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Sustainable Development through Education

Students at Lycée polyvalent de Bonabéri in Cameroun learning air conditioning and refrigeration technology through a CIDA-funded ACCC project which ran from 1989-1991. The learning materials developed form part of the curriculum in use today.

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SUSTAINABILITY:

A holistic institutional approach for community colleges and technical institutes

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THE FIELD of international development has a unique lexicon. Terms such as “sustainability” or “sustainable development” are commonly used but often breed confusion due to widely divergent understandings among both Canadian and overseas partners.

In the education sector, “sustainability” is sometimes defined as the ability of the partner institutions to continue to apply the knowledge gained from the project, after the project ends. A focus on “train the trainer” activities is frequently used to ensure that effective learning processes are applicable to future contexts through transference and continuance. However, confining sustainability efforts to pedagogy/andragogy is often a critical flaw in many education and training projects. A consideration often ignored and just as critical is how education and training institutions ensure their ongoing relevance and accessibility to the evolving needs of their local communities. If the training supply isn’t relevant to the current demand, how can any past project intervention in the area of skills training be considered sustainable?

Educators working in international development thus require a much more holistic approach to sustainability. CIDA’s own definition of sustainability offers a broad framework for understanding this concept:

Sustainable development does not define a particular path for development, but focuses on what would enhance quality of life. It requires the capacity to adapt to constantly changing conditions, as well as the flexibility to work with uncertainty, and with the differences in local conditions and in public expectations shaped by culture, values and experience. Above all, it is participatory, ensuring that local communities and individuals have substantive input

to designing and implementing development programs and projects. Only when local people have a sense of ownership and personal investment in their own development will they have a stake in ensuring its long-term sustainability.

Our Commitment to Sustainable Development, 1997

Within our own education and training organizations in Canada, developing and sustaining the ability to respond and adapt to “constantly changing conditions” is an immense challenge. Considering that international development projects demand the same results to ensure sustainability within a foreign and developing context, the challenge often seems (and sometimes is) insurmountable. But recognizing and understanding the wide range and intensity of risks inherent in education and training projects is the first step in addressing and overcoming them. Such a holistic and strategic approach is essential in order to achieve true “sustainability” as defined above.

In examining the successfully sustained results of a number of international projects, some common themes can be identified. Firstly, and particularly applicable to the education and training sector, successfully sustained projects focus on *institutions* because supporting and sustaining change or development in local communities is (or should be) their *raison d’être*. Strategically important, these institutions are usually already recognized by the community for their role as change facilitators. Given this local legitimacy, and with the proper human and capital resources, an education and training institution can improve a community’s quality of life. Furthermore, international

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training resources should be concentrated on those with (or who will soon have) authority in strategic areas within their respective institutions. A coordinated approach leverages the already existing decision-making structures within institutions and organizations in order to make a sustained change. Without the initial legitimacy in the community and the ongoing resource coordination that institutions offer, ad hoc approaches to training individuals are much more difficult to sustain.

Secondly, given the number and variety of potential challenges to project sustainability, local communities need to be able to determine all legitimate risks and the resulting project sustainability strategy needs to acknowledge all of these threats. Some risks are easily identifiable, even for those outside the institution or the community. For example, HIV/AIDS-related mortality or environmentally unsound activities are often obvious project risks. Other institutional project risks such as decreased public funding, and changes in leadership are much subtler and are based on local community values and politics that an outsider most often could hardly recognize, much less fully understand.

Thirdly, a participatory process is needed not just to identify but also to overcome risks to sustainability within the contexts of the developing country, the partner institution and the local community. As stated by CIDA, culture and values are critical determinants of project sustainability. While national and regional cultures are often considered in project planning and implementation, the institutional values of developing country partners are equally vital considerations. For example, it is very unlikely that a project designed to provide training for disadvantaged populations would succeed if the overseas or Canadian partner institutions and staff believe in enhancing their institution's academic excellence or research capacity over other considerations such as accessibility. In projects whose results are most likely to be sustained, Canadian and overseas institutions recognize and share their respective institutional priorities. How can a sense of project "ownership" be developed within the overseas partner institutions if both the Canadian and overseas institutions do not implicitly agree on the project's premises?

