



ACCC INTERNATIONAL

The International Magazine of the Association of Canadian Community Colleges
Vol. 6, No. 2, 2001 ISSN 1192-1846



Health & International Development

**The Role of
Canada's Colleges and Institutes**



TABLE OF CONTENTS

The Role of Canadian Colleges in Addressing Global Health Challenges	3
Water Care and Rural Health Training in Tanzania	6
Not Just a Castle in the Sky: Primary Health Care Nurse Education in Nicaragua	7
CCPP Update	8
News	
ACCC Participates in CIDA Consultations While PRICAT Comes to a Close, Results are Ongoing	9
School to School Connections - ACCC Assists Secondary and Professional Education Reform in Brazil	10
ACCC Builds Community College in Vietnam	11
PTP Marketing Efforts Get Results	12
Events	12
Resources	14

ACCC INTERNATIONAL
Volume 6, Number 2
2001

Editor-in-Chief:

Lorna Malcolmson

French Editor:

Debby Wilson

Translator:

Talibé Communications
La Boîte à mots

Printer:

J.F. Moore Lithographers Inc.

ACCC International, published twice per year, provides current information on the international activities of the Association of Canadian Community Colleges. For information on items appearing in this publication, contact the Editor at 746-2222, ext. 3123 or e-mail: lmalcolmson@accc.ca. The production of this publication is made possible through the generous support of the Canadian International Development Agency (CIDA). ACCC is a non-share capital corporation existing pursuant to the laws of Canada.

This publication can be found on the Internet at **WWW.ACCC.CA**

ACCC International
Association of Canadian
Community Colleges
200 - 1223 Michael Street N.
Ottawa, Ontario K1J 7T2
CANADA

Printed on recycled paper

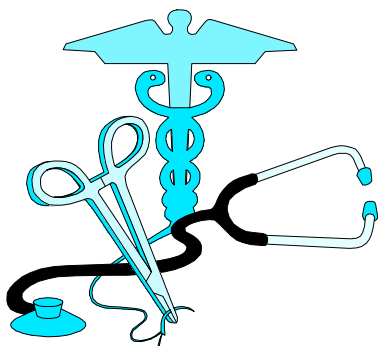
The Role of Canadian Colleges in Addressing Global Health Challenges

Health is truly reflective of the "social, physical, economic, political and cultural environment of the communities in which people live and grow." CIDA Health Strategy

Some of the key global health challenges identified by the international community are highlighted by the Canadian International Development Agency (CIDA) in its *Draft Action Plan on Health and Nutrition*. These include: strengthening health systems, addressing malnutrition, widening access to clean water and sanitation, improving reproductive health and safe motherhood, promoting the health of children, protecting women's health, preventing and curtailing communicable diseases and controlling tobacco usage.

Within the context of CIDA's new focus on social development priorities, health and nutrition are viewed as one key component, intertwined and integral to the sustainability of all development initiatives. To ensure that the *Draft Action Plan* reflects this tenet and builds on Canada's comparative advantages and strengths in the health field, the Agency held a national consultation in June 2001 to solicit stakeholder input and review of the *Plan*. On behalf of its member institutions, ACCC participated in the consultation and emphasized the essential role of colleges and human resource development in meeting global health challenges.

ACCC advocated a broader view – one that acknowledges that the challenges of food security, sustainable agricultural production, poverty alleviation, environmental degradation, psycho-social health care in countries in conflict and the worldwide shortage of nurses and other trained health professionals are also crucial



factors in determining community-based health. Internationally, ACCC promotes the concept of community-based approaches to human resource development in an array of sectors including health and areas that impact on health, notably water and sanitation, agriculture and environmental management.

Canadian Colleges – National and International Health Educators

Nationally, Canadian colleges design their health education and training programs to address the expressed needs of the communities they serve and to promote the community-based model of planning and delivery. Over 120 Canadian colleges offer 238 post-secondary and continuing education health sciences programs including, for example, nursing, nurse practitioner, nursing aides, nurse-midwives, dental health technicians, pharmacy technicians, medical imaging, radiology and ultrasound technicians, dental hygiene, physiotherapy technicians and medical laboratory technology.

Whether in Canada or in developing countries, strong health training and education programs are essential to support government-led efforts aimed at strengthening the capacity of health systems to effectively meet the needs of the population, particularly the poor and disadvantaged groups of society. As such, capacity building for those institutions responsible for the training and upgrading of front-line health care workers, such as nurses and technicians, is crucial since these individuals are the first (often the only) point of contact for the majority of the population in most developing countries.

Internationally, Canadian Colleges have implemented 31 health-related, capacity-building projects over the last ten years in 20 countries in Africa, Asia, Latin America and the Caribbean.

...cont'd on page 4

...cont'd from page 3

Overseas Partners in Health Projects over the last 10 Years

Antigua	Antigua School of Nursing
Benin	École Nationale des Infirmiers et Infirmières adjoints du Bénin Institut national médico-social
Burkina Faso	Ministère de la Santé, de l'Action sociale et de la Famille
Côte d'Ivoire	Institut National de Formation des Agents de Santé
Dominica	Dominica School of Nursing
Egypt	Cairo Al Quds Institute of Nursing Faluja Institute of Nursing Palestine Red Crescent Society, Saidon
Ghana	School of Medicine and Health Sciences, University of Development Studies
Grenada	Grenada School of Nursing
Haïti	École nationale des infirmières de Port-au-Prince L'école d'Infirmières Notre-Dame du Perpétuel Secours de Jérémie
Indonesia	Ministry of Health
Lebanon	Palestine Red Crescent Society, Lebanon Branch El Hamshari Hospital Makassed General Hospital, School of Nursing Al-Huda Nursing College The Islamic Charitable Hospital
Madagascar	Institut de management des Arts et des métiers
Nepal	School of Nursing - Dhulikhel Kavre, Kathmandu University Council for Technical Education and Vocational Training
Montserrat	Monsterrat School of Nursing
Nicaragua	Universidad Politécnica de Nicaragua (Faculty of Nursing)
Niger	École nationale de santé publique Ministère de la Santé Publique
South Africa	Department of Health and Developmental Social Welfare
Tunisia	Institut de santé et sécurité au travail
Vietnam	Union des Paysans du Vietnam
West Bank and Gaza	The Arab College of Medical Professionals The Health Services Council

water supply, and hygiene education represents an effective health intervention that reduces mortality caused by diarrhea by an average of 65 percent, and the related morbidity by 26 percent. Inadequate sanitation, hygiene, and water [quality] results not only in more sickness and death, but also in higher health costs, lower worker productivity, lower school enrolment and retention rate of girls, and perhaps most important, the denial of the right of all people to live in dignity.”

