong Kong from February 9-18, 2001, netting a total of \$5.7 billion in new deals for Canadian enterprises. Eight provincial premiers, three territorial leaders and close to 600 business participants, including representatives from academic institutions, non-governmental organizations and a youth delegation, participated in the mission led by Prime Minister Jean Chrétien. "Team Canada 2001 - the largest ever - illustrates the dramatic and exciting changes that have and continue to transform China since the first Team Canada in 1994. This time we visited three quite distinct markets and I'm delighted with the tremendous inroads Canadian enterprises have made," said the Prime Minister.

Representatives of the education sector formed the largest contingent of Team Canada 2001. Many of the agreements signed during the mission represent academic exchanges and new partnerships in training, thus reflecting the emergence of a strong and internationally recognized Canadian education services sector. ACCC member institutions and associates participating in the mission signed contracts, agreements and memoranda of understanding worth over \$50 million with Chinese industries and educational institutions. Participating member institutions included the British Columbia Institute of Technology, Capilano College, Centennial College, Collège de Rosemont, Holland College, the Justice Institute of British Columbia, Mount Royal College, Niagara College, Royal Roads University (associate), Seneca College and Yukon College.

ACCC's participation in Team Canada 2001 served to build and maintain existing partnerships in China and advocate national priorities on behalf of 175 Canadian colleges and institutes to senior Canadian business leaders, politicians and bureaucrats. Promotional materials highlighting the services of ACCC and its member institutions were distributed to all participants in the mission. These materials were also published in Chinese to highlight the 18-year history of Canadian college and institute involvement in China and market the strengths of these institutions to Chinese education leaders. For more information, contact Terry Anne Boyles, Vice-President, Member Services and Public Policy, at tel.: (613) 746-2853 or email: taboyles@acc.ca.

...**HUNGARY** *cont'd from page 12*

as prior learning assessment and recognition, special courses to help women re-enter the labour force, distance education and mobile classrooms that take learning directly to the workplace and rural areas. As a result of the successful partnerships between Canadian and Hungarian education and training institutions, trilateral projects are being planned for delivery in other under-developed eastern

European countries such as Romania. The various models and approaches to skills training successfully used in the TVTSRP can be transported, replicated and drawn upon to ensure the transfer of best practices.

For more information on the TVTSRP, contact Hussein Amery, Manager, Business Development and Technical Cooperation at tel.: (613) 746-2222 ext. 3118, e-mail: hamery@accc.ca.

ACCC Modifies Secretariat Structure

On April 1, 1999, the ACCC Secretariat adopted a new structure to better realize the Association's roles in the areas of advocacy, forum, marketing and partnerships. Responding to an ongoing commitment to enhance services to members and partners, a minor adjustment to the Partnership Programs and Marketing and Development Divisions took place in early March 2001.

The Marketing and Development Division was renamed the Business Development and Technical Cooperation Division (BDTC). Vice-President, Nejat Gorica leads the BDTC team in its primary mandate of business development on behalf of the Association and its member institutions. The BDTC also coordinates domestic and international projects managed by the Secretariat,

such as those financed by international financial institutions and certain bilateral initiatives financed by the Canadian International Development Agency (CIDA). The BDTC is currently managing the following initiatives: Canada-India Institute-Industry Linkage Project; Learning Materials Centre Project, India; Canada-China Women's Law Project; Farm to Market Enterprise Development Project, Bangladesh; Non-Formal Education Education Project, Pakistan; Regional Adult Training Centres, Romania; Sustaining and Extending Technical Vocational Education and Training Project, Jordan; and, the Central and Eastern Europe Partnerships for Tomorrow Program.