It is important to understand that to facilitate sustainability, projects should stress institutional processes rather than transferring programs. Particularly for projects related to community colleges and technical institutes, ensuring vibrant linkages between the education and training institution and the community/employers that these institutions are supposed to serve is fundamental to sustainability. Training programs that are useful now may lack utility in the near future as the community is ever-changing and the continued delivery of static programming is neither sustainable or desirable. Conversely, an institution

that is able to identify and meet the changing needs of its local community is better able to prove its viability and secure ongoing funding from both government and private sector training sources. Developing this capacity can thus substantially mitigate funding threats and provide overseas institutions with tangible motivation to sustain meaningful community-driven programming. Project assessment processes in technical and vocational education should likewise measure sustainability on the basis of each overseas partner institution's capacity to effectively identify and address local community training needs in both the long-term (five years) and the short-term (one-year).

Given limited project funding, developing and implementing a different strategy to address every potential threat to project sustainability is rarely possible. However, having a risk mitigation strategy for an education and training project should definitely address the following components of a sustainability framework:

- i) participatory determination of risk management strategies;
- ii) partnerships among Canadian and overseas institutions and participating individuals that share parallel mandates, values and priorities; and,
- iii) impacting institutional change by developing both the motivation of institutions and the means through which they can become community-driven education and training organizations.

This sustainability framework can be incorporated into international education project design using CIDA's Results-Based Management (RBM) processes. The iterative planning processes of RBM anticipate the need for activity redesign due to a project's ever-changing environment. Project partners need to be vigilant and constantly critical of project work plans to ensure that activities remain relevant to increasing institutional willingness and capacity to meet local training needs. RBM could easily be adapted by overseas education and training institutions to assist in ensuring that project results are sustained and continually enhanced.

Despite delineated project tracking and management processes, there is still no one definitive path to sustainability in education and training projects. However, as educators in international development continue to work cooperatively to further develop a consensus on the holistic keys to sustainability, the resulting framework will provide invaluable project planning support as we strive with our partners to achieve the goal of "sustainability". ●

An ACCC Survey of Sustainable Development through Education

The concept of sustainable development is an important element in development cooperation and can be achieved when the conditions for environmental, economic, cultural, political and social sustainability are met. Sustainable development is a process that emphasizes continuous change rather than a static state. The Canadian International Development Agency (CIDA) elaborates in its mandate for Sustainable Development (1997) that sustainability "requires the capacity to adapt to constantly changing conditions as well as the flexibility to work with uncertainty, and with differences in local conditions and in public expectations shaped by culture, values and experience"¹.

According to CIDA's research and ACCC's experience in international development, the longevity of an international project depends upon the local peoples' sense of ownership and investment in the project. It has also been recognized that development assistance must be delivered in ways that are more equitable and ecologically sustainable. Firstly, the skills and knowledge that are transferred should meet and adapt to the needs of the developing country partner. Secondly, they should be delivered in ways that help the project sustain itself after the funds and technical support from the donor agencies are terminated.

ACCC initiated international partnerships in the late 1970s with the help of funding made available by CIDA. The first projects were essentially ad hoc and focused mainly

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on vocational training. Gradually, increased experience in international development led to the adoption of a more comprehensive approach to human resource development and capacity building.

Since entering the the field of international development, ACCC has managed over 100 bilateral aid projects and programs funded by CIDA and other International Financial Institutions (IFIs). ACCC also entered into three successive contribution agreements with CIDA - the Program Development Fund (PDF) (1985-1991), the Fund for Collegiate Institutional Cooperation (FCIC) (1991-1995) and the Canadian College Partnership Program (CCPP) (1995-2001 and 2001-2007). The college and institute international projects funded under these contribution agreements were, and continue to be, determined by CIDA's thematic overseas development assistance priorities. Funding targets both larger programs of extended duration as well as projects of smaller scope and shorter length.