Given the intrinsic link between health, water and sanitation and environmental management, 40 Canadian colleges currently offer 52 programs in water and sanitation or environmental technology programs with water management components. Internationally, colleges have delivered 26 water monitoring/quality, sanitation and environmental education projects.

Training in Water and Sanitation: Burkina Faso Cégep de Saint-Laurent

Projects generally involve the development and strengthening of curriculum and training programs in fields of study such as nursing, primary health care, rural health training, ambulance training, ultrasound technology, echocardiography and medical laboratory technology. For example, a World Bank-funded health project in Indonesia executed by ACCC and its member colleges was designed to strengthen the management of institutions responsible for health education as well as selected officers of provincial health ministries. It also provided course and material/curriculum development, practical work programs, and staff development.

An Integrated Approach

Efforts to increase the effectiveness of health systems in developing countries must include efforts to improve access to clean water and sanitation. “There is evidence that the provision of adequate sanitation facilities, safe

Water is a scarce resource in Burkina Faso, and exploitation processes are costly. High population growth is causing water requirements to rise constantly. As such, water supply and environmental management are priority sectors for the Government of Burkina Faso. The Ministry of the Environment and Water accorded the responsibility for urban hydraulic development to the Office National des Eaux et de l'Assainissement (National Water and Sanitation Office), or ONEA. Although ONEA needed to enhance the capacity of its training centre to prepare water technicians and operators, most technicians were only receiving informal training on the job. Cégep de Saint-Laurent and New Brunswick Community College - Bathurst are supporting the ONEA training centre by assisting with the development of an initial modular water and sanitation training program. The project will provide ONEA with a qualified, efficient staff able to contribute to the protection of public health in Burkina Faso, as well as the sustainability of the system and the profitability of the investments made in the country's water supply infrastructure.

Union des Paysans du Vietnam: Health and Environment Collège de Rosemont

Collège de Rosemont has partnered with the Union des Paysans du Vietnam (UPV) on a project to develop the knowledge and skills of UPV staff in the areas of environmental and health management. Vietnam has been experiencing serious environmental problems due to the intensification of agricultural production through the use of fertilizers and pesticides. The resultant water pollution has limited people's access to potable water, which has in turn led to severe health effects. As such, the UPV is developing the capacity to assist peasant and rural community groups to conduct environmental and community health diagnostics. By evaluating the impact of agricultural practices on human health and preparing an inventory of illnesses related to these practices, local stakeholder groups can identify and develop local environmental and preventative health management plans.

Based on this integrated, lifestyle approach to community health care and delivery, Canadian college experience has included the promotion and development of new models of training and re-training of nurses in primary health care, with a community-based focus. Such capacity development at the community level not only has short-term health benefits in terms of outreach, improved accessibility and healthy living practices, but also demonstrates long-term impact by empowering and strengthening the voice of the poor. Community health needs assessments involving all stakeholders, including community leaders, women's groups and non-government organizations, can identify

priority needs and problems and enable communities to take responsibility for planning and implementing their own development strategies to address health care delivery for all groups, including the poor and marginalized.

Nurse Practitioner Training - Ghana Okanagan University College

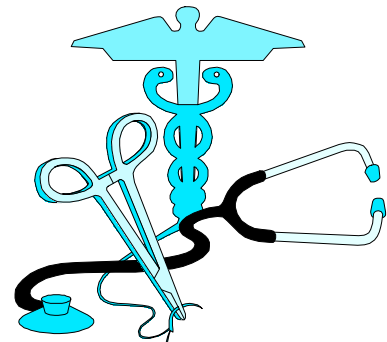
Ghana has a population of 20 million, which is growing at a rate of three percent per year. Seventy percent of this population lives in rural areas. Since there is only one physician for every 10,000 people and 80 percent of the physicians live in the capital city of Accra, Ghanaian nurses provide most of the health care services in rural areas. The nurses have little or no back up from doctors and lack access to hospitals, modern equipment and essential medication. Through CIDA's Canadian College Partnership Program, Okanagan University College is working with the University of Development Studies in northern Ghana to develop a training program which provides rural nurse practitioners with the skills needed to mobilize community health care initiatives and to plan, deliver and evaluate appropriate and responsive primary health care services.

Women, in particular, must have a leadership role in the community assessment process as they are often the key players in agricultural/food cultivation, selection and preparation as well as daily participants in the inter-relationship between the environment, family hygiene and health maintenance. A college project operating under the CIDA-funded Canadian College Partnership Program (CCPP) in Tanzania combines water source management and decon-

tamination with practical health education for rural women. Demonstrating the pivotal role women have in community health and development, a young Canadian intern who worked on the project to set up a revolving loan fund to improve the income of village women confirmed that the success of the project was largely due to "the solidarity between women."

To round out the integrated capacity and human resource development approach to improving community health, complementary infrastructure support is essential if equipment and capital resources are to meet demands. While the international community has therefore been calling for heightened donor coordination in development assistance programs, Canadian colleges are taking part by seeking to strengthen the human element as an essential feed, and parallel, to infrastructure development.