The Partnership Programs Division (PPD) coordinates those

projects that are primarily implemented and managed by Canadian colleges and institutes. These include the Energy Efficiency Program, the Student Connection Program, capacity-building projects in Chile, Argentina and Brazil, student internship programs and the many projects supported by the Canadian College Partnership Program. The PPD also ensures that effective, efficient and collaborative relationships are maintained with member institutions, partners and funders. Nicholas Norcott is the Interim Director of Operations of the PPD, replacing Jean-Robert Vaillancourt who is on sabbatical leave from the currently vacant position of Vice-President.

events

NAFSA's 53rd ANNUAL CONFERENCE Philadelphia, Pennsylvania, USA May 27 - June 1, 2001

The theme of this year's NAFSA: Association of International Educators conference is "Advancing Global Diplomacy through International Education." Over 5,000 international educators from more than 70 countries are expected to come together to explore new ideas and solutions, sharpen skills and network with peers. For more information, visit www.nafsa.org/content/ProfessionalandEducationalResources/exhibit2001/annualconference.htm.

ASPAC 2001 Monterey, California, USA June 8-10, 2001

The theme of the Asian Studies on the Pacific Coast (ASPAC) 2001 Conference is "Asia: Breaking with the Past?" Conference sessions will explore questions such as: What does our understanding of the culturally bound political and economic institutions of Asian countries say about the causes of the Asian financial crises of 1998 and the uneven recovery of the affected economies?, and What do our views of history tell us about the Asian societies' ability to respond to the challenges of the information

...**ASPAC** *cont'd on page 14*

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technology (IT) revolution and other aspects of globalization that is sweeping the world? Visit www.miiis.edu/rcenters-ceas-aspac.html for more information.

2ND INTERNATIONAL CONFERENCE ON TECHNOLOGY IN TEACHING AND LEARNING
Samos Island, Greece
June 27-29, 2001

The 2nd International Conference on Technology in Teaching and Learning will address various issues surrounding the uses and possibilities of technology in teaching and learning. The forum will bring together faculty, staff, administrators and other interested parties involved with the organization and delivery of distance education and related technologies. For more information, visit <http://nlun01.nl.edu/conferences/>.

EDUCATION TECHNOLOGY 2001 CONFERENCE
Arlington, Virginia, USA
July 24-26, 2001

Organized by the Society for Applied Learning Technology, the Education Technology 2001 Conference will be of interest to community college and university professionals. The comprehensive program focuses on: ways to implement technology; methods to obtain funding; descriptions of education and skills learning applications; pedagogy and instructional systems design; and, knowledge management systems. Visit www.salt.org/Ed_Conf/Conference/confmain.htm or contact tel.: (540) 347-0055 or email: confinfo@lti.org for more information.

4th INTERNATIONAL CONFERENCE ON THE SCIENTIFIC BASIS OF HEALTH SERVICES
Sydney, Australia
September 22-25, 2001

"Destination Downunder: Turn Your Thinking UpsideDown", the 4th International Conference on the Scientific Basis of Health Services will present exciting new directions in best practice development and implementation, health service quality improvement and evidence-based health care at the national and international levels. The Conference will be especially relevant to researchers, health professionals, policy-makers, consumers and other professionals interested in the application of science to health policy and practice. Visit www.icsbhs.org for more information.

CIEE ANNUAL CONFERENCE
Portland, Oregon, USA
October 31 - November 3, 2001

The annual conference of the Council on International Educational Exchange will examine the novel approaches needed to educate the new generation of Internet literate students about the merits of international education. With the theme, "Generation Y, Studies Abroad: Global, High Tech and Environmentally Aware," this conference will be of interest to study abroad advisors, deans of international affairs, international program faculty and college and university presidents. For more information, visit www.ciee.org/conference/.

ODLAA 2001: EDUCATION ODYSSEY - CONTINUING THE JOURNEY THROUGH ADAPTATION AND INNOVATION
Sydney, Australia
September 24-27, 2001

Organized by the Open and Distance Learning Association of Australia (ODLAA), the Education Odyssey - Continuing the Journey through Adaptation and Innovation conference will be of interest to educators at all levels with an interest in flexible, distance and/or open education. The conference will address the concept of flexibility, which is central to the challenges of the world of education in the 21st century, and the issues surrounding the erosion of familiar concepts such as distance education, open learning and conventional classrooms in the face of new understandings about teaching and learning as well as new expectations from students, employers and the community. For more information, visit www.oten.edu.au/odlaa or contact the Open and Distance Learning Association of Australia at tel.: 61 2 9387 7900, fax: 61 2 9387 4411, or email: cimsyd@conference.com.au.