The project management approach used by CIDA and ACCC - Results-Based Management (RBM) - allows for the measurement of sustainability via the impact of a project over the longer term, even after the project has ended. Although sustainability is difficult to trace

precisely, owing to the size, scope and longevity of a project, client results - those that develop capacity and extend beyond individuals and institutions, reaching and impacting, in the long-term, the activities of other institutions, businesses or industries within the community - are fundamental to sustainability.

Today, ACCC can recognize sustainability in many of its past international projects. In some cases, the sustainability of a project has continued to grow through the transfer of its activities to other projects in the same country or in other countries.

At times, a project implemented in one country has led to the development of new projects using similar principles and techniques. Another approach that has helped to sustain projects is familiarity with the activities of the government, local agencies and institutions. Knowledge of the particular country or region allows the project developers to modify the project plan according to the nature of the surroundings. This action leads to a positive impact on the overall activities and the sustainability of the project.

The following section discusses some of the development projects that have been completed and continue to sustain themselves due to knowledge and technology transfer by Canadian colleges and institutes under the various funding initiatives managed by ACCC. Research for this article was conducted via direct interviews with the Canadian colleges

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and institutes and their overseas partners. Due to space limitations we can only profile 10 projects, although there are many other projects which have proven to have a sustainable value to the people, institutions and communities involved.

Title: China Enterprise Management Training Centre at Chengdu (CMTCC)

Country: China

Year: 1983- 1996

Program: Bilateral project

Lead Canadian College: Various Canadian Colleges

Developing Country Organization: State Economic and Trade Commission (SETC)

Established in 1983, the China Enterprise Management Training Centre at Chengdu (CMTCC) was the first such centre in China to engage in an international cooperation project to provide modern management training services to personnel from state-owned enterprises. The centre was established against the background of China's need for a greater number of high-quality business leaders and management personnel to support the economic reforms and transition to a market economy. The final report of this project elaborates that the partnership with ACCC provided extensive training opportunities for CMTCC staff at all levels and in all areas of the organization, including technical training for department heads and deans, and exposure to international college management models and methodologies for senior administrators.

I spoke to the Vice- President of International Affairs at CMTCC, Mr. Qian Jin, who explained that the Centre was operating well and provides

support for other development projects that are implemented in Chengdu. Today, the CMTCC continues to grow and provides invaluable training to its people, and supports the Canada-China Women's Law Project. Elaborating on the impact of the Canadian colleges on the activities of CMTCC, Qian Jin wrote: *"the connection with Canadian Colleges, the international experiences accumulated and the reputation of our expertise and professionalism established has assisted CMTCC in expanding its network among other international organizations". Furthermore the institutional and the individual relations with the Canadian colleges and institutions developed in the years gone-by will form a solid platform for the future development"*.

II

Title: Technical Staff Development

Country: Jamaica

Year: 1990-1992

Program: Program Development Fund II

Lead Canadian College: Nova Scotia Agricultural College (NSAC)

Developing Country Organization: College of Agriculture, Science and Education (CASE)

The Jamaican College of Agriculture, now called the College of Agriculture, Science and Education (CASE), focused on technical development in the field of Agriculture. The objectives of the College have been sustainable in terms of institutional and financial capacity as it has succeeded in developing international collaborations and establishing a permanent office for international relations. The partnership with NSAC helped CASE to establish Jamaica's first Bachelor of Technology Program in Agriculture and an electronic library that still

operates. The Jamaican government has mandated CASE to undertake outreach activities with rural Jamaica and facilitate human resource development with other training institutions. The President of CASE, Mr. Fraser Hopeton remarked: *"the Canadian college had a positive impact on our college and we are very satisfied. Over the years, the number of students has increased, we have organized workshops and exchange programs and have an electronic library that is one of its kind in Jamaica"*. Mr. Hopeton further added, *"we are looking forward to strengthening our ties with NSAC for more funding and assistance"*.