Promoting stakeholder involvement in the health of their communities, increasing the accessibility of health services through outreach and extension, nurturing community awareness of the environmental impacts of clean water and sanitation, strengthening education and training institutions and producing qualified healthcare workers are areas in which Canadian colleges have demonstrated their capacity to help meet global health challenges through human resource development.



Water Care *and* Rural Health

Training in Tanzania

In Tanzania, a child has more than a one in twelve chance of dying before the age of one year, and a one in eight chance of dying before their fifth birthday. Diarrheal and other water-borne diseases remain the most important causes of childhood death throughout the region. The fundamental problems are contamination of water sources, unsanitary storage and use of water, as well as a lack of identification of sources of water-borne disease in rural areas.

The rural population living south and west of Lake Victoria experiences seasonal fluxes in water availability and an especially high endemic level of water-borne diseases. The rural district of Mwanza, located on the south shore of Lake Victoria, is considered one of the most critical locations with respect to water-source contamination, water pollution and water-borne infections.

To help address Mwanza's cited development priorities of rural water contamination control, infectious disease control and the training of rural women and girls in environmental health, the Canadian College Partnership Program (CCPP) funded a Water Care and Rural Health Training Project. A community-based initiative, the Project involved the Mwanza Water Board, the Ministry of Agriculture Training Institute (MATI) in Ukiriguru, the MATIs Rural Development Training Centre in Mwanza, Langara College (lead), Assiniboine Community College and Okanagan University College.

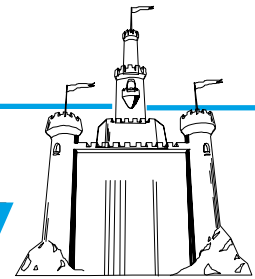
The goal of the project was to reduce the incidence of water-borne infections in the population of the Lake Zone by expanding the capacity of the Rural Development Training Centre and local communities in the areas of water decontamination, water source assessment and remediation and practical health education. The Rural Development Training Centre was previously established as a curriculum development and agricultural training centre by Assiniboine Community College, the Saskatchewan Institute of Applied Science and Technology and three MATIs in the region. The Centre opened in July 1996 with a mandate to train agricultural instructors in community-based agricultural extension, micro-enterprise development and rural development practices and to coordinate the activities of the three MATIs in the region. The new CCPP

project was designed to expand and support the capacity of the Centre and the MATIs to address crucial local development needs, namely the need for clean, properly controlled water supplies and increased awareness of the ecology of water-borne diseases.

To train extension workers and farmers in water care and village health and generate awareness of the linkages between rural agriculture, water use and storage and community health, the Project adopted a participatory approach. The content and delivery of the training program was designed in partnership with the Mwanza Water Board and the Advisor on Women's Issues to the National Ministry of Energy and Water. A local cadre of technically competent facilitators was recruited and underwent a one-year training program in locally relevant water and health topics. Due to their daily interaction with the village water supply and responsibilities for basic home health management, special emphasis was placed on training selected women in rural communities. Three hundred community women (two-thirds of all participants) were mobilized to take on development in the areas of water supply and quality, basic health management, sanitation, environment and economic development at the micro-level.

Community training manuals were translated into the local language, participatory training and research methods were developed for use in the field and workshop materials on community monitoring of health and water care were provided. Cooperative (Tanzanian and Canadian) development of field training modules for assessment, monitoring and remediation of water sources and simple population health assessments in rural areas were undertaken and simple field-tests for coliforms were devised and tested.

At least 500-800 people are now able to identify water source contamination, improve water sources using simple means to store and utilize water safely and identify common water-borne disease outbreaks and report them. Extension workers, farmers, primary school teachers and trainers now recognize and encourage the value of training in water care and rural health. The approach has been iterative and extremely successful, both in the commitment and ownership demonstrated by communities and by the Rural Development Training Centre. The women trained have gone on to carry out a variety of development projects in their own communities, many of them unanticipated and beyond the scope of the original project. One of the most striking unanticipated results was the rapid development of a women's revolving fund, created with the project's community development sub-group led by a Canadian student. The Rural Development Training Centre also received additional CIDA funding, through CARE Tanzania, for a Household Food Security and Technology Transfer project that will help to sustain the initiatives of the Water Care and Rural Health Training Project.



Not just a Castle in the Sky

Primary Health Care Nurse Education in Nicaragua

By Viola Duff, Centre for Nursing Studies, Newfoundland and Lidya Zamora, General Secretary of the Universidad Politécnica de Nicaragua

It all started as a dream in the hot Nicaraguan sun over eight years ago. Two nurse educators, one from Canada and one from Nicaragua, were discussing the thought that Nicaraguan and Canadian nurses might collaborate in an exchange to enhance nursing education. The idea seemed as remote as a “castle in the sky.”

Yet Nicaragua and the province of Newfoundland do face strikingly similar geographical challenges. Each has a large rural population and few urban centres, with the great distances between centres making it difficult to provide accessible and equitable health care for everyone. Nurses, with their roots in the community, are frequently seen as the permanent and resident health care providers. As such, enhancing the skills of these front-line healthcare workers is crucial to improving the delivery of primary and basic health care to populations living outside major urban centres.

Nicaragua faces enormous challenges in the delivery of basic health care. Rurally based nurses are often charged with serving up to 10,000 individuals in their communities but nursing education and upgrading programs have traditionally focused on acute care and institutional nursing. The Nicaraguan Government is therefore

implementing a primary health care model that is more preventive than curative in focus, in line with World Bank health indicators that reveal a common thread in the need for both primary health care and community-based health services. The World Health Organization has also emphasized that primary health care must be at the heart of health care delivery policies and systems in every country, regardless of economic status.

In response, the Canadian International Development Agency (CIDA) has emphasized the role of primary health care in its new social development priorities and in many of its overseas development projects. With funding from CIDA through the Canadian College Partnership Program (CCPP), the “castle in the sky” became a project on the ground.