INTERNATIONAL CONFERENCE ON E-EDUCATION: IMPLEMENTATION AND MANAGEMENT
Kuala Lumpur, Malaysia
October 29-30, 2001

The International Conference on E-Education will focus on the implementation and management of information and communication technologies in e-Education, placing particular emphasis on the quality of education and the effectiveness of learning. For more information, visit <http://ecampus.inti.edu.my/icee2001/>.

SINO-CANADA INTERNATIONAL EDUCATION CONFERENCE & EXPO

**Vancouver, British Columbia
November 12-14, 2001**

The Sino-Canada International Education Conference and Expo is designed to promote educational exchanges between China and North America and create opportunities for collaboration. The conference will provide a venue to introduce leading educational materials and tools from North America to the large Chinese education market. Over 500 Chinese and North American educators are expected to attend and exchange vital information related to the multitude of changes taking place in educational systems worldwide. For more information, visit www.ccedu.net/SCIECE.

CONFERENCE ON NON-NATIVE SPEAKING TEACHERS IN FOREIGN LANGUAGE TEACHING

**Lleida, Spain
November 15-17, 2001**

The Conference on Non-Native Speaking Teachers in Foreign Language Teaching will gather together Teaching English as a Second Language (TESL) specialists to discuss current views and research on the role of non-native teachers in English language teaching. The conference will be of interest to both teachers and researchers. For more information, contact tel.: 34 973703189 or fax: 34 973702141.

ONLINE EDUCA BERLIN

**Berlin, Germany
November 28-30, 2001**

Online Educa Berlin - the 7th International Conference on Technology Supported Learning and Training - will provide an international forum for the eLearning industry to examine the processes, techniques and tools needed to create learning environments appropriate to the 21st century. For more information, visit www.online-educa.com/.

2nd WORLD CONGRESS OF COLLEGES AND POLYTECHNICS

**Melbourne, Australia
March 24-27, 2002**

The 2nd World Congress of Colleges and Polytechnics will provide a forum for networking and sharing the most recent policies, programs, practices and products in college development. It will also examine the role of colleges as contributors to national human resources development strategies and national and international economic and social development. Keynote speeches, presentations, workshops and network sessions will explore the contexts of globalization, technology and youth, as a customer of vocational education and training, within the following themes: expanding accessibility to institutes, colleges and polytechnics; strengthening partnerships between institutions and employers; funding the vocational education and training sector; ensuring that the professional development of staff is up-to-date and relevant; and, establishing an international voice for the world's institutes, colleges and polytechnics. Approximately 1,500 educational representatives are expected to attend this event organized by the World Federation of Associations of Colleges and Polytechnics and TAFE Directors Australia. For more information, visit www.wfworldcongress.com.

resources

Theoretical Perspectives on Gender and Development

Intended for classroom and workshop use, *Theoretical Perspectives on Gender and Development* demystifies the theory of gender and development and shows how it plays an important role in everyday life. This new resource also explores the evolution of gender and development theory, introduces competing theoretical frameworks and examines new and emerging debates.

To order, visit the International Development Research Centre's (IDRC) Booktique on the Web at www.idrc.ca/booktique. (ISBN 0-88936-910-0, \$30.00)

African Youth on the Information Highway Participation and Leadership in Community Development

The information revolution is transforming the industrialized North –

a transformation that could extend to the developing countries of the South. Countries that seemed remote only a decade ago now have the potential to be active players in the processes of global development. As information and communication technologies (ICTs) emerge in Africa, they are offering hope to the continent's youth. *African Youth on the Information Highway:*

...**AFRICAN** cont'd on page 16

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Participation and Leadership in Community Development describes a new initiative to promote the involvement of youth in Africa's new information economy while reviewing existing infrastructure, the policy environment and its impact, as well as the feasibility of increased ICT applications in rural communities. Visit the IDRC Booktique to order online at www.idrc.ca/booktique. (ISBN 0-88936-914-3, \$25.00)