III

Title: Botswana Agriculture Project

Country: Botswana

Year: 1991-1994

Program: Fund for Collegiate Institutional Cooperation (FCIC)

Lead Canadian College:

Saskatchewan Institute of Applied Science and Technology (SIAS)

Developing Country Organization: Botswana College of Agriculture

SIAS implemented this project in partnership with Olds College, Alberta, and the Botswana College of Agriculture to strengthen continuing education programs for agricultural extension workers. The Director of Botswana Agriculture College, Dr. C. M. Tsopito writes *"the impact the above project had on our College was on capacity building in terms of training the non-professionally trained instructors to deliver effective short courses. It provided a description of how to conduct needs assessment to identify learning requirements and set out step by step approach to designing, developing, producing and presenting short courses content. The project trained a minimum of ten instructors*

from the college who later [organized] training for trainers from Namibia and Botswana engaged in rural and extension training institutions. Most importantly, trained Programme Development Officers (PDOs) from our College continue to use this training to carry out needs assessments to identify gaps that require training, design, develop, produce and present short courses content when required to do so. I can assure you that this project was a success for our College. Our College has and will continue to value the assistance rendered by the ACCC”.

IV

Title: Former les professeurs d'une école de journalisme au méthode nord-américaine de communication
Country: Morocco
Year: 1990- 1995
Program: Fund for Collegiate Institutional Cooperation (FCIC)
Lead Canadian College: Cégep de Jonquière
Developing Country Organization: Institut Supérieur du Journalisme de Rabat

Cégep de Jonquière implemented two projects under the FCIC. The objective of one project was to train professors and students in technologies used in North American journalism. The second project focused on starting a Centre for Opinion Surveys. The role of the Cégep de Jonquière was to strengthen a unit (Marsad) within the Institute Supérieur to conduct surveys, and integrate gender considerations into programming. The Institut Supérieur then worked with the Ministry of Health in Morocco to conduct a structured national promotional campaign for vaccination throughout Morocco. Presently, the two projects continue to build their own capacities and linkages based

on the knowledge transferred by their Canadian partners. M. Lamouri, Director of the Institut Supérieur du Journalisme de Rabat writes, “*the project was implemented many years ago and the training we received was very good. We have done a study for UNESCO and many other small surveys. We are continuing to use the training that was provided to us under this project”.*

V

Title: St. Andrew's College Development
Country: Ghana
Year: 1992-1995
Program: Fund for Collegiate Institutional Cooperation (FCIC)
Lead Canadian College: Nova Scotia Agricultural College (NSAC)
Developing Country Organization: University College of Education, Winneba, Ghana

The St. Andrew's project was NSAC's first project in Ghana and was followed by an Agri-Entrepreneurship Training project which was completed in 2002. The former project achieved the goal of strengthening St. Andrew's College through staff upgrading and the development of learning resources. These activities met the College's mandate to prepare teachers who can relate science and agriculture to sustainable systems for rural life. Today, Saint Andrew's College has become the Mampong Campus, housing the Department of Agricultural Education of the University College of Education, Winneba (UCEW). In May 2002, UCEW became an autonomous university and is now called the University of Winneba. In response to our query as to the impact of NSAC on the UCEW's agricultural program, Dr. Musa Seidu a faculty member of the university replied: “*we had a lot of development. NSAC helped us to*

renovate our animal section, the poultry and the piggery. We are using teaching material that was developed by NSAC. In whole, our partnership with NSAC was very beneficial and in fact we still need more help”.

VI

Title: Learning Difficulties Project
Country: Jordan
Year: 1993- 1996
Program: Fund for Collegiate Institutional Cooperation (FCIC)
Lead Canadian College: New Brunswick Community College, Saint John (NBCC)
Developing Country Organization: Princess Sarvath Community College

The collaboration of NBCC-Saint John and Princess Sarvath Community College focused on a pioneering effort to improve access to education for children with learning difficulties. NBCC-Saint John trained ten teachers in Canada and ten in Jordan in the area of: diagnosing, teaching for, and correcting learning disabilities. The project has been sustainable as it continues to build on its capacity development with the help of these trained staff. It is the only institution in the Arab world that specializes in the education of children with learning disabilities. Recently, the head of this school contacted its Canadian partner to train another group of teachers of children with learning disabilities to meet growing demand. To ascertain the sustainability of this project, I spoke with Mr. Hamada Abdul Salam, coordinator of the learning disabilities program at Princess Sarvath Community College who told me that the program is very popular in Jordan and other neighbouring countries. He also added that the curriculum developed by NBCC has been

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translated into Arabic and has been standardized within the Jordanian context and approved by the American Psychological Corporation. Anne-Marie Gillis, Coordinator of International Education at NBCC-Saint John recently informed me that as a follow up to the training, five Jordanians travelled to New Brunswick early this fall to begin a three-month program of training in learning difficulties with the New Brunswick public schools.