The Centre for Nursing Studies (CNS) in St. John’s, Newfoundland, Telehealth Educational Technological Resource Agency (TETRA) of the Memorial University of Newfoundland and the Universidad Politécnica de Nicaragua (UPOLI) School of Nursing in Managua, Nicaragua, are partnering in a four-year Primary Health Care Nurse Education Project. The objective of the project is to address the need for appropriate and accessible continuing primary health care education for entry point health care workers by improving the institutional capacity of UPOLI to educate nurses in the field using distributive learning technologies. By equipping UPOLI’s School of Nursing faculty with the competencies to expand the theoretical and clinical knowledge of practising primary health care nurses, the community outreach

and impact of the project will be enormous, extending to some of the more remote and least accessible parts of the country. Those health providers closest to the local populations will have the opportunity to enhance their clinical ability to address basic human needs in the areas of primary health care, improved nutrition, accessible family planning and improved water and sanitation for under-served populations.

Drawing from an initial needs assessment and building on existing nursing educational programs, the project partners are now collaboratively designing the specific configuration of the proposed curricula. The enthusiasm generated by the exchange of ideas on ways to improve teaching and learning and become proficient in the use of distributive learning technologies are bolstered by the eagerness of nursing faculty in Canada and Nicaragua to collaborate in improving the delivery of primary health care to both societies. Conversations in the sun certainly can lead to dreams becoming reality.

Viola Duff, a nurse educator, was a visiting professor at the UPOLI School of Nursing. She is now at the Centre for Nursing Studies, St. John’s, Newfoundland.

Lidya Zamora is the General Secretary of the Universidad Politécnica de Nicaragua, Managua, Nicaragua. She was previously the Director of Nursing at the same University.

CCPP Phase II and Next Call for Proposals

In August 2001, ACCC signed an agreement with the Canadian International Development Agency (CIDA) for Phase II of the Canadian College Partnership Program (CCPP). The CCPP Phase II has a total allocation of up to \$48 million over a six-year period. A new feature of the CCPP Phase II, the Project Development Fund, will provide funding on a cost-shared basis for project identification missions to support the development of project proposals. The request for proposals process for the Project Development Fund is expected to take place between January and March 2002, followed by the launch of a request for full project proposals in May 2002.

Information Sessions on the CCPP Phase II

In November, a number of half-day information sessions on the CCPP Phase II were delivered jointly by ACCC and CIDA in various cities across the country. Margaux Béland, CCPP Program Coordinator, and Nathalie O'Neil, CIDA Senior Program Officer, presented the CCPP Phase II components as well as the new features of the program. A question and answer period followed the presentation. Information sessions were held in the following locations:

English:

Toronto, George Brown College (Wednesday, November 7, 2001)

Edmonton, Grant MacEwan College (Thursday, November 8, 2001)

Vancouver, Vancouver Community College (Friday, November 9, 2001)

Dieppe, New Brunswick Community College - Dieppe (Tuesday, November 13, 2001)

Halifax, Nova Scotia Community College (Wednesday, November 14, 2001)

St. John's, Fisheries and Marine Institute (Thursday, November 15, 2001)

French:

Dieppe, New Brunswick Community College - Dieppe (Tuesday, November 13, 2001)

Montreal, Collège Édouard-Montpetit (Wednesday, November 21, 2001)

CCPP Sessions at the 2001 ACCC Annual Conference

The main elements of Phase II of the CCPP were initially presented at the International Program Staff Network Session, held on May 27 at the ACCC 2001 Annual Conference held in Windsor, Ontario. A "CCPP Project Showcase" workshop session on May 29 highlighted two CCPP projects: Bow Valley College's Entrepreneurial Skills Promotion Project in Zimbabwe, and Cégep de Saint-Hyacinthe and Collège de Maisonneuve's Industry-Education Partnership Project in Cuba. These projects created innovations in their fields and demonstrated the impact of CCPP projects on institutions and communities in developing countries.

CCPP Website

In conjunction with the launch of Phase II, the CCPP website has been given a new look. All colleges are encouraged to visit www.accc.ca/ccpp to view the new site.

CCPP Project Visits in Vietnam

In October, a joint ACCC, CIDA and Canadian college mission visited six CCPP projects in Vietnam. Mission participants included: Margaux Béland, CCPP Program Coordinator; Nathalie O'Neil, CIDA Senior Program Officer; Marie-Claude Gagnon, CIDA Policy Analyst, Canadian Partnership Branch; Hélène Brassard, Director of International Cooperation, Collège de Maisonneuve; Blake Cryderman, Associate District Administrator, College of the North Atlantic; and, Merv McIntyre, International Program Officer, Fisheries and Marine Institute. Designed to bring together numerous partners in Vietnam along with the funder and ACCC, the mission visited the following projects:

787A Business Management in the Aquatic Resource Sector, College of the North Atlantic and the Fisheries and Marine Institute in partnership with the Ministry of Fisheries, Government of Vietnam.

745A Femmes et Développement Rural, Collège de Rosemont in partnership with the Union des Femmes du Vietnam, Hanoi, Vietnam.

794A Paysans: santé et environnement, Collège de Rosemont in partnership with the Union des Paysans du Vietnam.

743A Liaisons École-Industrie, Collège de Maisonneuve and Cégep du Vieux Montréal in partnership with the Université de Danang.

729A Developments in Early Childhood Education, Camosun College and Red River Community College in partnership with Danang University.

727A Hatay Food Processing Programs, Institut de technologie agro-alimentaire de Saint-Hyacinthe and Collège Édouard-Montpetit in partnership with Hatay College of Agricultural Technology.

CCPP Forum

Watch for details on the upcoming second annual CCPP Forum which will be held February 21-22, 2002 in Ottawa. This year, the CCPP Forum will bring together Canadian college and institute representatives involved in or wishing to become involved in the delivery of CCPP projects. The full program and registration forms will be sent to all colleges and institutes by January 2002.