Youth Participation Manual

The *Youth Participation Manual* provides guidelines to assist in the promotion of effective youth participation to ensure that their concerns and issues are understood and addressed in global, social, economic and political developments. A United Nations publication, the Guide introduces the principles and rationale behind youth participation, discusses the value of relevant indicators; and, offers recommendations for policy-makers and program managers at the local and national levels. To order, contact Renouf Publishing Company Ltd. at tel.: (613) 745-2665, or visit www.renoufbooks.com. (ISBN 9-21119-992-1, \$39.50)

United Nations Inter-Agency Resource Guide for Small Enterprise Development

The *United Nations Inter-Agency Resource Guide for Small Enterprise Development* presents a practical reference and policy guide on how to build a sound policy environment that contributes to the establishment and growth of enterprise. It profiles 40 detailed services available from United Nations agencies in seven categories: enabling environment and policy services, training, business advisory services, market development and trade, information, business linkages and technology acquisition and development. The *Guide* provides a common vehicle through which

participating United Nations agencies can jointly advocate good practices in small enterprise development. To order, contact Renouf Publishing Company Ltd. at tel.: (613) 745-2665, or visit www.renoufbooks.com. (ISBN 9-21126-125-2, \$47.50)

Professional Development in Higher Education New Dimensions and Directions

With the continuing expansion of higher education, vigorous demands are being placed upon higher education professionals by stakeholders, including students, funding bodies, quality and research assessment councils and the Government. The professional development of those working in higher education is central to alleviating these pressures. While few would argue with the need for teaching, learning and research of the highest quality, the debate about how these goals are best achieved is an active one. Taking a wide-ranging and critical view of professional development, *Professional Development in Higher Education: New Dimensions and Directions* explores the present landscape, the roles and implications of professional development, accreditation and the sometimes conflicting demands of teaching and research. Author Gill Nicholls, Professor of Education at the University of Surrey, also looks at the role of professional bodies, such as the United Kingdom's Institute for Learning and Teaching, and presents an overview, a critique and a view of the future of professional development. To order, contact Renouf Publishing Company Ltd. at tel.: (613) 745-2665, or visit www.renoufbooks.com. (ISBN 0-74943-207-1, \$46.00)

Human Resources in Agricultural and Rural Development

Published by the Food and Agriculture Organization (FAO) of the United Nations, *Human Resources in Agricultural and Rural Development*

provides agricultural extension, education and communication professionals with information about innovative methodologies, strategies and institutional reforms that have been applied successfully in situations related to training, extension, education and communication. The experiences recorded are drawn from a wide range of countries, and may be of use at the field level as well as at the policy and management levels. To order, contact Renouf Publishing Company Ltd. at tel.: (613) 745-2665, or visit www.renoufbooks.com. (ISBN 9-25004-469-0, \$30.00)

Participatory Learning and Action, A Trainer's Guide

Designed for both experienced and new trainers who have an interest in training others in the use of participatory methods, whether they are researchers, practitioners, policy-makers, villagers or trainers. The guide provides a comprehensive background to the principles of adult learning; focuses on the facilitation skills necessary for effective training; describes group dynamics and how to build interdisciplinary teams; summarizes the principles of participatory learning and action; describes in detail the process of training both in the workshop and in the field; suggests how to organize workshops, from laying the groundwork to post-training evaluation; and, details 101 interactive training games and exercises. The 270-page Guide is available from the International Institute for Environment and Development (IIED), an independent, non profit research institute working in the field of sustainable development. To order, contact IIED at 3 Endsleigh Street, London, UK WC1H 0DD Tel.: +44 (0) 20 7388 2117, Fax: +44 (0) 20 7388 2826 or e-mail: bookshop@iied.org. (Order No. 6021 £20.95). For more information on forthcoming and existing titles, visit the IIED website at www.iied.org.