VII

Title: MIDAS Linkage Project

Country: Bangladesh

Year: 1993- 1997

Program: Funds for Collegiate Institutional Cooperation (FCIC)

Lead Canadian College: Humber College

Developing Country Organization: Micro Industries Development Assistance Society (MIDAS)

The objective of this project was to increase the skills of MIDAS and other Non-Government Organization (NGO) staff in Bangladesh to promote the growth and development of small-scale sustainable business and industry in the country. The strategies proposed involved the delivery of a series of applied training workshops to promote the development of sustainable small business in Bangladesh. The strategies also involved working with MIDAS personnel in the development and delivery of these workshops as co-facilitators to enable them to deliver similar workshops in the future (train-the-trainer). In my telephone conversation with Mr. B. R. Khan, Deputy Managing Director of MIDAS, he commented: *"we have learned something from our partnership with Humber College. They have helped us with our capacity building and*

offered direct training to other micro-enterprises in Bangladesh. We have ourselves developed in-house material and done our capacity building from the material taught by Humber College. The system is working". Mr. Khan added that *"partnering with Humber College has given us good exposure since we sent staff to Canada who have further trained in-house professionals (train-the-trainer). The whole experience has given a great boost to our organization and it has had a great impact from a social aspect".* Today, MIDAS is a recognized and established NGO in Bangladesh and continues to collaborate with international organizations for the development of Bangladeshi society.

VIII

Title: JAMAL Literacy Program

Country: Jamaica

Year: 1991-2000

Program: Funds for Collegiate Institutional Cooperation (FCIC) + Canadian College Partnership Program I (CCPP)

Lead Canadian College: Fanshawe College

Developing Country Organization: JAMAL

JAMAL is a grassroots organization and receives support from different NGOs and volunteers and has direct relationship to the Jamaican Ministry of Education. The objective of this project was to develop literacy training for adult learners in the remote areas of Jamaica. Spread over a decade due to its scope and budget cuts during an earlier phase, the project had three components: numeracy skills, life skills and institutional strengthening. The success of the project led to a spin-off project in Guyana which used the level I-IV numeracy books developed for the JAMAL project. In a

telephone conversation with Mr. Seamore Riley, Director of JAMAL, he explained: *"JAMAL has sustained itself and is developing a high school equivalent program for adult learners who did not receive formal grade 11 certification or dropped out of school".* He further remarked, *"based on a survey done by the Conference Board of Canada that studied the impact of illiteracy on productivity, Jamaicans realized that they were losing 2.4 per cent GDP because of illiteracy".* Thus, in cooperation with ACCC and other senior representatives of national adult education agencies, JAMAL developed strategies and objectives for the National Adult Education Commission and recommended the same to the Jamaican Ministry of Education and Culture. The numeracy program has had and continues to have a positive effect on the literacy movement in Jamaica.

IX

Title: Malaysia Teacher Training Project

Country: Malaysia

Year: 1992-1995

Program: Funds for Collegiate Institutional Cooperation (FCIC)

Lead Canadian College: College of the North Atlantic (Cabot College)