College Visits by ACCC Project Officers

Throughout the Fall, ACCC Project Officers conducted site visits to many colleges with ongoing CCPP projects in order to monitor the progress of the projects and review any questions related to project management. Project Officers also gathered data related to project delivery and results to meet the requirements for ACCC's reports to CIDA.

CCPP Staff Changes

ACCC is pleased to welcome new staff members. Mélanie Pilon, Shannon McCarthy and Pauline Loyer are working on the CCPP Team as Administrative Assistants responsible for insurance issues, communication and project follow-up. In addition, a change in the responsibilities of the CCPP Project Officers sees Marie-Josée Fortin responsible for all Francophone colleges and Mehdi Abdelwahab responsible for all Anglophone colleges with ongoing CCPP projects. Anna Toneguzzo is

responsible for CCPP Program Studies and Analyses. If your college is interested in developing a CCPP project, please contact the appropriate Project Officer. Consult the CCPP website at www.accc.ca/ccpp for the revised staff list and contact information.

news

ACCC Participates in CIDA Consultations

In September 2000, the Canadian International Development Agency (CIDA) launched a new action plan entitled *Social Development Priorities: A Framework for Action*. The Framework outlines how CIDA will bolster and strengthen programming in four priority areas of social development - health and nutrition, basic education, HIV/AIDS, and child protection - with gender equality as an integral component of each area. The Framework will also strengthen CIDA's aid programming by building on existing

expertise in each of the priority areas and implementing new and innovative approaches to development.

CIDA drafted an action plan for each priority area, and held public and on-line consultations to solicit feedback from partners and stakeholders on each plan. ACCC submitted position papers, prepared with input from college and institute representatives, in response to two of CIDA's action plan consultations. Further information on ACCC's response to CIDA's *Draft Action Plan on Basic Education*, submitted in March 2001, is contained in Volume 6, No. 1 of *ACCC International* and on the web at <http://www.accc.ca/ccpp>. The

ACCC submission to the on-line consultation on CIDA's *Draft Action Plan on Health and Nutrition* can also be obtained at the same web address.

In July 2001, CIDA launched a policy document *Strengthening Aid Effectiveness: New Approaches to Canada's International Assistance Program* to stimulate ideas and discussion on ways to enhance the effectiveness of Canada's international cooperation program. Directly supporting the commitments made in *Social Development Priorities: A Framework for Action*, the document deals with a number of issues,

...cont'd on page 10

...cont'd from page 9

including the role of partners, geographic and sectoral concentration, tied aid, new program approaches and policy coherence. CIDA again conducted on-line consultations and in September 2001 the Honourable Maria Minna, Minister for International Cooperation, held public consultations across the country to obtain feedback on the important policy and programming shifts proposed in the document. A number of colleges and institutes participated in the Canada-wide consultations and ACCC, with input from member institutions, prepared a written response which was submitted on-line and presented at the public consultation held in Ottawa on September 20, 2001.

Strengthening Aid Effectiveness: New Approaches to Canada's International Assistance Program identifies poverty reduction as the overarching goal for Canadian international assistance. It outlines a comprehensive development model, through which the donor community

coordinates aid efforts at the policy and operational delivery levels in accordance with the priorities and needs identified by developing countries. In its consultation response, ACCC supported this approach, but suggested that it must be done within the capacity-building context of helping people help themselves. ACCC advocated that one of the key elements of a poverty reduction strategy is the integration of long-term, sustainable approaches to human resource development in order to complement developing country efforts in areas such as private sector development and the reform of health and education systems.

For more information on the results of CIDA's consultations, visit the CIDA website at www.acdi-cida.gc.ca. For more information on ACCC's submissions, visit www.accc.ca or contact Anna Toneguzzo, Project Officer, ACCC, at tel.: (613) 746-2222, ext. 3103 or e-mail atoneguzzo@accc.ca.

While PRICAT Comes to a Close, Results are Ongoing

The six-year Programme de renforcement institutionnel canadien en Tunisie (Canadian Institutional Strengthening Program in Tunisia or PRICAT) recently ended on June 30, 2001. PRICAT originated as part of a larger development effort undertaken in North Africa by the Canadian International Development Agency (CIDA) and the governments of the Maghreb countries to strengthen the capacity of Tunisian training institutions to respond to labour market needs and increase Tunisia's competitiveness in world markets.

Managed using a results-based approach by ACCC in cooperation with the Association of Universities and Colleges of Canada (AUCC), PRICAT saw the completion of 22 sub-projects. Thirty-five Tunisian institutions and 25 Canadian institutions collaborated on the establishment of training activities and applied research activities based on the specific needs of the Tunisian private sector. Tunisian priority economic sectors addressed by the sub-projects included information technology, financial markets, management tools, the environment, agriculture and the mechanical, electric and electronic industries.

The results obtained by PRICAT at the institutional level are appreciable and significant. With the increased capacities of institutional managers and administrators and trainers, the introduction of new teaching methods and the development of new and revised regular and continuing education programs, the participating Tunisian institutions were able to improve the quality of the services offered to their clients. The institutions' ability to discern the training needs of industry, to develop appropriate training programs for workers and to collaborate with the private sector in various projects strengthened the linkages between these

institutions and their partners in industry. In general, training which was formerly theory-based became more concrete and practical with workplace applications of training providing immediate benefits to business and industry. The Tunisian training institutions involved in PRICAT now consider themselves able to ensure the durability of PRICAT's results.

For more information on the PRICAT, contact Lucie Brien, Project Officer, ACCC, at tel.: (613) 746-2222, ext. 3124 or email: lbrien@accc.ca.

Examples of specific project results

All participating Tunisian institutions offered new training or teacher training.

881 trainers trained in new teaching methods.

85% of trainers are satisfied with the training they received.

12 new programs were created based on the needs of industry, 43 programs were revised.

357 business participated in the development of training services.

130 collaborative projects (internships, workshops) with institutions and the private sector completed.

4,627 private sector workers benefited from new training.

20,039 students are enrolled in new and revised programs.

School to School Connections ACCC Assists Secondary and Professional Education Reform in Brazil

A three-year project funded by the Canadian International Development Agency, the School to School Connection Project is designed to support secondary and professional education reform in Brazil. ACCC and 11 member institutions are working with the Ministry of Education's Secretariat for Secondary and Technological Education to transfer and adapt Canadian educational technologies and promote strategic industry/institutional relationships to contribute to the efficiency and effectiveness of the Brazilian education system.

At the post-secondary level, selected lead institutions in Brazil are gaining the institutional capacity to train other institutions in specific methodologies related to curriculum development, teacher training, industry-education interface models and institutional management. By strengthening capacity in sector specific programs, the lead institutions become trainers not only in the methodological and pedagogical aspects but also the thematic aspects of program delivery. The following institutions are providing sector-specific training: Centennial College (telecommunications); New Brunswick Community College - Bathurst and Collège de Bois-de-Boulogne (information technology); Collège de Limoilou and Collège Boréal (geomatics); Durham College (industrial processes); Collège François-Xavier-Garneau (management studies); Institut de technologie agro-alimentaire de Saint-Hyacinthe (agriculture); and, Niagara College with Collège Mérici and Georgian College (tourism).

At the secondary level, Canadian and Brazilian schools are connecting via the Internet to encourage increased interaction among teachers, students and administrators. With augmented capacity in the use of educational technologies, teams of Brazilian teachers will work as trainers in the use of new technologies to build teacher competencies, develop methodologies that stimulate active student participation and promote interdisciplinary relations in the learning process. A project web site developed in collaboration with the Education Network of Ontario will serve as a mechanism for distance education, a key aspect of the project's approach.

By improving the quality of the education system through teacher and administrator training and the development of industry responsive and inclusive curricula, the School to School Connection Project will contribute to relevant skills development and higher employability rates for Brazilian secondary and professional school graduates. For more information on the School to School Connection Project, contact Yvonne Desjardins, Senior Program Officer, ACCC, at tel.: (613) 746-2222, ext. 3148 or email: ydesjardins@accc.ca.

ACCC Builds Community College in Vietnam

The Vietnam-Canada Community College Project (VCCCP) is a five-year, \$4 million project funded by the Canadian International Development Agency to develop a community college in the Vietnamese province of Tra Vinh. ACCC and a consortium of member institutions will implement the VCCCP. Led by the Saskatchewan Institute of Applied Science and Technology, the Consortium is comprised of the Marine Institute, the Institut de technologie agro-alimentaire de Saint-Hyacinthe and Malaspina University-College. The Canadian partners will work closely with the Tra Vinh People's Committee and Can Tho University, with the support of the Vietnamese Ministry of Education and Training and provincial education departments.

The goal of the project is to develop and establish a community-driven technical/vocational training institution in Tra Vinh. Not designed to merely replicate the "Canadian model" for community college development, the project will adapt community-driven processes to the Vietnamese context and provide the foundation for a sustainable "Vietnamese model" for community colleges.

The cornerstone of the VCCCP will be the new institution's capacity to foster economic and social development by identifying and effectively responding to local community training needs. Community "ownership" of the college will be established through participatory models for college administration and training program design and implementation. Subsequently, strong partnerships with existing and potential industrial employers will be developed. Due to the predominantly agrarian economy in Tra Vinh, entrepreneurship and micro-enterprise development will be viewed as key employment and self-employment training considerations for the community. Finally, government, community and college support will be solicited to promote the equitable participation of women and ethnic minorities - traditionally under-represented - in the Vietnamese technical and vocational system.

For further information on the VCCCP, contact Rudy Sabas, Manager of International Marketing, ACCC, at tel.: (613) 746-2222, ext. 3140 or email: rsabas@accc.ca.

PTP Marketing Efforts Get Results

Administered by ACCC since 1999, the Partnerships for Tomorrow Program (PTP) is a flexible, fast-acting and effective small travel fund mechanism which supports new and ongoing partnerships between Canadians and citizens of the 28 countries in Central and Eastern Europe (CEE). An open program that seeks to encourage wide involvement from diverse sectors, the PTP is the only program supporting a virtual or on-line application process funded by the Canadian International Development Agency (CIDA). To date, more than 1,000 applicants have received funding to complete activities designed to strengthen economic and democratic reform in the CEE countries.

To ensure broad awareness of and access to the program, marketing activities are an essential

component of the PTP. In June 2001, an ACCC team led a mission to six CEE countries with low application rates to market the program to potential applicants and PTP stakeholders. The team visited several organizations in the Czech Republic, Slovakia and Hungary which advocate on behalf of the Roma, a minority ethnic group in the CEE targeted as a priority for CIDA funding. As a key provider of market-oriented business education in the heart of Central Europe, the marketing team also visited the Bled School of Management in Slovenia. The School offers over 700 programs to more than 20,000 managers from 250 companies and multinational organizations in 30 countries. In Croatia, the ACCC team marketed the program to several non-governmental and international organizations dedicated to ending violence against women and the trafficking of women.

Since the June mission, there has been a significant increase in applications for funding from the countries visited by ACCC. In addition to Roma-focused activities, applications include proposals for activities in a wide range of sectors including media reform, international business, teacher training, gender equity policy implementation, health care training, police training and civil society building.

The next marketing session will be held at the ACCC Annual Conference in St. John's, Newfoundland, in May 2002. Those interested in contributing to the economic and democratic reform process in Central and Eastern Europe are encouraged to attend. For more information on the PTP, contact Branka Gudelj, Project Officer, ACCC, at tel.: (613) 746-2222, ext. 3142 or email: bgudelj@accc.ca.

events

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.