Developing Country Organization: Universiti Teknologi MARA

This project was designed to upgrade the teaching skills of instructors through technical assistance and the provision of training materials. Technical areas of focus were Food Technology, Textiles and Language Teaching. The partnership helped to introduce self-directed learning and adult education techniques to Malaysia instructors who would then conduct their own workshops at MARA for other instructors, initially

with assistance from Canadian technical advisors and eventually on their own. In response to questions on how the training impacted the Malaysian instructors, Ms. Siti Noorbaiyah Abdul Malek, a Food Technology lecturer in the School of Applied Sciences, responded, *“As a result of this training I was selected best lecturer in the department for the year. The pedagogical training helped me to devise lessons around student needs where I get input from the students’ experiences. For example, I let them go to the supermarket to inquire about the additives used and why they are used. Then the students are asked to make a presentation and the whole class grades each other. I also trained two groups of instructors here at MARA before I went away for my PhD”*. Ms. Malek expressed her satisfaction with the teachers training and is very keen to continue participating in similar programs in the future.

training geared towards capacity building for the local population. Ten years after its creation, the Skills Development Centre continues to sustain itself through various revenue-generating activities. For example, the automotive component undertakes sub-contracting work for local industry which in turn pays user fees for the services provided. The profits are re-invested in funding these activities and ensure the maintenance of the school's equipment and its relevance to local economic development. Mr. Peterson, Technical and Vocational Education Training Coordinator at the Ministry of Education of Antigua and Barbuda wrote to ACCC: *“I am pleased to inform you that ACCC’s and Mohawk College’s support was very timely and consisted of both human resource and plant development. Several of the persons who received that initial training from Mohawk have gone on to obtain university degrees, including Masters”*.

their staff and students, and the institutions had enriched their experiences. Many staff members, directly or indirectly involved with the implementation of a project, have succeeded in building long-term relationships with their overseas partners, and in some cases, a successful project has led to the development of new projects in the same country or another country.

In some cases where CCPP funding, for example, has not been able to sustain the project financially through a second phase, it has instead assisted Canadian colleges and institutes and their overseas partners to initiate complementary initiatives. As such, many Canadian colleges and institutes expressed the view that strong government support in the partner country is also a key component in the sustainability of the project as it helps to validate and promote the value, continuity and application, through various mechanisms, of the learning, knowledge and skills developed.

Through education, whether formal, informal, technical, vocational or professional, the projects mentioned in this article have contributed to sustainable development. They have helped to strengthen the capacity of institutions to achieve results not only for the institutions themselves, their staff and students, but also for their clients, those sectors of society - industry, government and labour - that rely on the institution to produce skilled graduates able to contribute to the socio-economic development of their communities. ●

X

Title: Skills Development Centre

Country: Antigua

Year: 1992-1995

Program: Fund for Collegiate Institutional Cooperation (FCIC)

Lead Canadian College: Mohawk College

Developing Country Organization: Ministry of Education, Antigua and Barbuda

Conclusion

The findings of this brief survey reflect the far-reaching impact of the international development activities of Canadian colleges and institutes, especially in terms of human development and the heightened capacity of overseas educational and social institutions.

The empowerment of local people has guided them through the process of organizing future activities and constructing institutions that allow the identification and implementation of programs and projects of direct benefit.

The partner institutions both in Canada and overseas countries have gained immensely from their collaboration. In reference to their projects, some of the Canadian colleges and institutes commented that work in international development had contributed to the internationalization of

In collaboration with the Rotary Club of Antigua, Mohawk College in Ontario undertook the responsibility of assisting the Government of Antigua and Barbuda to establish a post-secondary trade school on the island. ACCC supported Mohawk College to commission equipment and to provide training for the vocational school. Mohawk College provided the expertise, curriculum and teacher

Footnote

¹ CIDA's Sustainable Development Strategy 2001-1003: An Agenda for Change. Catalogue #: E94-306/2001

CCPP Category 1 and Category 2 Proposal Preparation Workshops

Category 1 and Category 2 Proposal Preparation Workshops were held across Canada in May and June 2002. Workshops were held just prior to the ACCC Annual Conference in St. John's, Newfoundland. Workshops were also held in Quebec (hosted by Collège Mérici), in Vancouver (hosted by Langara College) and Toronto (hosted by Humber College). Each session focused on new elements introduced in the CCPP Phase II that affect the projects, and explained the requirements for the preparation of the Category 1 and 2 project proposals. The workshops had good participation with 105 participants from across Canada, including a participant from the Nova Scotia Agricultural College's partner from Jamaica, the College of Agriculture, Science and Education. The PowerPoint presentation from this workshop is available on the CCPP website at <http://ccpp.accc.ca/>.