EDUCATION: CHANGING TIMES, CHANGING NEEDS

Famagusta, Cyprus

May 8-10, 2002

Organized by the Faculty of Education of Eastern Mediterranean University, Education: Changing Times, Changing Needs will be of interest to professionals involved in all levels of education. Traditional concepts in education are losing their validity in the face of new beliefs about teaching and learning. The Conference will bring together professionals from around the world who are engaged in different levels of educational institutions, from elementary to tertiary, to discuss new trends, new technologies, new systems, and to share their experiences with their counterparts to develop new teaching methods. For more information, contact tel.: 0 392 630 1538, fax: 0 392 365 1604.

WORLD EDUCATION MARKET

Lisbon, Portugal

May 21-24, 2002

The World Education Market (WEM) is the world's only professional event dedicated to the international business of education, training and lifelong learning. The annual marketplace provides an opportunity to network and build

partnerships with government, education and technology executives from around the world. WEM facilitates business to business transactions and the development of a wide range of cross-industry partnerships. For more information, visit www.wemex.com.

ACCC ANNUAL CONFERENCE 2002

St. John's, Newfoundland
May 26-28, 2002

Hosted by the College of the North Atlantic and the Marine Institute, the ACCC 2002 Conference will focus on the theme of "Making Waves: Colleges, Skills and the Economy." The theme was developed to reflect the proactive approach that colleges and institutes must adopt in their daily initiatives, particularly their program delivery activities. Conference speakers and presenters will address the issues involved in designing programs that respond to skill needs and the benefits that can be realized by proactive institutions. Workshops will reflect successful models used by colleges and institutes to address sectoral skills shortages and the subsequent impact on local, provincial, national and global economies. Emphasis will be placed on highlighting best practices in colleges and institutes. For more information, visit conference.accc.ca, or contact the ACCC Conferences and Awards Office at tel.: (613) 746-5916, fax: (613) 746-6174 or email: gmulhall@accc.ca.

OPEN AND DISTANCE EDUCATION: NEW STANDARDS FOR THE EDUCATIONAL MAINSTREAM

Calgary, Alberta
May 26-29, 2002

The first North American Regional Conference of the International Council for Open and Distance Education, this event will provide an unprecedented opportunity for industry and academic leaders in the field of open and distance learning in Canada, Mexico and the USA to gain new insights and make new contacts. Based on the theme, "New Century - New Models: New Standards for the Educational Mainstream," the general focus of the Conference will be strategically directing open and distance learning towards economic and social issues. Open and Distance Education: New Standards for the Educational Mainstream is jointly sponsored by the Canadian Association for Distance Education.

NISOD INTERNATIONAL CONFERENCE ON TEACHING & LEADERSHIP EXCELLENCE

Austin, Texas, USA
May 26-29, 2002

The National Institute for Staff and Organizational Development (NISOD) International Conference on

Teaching and Leadership Excellence will be the largest international conference to focus specifically on the celebration of teaching, learning and leadership. It will feature exemplary practices and programs with almost 300 workshops, seminars and roundtable sessions, including keynote remarks on current issues in higher education. Pre-conference seminars will offer in-depth descriptions and demonstrations of successful initiatives, and an Exhibit Hall will offer hands-on opportunities to experience the latest and best instructional and organizational tools. For more information, visit www.nisod.org/conference/index.html.

BUTEX 5TH INTERNATIONAL CONFERENCE

Swansea, United Kingdom
July 9-11, 2002

The British Universities Transatlantic Exchange Association (BUTEX) represents over 70 higher education institutions in the United Kingdom which have active links with North American universities and colleges. The theme of the BUTEX 5th International Conference, "Access and Innovation in International Education," deliberately encourages presenters and delegates to consider a broad range of relative themes such as: student mobility, promotion (participation/inclusion/access), technology and communication, global community, regionalization, changing expectations, and innovation. For more information, visit www.butex.ac.uk/butex.

PAN-COMMONWEALTH FORUM ON OPEN LEARNING

Durban, South Africa
July 29-August 2, 2002

Hosted by the Commonwealth of Learning, the Pan-Commonwealth Forum on Open Learning will be of interest to technical and vocational trainers, developers, administrators and management from colleges and universities; corporate and industry training executives; government and policy design officials; representatives from non-government organizations and the non-formal sector; as well as community leaders. The Forum will present keynote addresses, plenary presentations, case studies and exhibitions on the theme, "Open Learning: Transforming Education for Development." Sub-themes will include: overcoming barriers to access and success; open learning, the world of work and economic development; open learning, the community and social development; overcoming the digital divide: innovative applications of technology in open and distance learning; and, education for all: open and distance learning and the global agenda on poverty alleviation issues. For more information, visit www.col.org/forum2/index.htm.

The World Higher Education Database 2002 CD-Rom

The World Higher Education Database provides exhaustive coverage of some 15,000 higher education institutions, as well as descriptions and definitions of nearly 2,000 national degrees and diplomas. Completely cross-referenced, fast and user-friendly, it is the most efficient way to find information about any higher education institution throughout the world. The CD-Rom also includes the names and communication details of all the main national bodies dealing with higher education and recognition of degrees. To order, visit www.palgrave-usa.com/Education. (\$300 US for single user version, \$750 US for network user version)

Education at a Glance: OECD Indicators, 2001 Edition

The 2001 edition of *Education at a Glance - OECD Indicators* provides a rich, comparable and up-to-date array of indicators that represent the consensus of professional thinking on how to measure the current state of education internationally. They provide information on the human and financial resources invested in education, on how education and learning systems operate and evolve and on the returns to educational investments. Across Organization for Economic Co-operation and Development (OECD) countries, governments are seeking policies to make education more effective while searching for additional resources to meet the increasing demand for education. To order, contact Renouf Publishing Co. Ltd. at tel.: 1-866-767-6766 or visit www.renoufbooks.com. (#96-2001-05-1, \$80.00)

Development Co-operation, 2000 Report: 2001, Volume 2, No. 1

The *Development Co-operation Report* reviews recent progress towards the goals, trends in development finance, and the efforts and policies of aid donors. There is a special focus on investment in health and attention to gender equality and mainstreaming, two policy measures with a strong potential to reduce poverty. To order, contact Renouf Publishing Co. Ltd. at tel.: 1-866-767-6766 or visit www.renoufbooks.com. (#43-2001-31-1, \$80.00)

Education Policy Analysis: 2001 Edition

As pervasive technological change and growing interdependence among countries contribute to restructuring economic activity and shaping everyday life, the value of lifelong learning grows. How far have countries progressed toward lifelong learning for all? Who is being left behind and in what ways? How might schools evolve to address remaining gaps? These questions and others are explored in *Education Policy Analysis*, prepared as background for the 2001 meeting of OECD education ministers. To order, contact Renouf Publishing Co. Ltd. at tel.: 1-866-767-6766 or visit www.renoufbooks.com. (#96-2001-03-1, \$29.50)

E-Learning: The Partnership Challenge

Are the new information and communication technologies transforming education and learning in OECD countries? There is certainly an upsurge in investigations into e-learning by all kinds of parties and interest groups - governmental, professional, commercial - and from education communities. *E-Learning: The Partnership Challenge* explores the e-learning developments in the school and higher education sectors in terms of market prospects and partnership creation. To order, contact Renouf Publishing Co. Ltd. at tel.: 1-866-767-6766 or visit www.renoufbooks.com. (#96-2001-06-1, \$31.00)

Where are the Resources for Lifelong Learning?

There is broad political support for lifelong learning because it is so vital to sustained economic progress and social cohesion in the new economy. But its implementation is potentially costly and depends on making the learning process more cost-effective and on securing financial and in-kind resources from the private sector. What can be done to keep lifelong learning from becoming prohibitively expensive and to ensure that there are strong and transparent incentives to invest in it? *Where are the Resources for Lifelong Learning* looks at the recent experience of selected OECD countries as they have articulated their goals and strategies for lifelong learning. To order, contact Renouf Publishing Co. Ltd. at tel.: 1-866-767-6766 or visit www.renoufbooks.com. (#91-2000-03-1, \$42.50)

Change in Continuity: Concepts and Tools for a Cultural Approach to Development

Published by UNESCO, *Change in Continuity: Concepts and Tools for a Cultural Approach to Development* outlines concepts and tools for integrating culture as a prerequisite and as a basis for project design. It situates the cultural approach to development in relation to globalization, then provides a synthesis of United Nations strategies from the 1970s to the turn of this century. The book deals with projects and programs from preparation-analysis and implementation to evaluation, providing practical tools for fieldwork and reviewing the role of development institutions. To order, contact Renouf Publishing Co. Ltd. at tel.: 1-866-767-6766 or visit www.renoufbooks.com. (ISBN 92-3-103491-X, \$52.50)

Private Firms and Public Water: Realizing Social and Environmental Objectives in Developing Countries

Private Firms and Public Water: Realizing Social and Environmental Objectives in Developing Countries focuses on the crucial role public authorities must continue to play to guarantee sustainability, levels of service and access to a variety of consumers. The book demonstrates how social and environmental objectives are realized in very different ways - and not always successfully - in developing countries. To order, contact Renouf Publishing Co. Ltd. at tel.: 1-866-767-6766 or visit www.renoufbooks.com. (ISBN 1-84064-587-3, \$142.50)

Globalizing the Community College: Strategies for Change in the Twenty-First Century

Globalizing the Community College: Strategies for Change in the Twenty-First Century traces the experience of seven community colleges in the United States and Canada as they engineered organizational change to respond to globalization. The author, John S. Levin, Professor of Higher Education at the University of Arizona, considers the impact of globalization on knowledge, curriculum, the classroom, teaching, intercultural contact, distance learning, work habits and administrative behaviour. To order, visit www.palgrave-usa.com/Education or www.barnesandnoble.com. (ISBN 0-31223-906-8, \$35.00 US)

Shifting the Paradigm: Trends in Basic Education

Offering an overview of the critical trends, issues and responses to basic education needs in developing countries, *Shifting the Paradigm: Trends in Basic Education* identifies emerging trends and provides examples of innovative responses that effectively address the provision of basic education on a global basis. The book provides the reader with the framework for understanding this field and explores the problems and processes involved in making basic education "work" to enhance the lives of individuals and nations in the developing world. To order, contact the Canadian Bureau for International Education (CBIE) at tel.: (613) 237-4820, fax: (613) 237-1073 or email: mkane@cbie.ca. (#3 in CBIE's Millennium Research Series, \$16.00 members, \$20.00 non-members)

Responding to NAFTA: Canadian College Initiatives in Internationalization

Responding to NAFTA: Canadian College Initiatives in Internationalization examines the nature of NAFTA-related programs at colleges in Canada, some of the lessons learned over the past ten years, and strategies and plans in development in response to the continued expansion of trade and other cooperative arrangements within the Americas. Written by Bill Radford of Nova Scotia Community College, this book is valuable reading for colleges interested in pursuing pan-American linkages and for policy-makers in institutions, government and the private sector. To order, contact CBIE at tel.: (613) 237-4820, fax: (613) 237-1073 or email: mkane@cbie.ca. (#4 in CBIE's Millennium Research Series, \$9.00 members, \$15.00 non-members)

Putting Poverty on the Trade Agenda

The elimination of poverty should be at the forefront of the world trade agenda. Published by the Canadian Council for International Co-operation, *Putting Poverty on the Trade Agenda* exposes and explains the links between poverty and current trade regulations. It also highlights necessary changes to ensure that trade and commerce contribute to the elimination of poverty, rather than perpetuating it. To obtain a copy, contact the Canadian Council for International Co-operation at tel.: (613) 241-7007, fax: (613) 241-5302 or email: incommon@ccic.ca.