CCPP Sessions at the 2002 ACCC Annual Conference

The 2002 ACCC Annual Conference in St. John's, Newfoundland included four sessions targeting colleges and institutes interested or involved in the CCPP:

- The International Program Staff Network Session presented four case studies on the internationalization of colleges and institutes. Capilano College, Grant MacEwan College, Niagara College and Nova Scotia Agricultural College prepared the case studies. Each college presented their internationalization models and approaches and exchanged experiences with session participants. ACCC also presented an overall internationalization model, developed as a result of the case studies, and scheduled to be published by ACCC in the fall of 2002.

- The session entitled "How to Work in Partnership" was very dynamic with the participation of representatives from colleges and institutes and overseas partners. Participants included representatives from the CCPP project "Technical Education Reform" delivered jointly by the Saskatchewan Institute of Applied Science and Technology, the Malawi Polytechnic and the Ministry of Labour and Vocational Training of Malawi. Representatives from two CIDA-funded bilateral projects managed by ACCC - the "Sustaining and Extending Technical Vocational Education and Training" project in Jordan and the "Canada-India Industry Institute Linkage" project - also made presentations.

- New Brunswick Community College - Saint John and the Universidad de Cienfuegos presented a session entitled "Attracting the Best" that showcased their CCPP

project in Cuba. This project has enabled the Universidad de Cienfuegos to develop new vocational and technical training programs within the Mechanical and Industrial Engineering faculties and effectively market the engineering programs. Cuban instructors trained in competency testing and evaluation conduct aptitude testing for students in their last year of high school to attract motivated students with appropriate abilities to the these programs, thereby increasing the student success rate. The session included a very innovative video presentation comprised of testimonials from some of the instructors involved in the project as well as the students of the Universidad of Cienfuegos.

- Representatives from Mount Royal College and the Institut de technologie agroalimentaire de La Pocatière presented a session on internationalization entitled "10 Years of Internationalization". As Mount Royal College is a large urban-based college in Calgary and the Institut de technologie agroalimentaire de La Pocatière is a smaller, rural-based institution, the session effectively demonstrated how colleges and institutes in very diverse contexts address internationalization.

Project Development Fund

The CCPP Phase II Project Development Fund (PDF) identification missions took place between June and September 2002 with 50 colleges and institutes participating. CIDA approved 52 PDF proposals recommended by the PDF Selection Committee, however two colleges were not able to proceed with their identification missions due to situations of political instability in the targeted countries. Colleges and institutes that participated in the first PDF process will be asked to provide feedback on this new element of the CCPP.

Category 1 and Category 2 Proposal Submissions

The Request for Proposals (RFP) for Category 1 and Category 2 projects was sent to all colleges and institutes on May 17, 2002. Proposals must be received at the ACCC Secretariat at or prior to 5:00 p.m. (17:00 hrs), Eastern Standard Time, on Friday October 18, 2002.

Project Selection Committee Meetings

The Project Selection Committee (PSC) is composed of four college and institute representatives, a CIDA representative and two international representatives. The PSC will meet October 24-25, 2002 for an orientation session to prepare for the evaluation of the Category 1 and

Category 2 proposals. From January 29-31, 2003, the PSC will meet to select and recommend proposals for approval by the Minister for International Cooperation, responsible for CIDA.

College Visits by ACCC Project Officers

Throughout the fall, ACCC Project officers will be conducting site visits to many colleges and institutes with ongoing CCPP projects in order to monitor the projects, gather data on their progress in attaining expected results, and review any questions related to project management.

CCPP Forum

The Canadian College Partnership Program (CCPP) Forum will be held on May 22-24, 2003 prior to the ACCC Annual Conference in Vancouver. The Forum will include sessions focused on enhancing the project management capacities of both Canadian colleges and institutes and developing country partners involved in the delivery of CCPP projects. Canadian colleges and institutes interested in, or involved in, CCPP projects are invited to attend the CCPP Forum along with representatives from their developing country partners. Canadian institutions and their developing country partners with recently awarded Category 1 and Category 2 projects starting April 1, 2003 are particularly encouraged to attend this forum as an initial project inception activity. Look for a preliminary program and pamphlet before December 2002.

CCPP Capacity Development Needs Analysis

As part of the CCPP Phase II, ACCC has been mandated by CIDA to provide capacity development and training to both Canadian colleges and institutes and their developing country partners involved in CCPP projects. ACCC will be conducting a capacity development needs analysis in the fall of 2002. Needs assessment questionnaires will be sent to both target groups. All college and institute representatives who receive a questionnaire are encouraged to reply promptly and support their developing country partners in doing the same. The results of the needs analysis will enable ACCC to develop future training and capacity building activities. The CCPP Research and Training Officer, Meenakshi Gupta, will be conducting the needs analysis, followed by a series of focus groups to validate the findings.

CCPP Project Visits in Senegal

In August 2002, Bernard Lachance, Vice-President, Partnership Programs held consultations with partners in Senegal and visited the following projects:

- "Formation continue en média", managed by La Cité collégiale and Cégep de Jonquière in partnership with the Institut supérieur des sciences de l'information et de la communication;
- "Centre de formation technique" managed by Collège de Sherbrooke, in partnership with Lycée Seydina Limamou Laye;
- "Forma-Pêche" managed by Groupe Collégia for the Cégep de la Gaspésie et des Îles and the Institut Maritime du Québec, in partnership with the École nationale de formation maritime.

While in Senegal, Mr. Lachance also met with the Senegalese Minister of Vocational and Technical Training, Literacy and National Languages, the Minister of Education, the Minister of Tourism, and the Minister of Transport and Infrastructure.

CCPP Staff Changes

Mélanie Pilon has been appointed to the position of Project Officer with the CCPP team, effective August 12, 2002. Ms. Pilon is responsible for coordinating and monitoring the Project Development Fund, as well as the CCPP projects of colleges and institutes in Ontario and Manitoba. She can be reached at tel.: (613) 746-2222, ext. 3111 or email mpilon@acc.ca. Anita Nugu has also joined the CCPP team as Administrative Assistant replacing Shannon McCarthy. Ms. Nugu is responsible for insurance issues, communications and project follow-up and can be reached at tel.: (613) 746-2222 ext. 3141 or email anugu@acc.ca.

International and National Trends in Local Governance of Education

The UNESCO Program on Educational Governance at Local Levels aims to enable communities to participate in the planning, management and delivery of quality formal and non-formal education for all children and adults. *International and National Trends in Local Governance of Education* attempts to address questions about how educational governance functions at local levels.

Prepared by Dr. Noel McGinn, Professor Emeritus, Harvard Graduate School of Education, in collaboration with UNESCO, this publication identifies major changes occurring in the governance of education and current trends toward increased autonomy for local schools. It concludes that reforms today are more complex and involve more actors than in previous decades. Reforms include discussions on ways in which students learn and new forms of organizing education. Governance reforms involve not just modifications of who decides what, but also fundamental changes in how we think about education, including questions about the existing model of schooling and consideration of lifelong learning approaches.

To order, visit UNESCO Publishing at <http://upo.unesco.org> (36 pages, ISBN 92-3-103835-4).

Learning Throughout Life Challenges for the Twenty-first Century

This book brings together the main issues discussed at a conference on lifelong learning organized by UNESCO in 1999. *Learning Throughout Life* is intended for educational planners and policy-makers concerned with ensuring the availability of opportunities for learning throughout life in both formal and non-

formal contexts. It will also appeal to specialists in the social sciences who work in areas related to educational development in different socio-economic and cultural contexts. To order, visit UNESCO Publishing at <http://upo.unesco.org> (160 pages, ISBN 92-3-103812-5).

National Strategies for E-learning in Post-secondary Education and Training

There have been many debates among education specialists as to whether the use of new technologies, such as the Internet, implies a radical change to the nature of education systems, or whether these technologies are merely tools that serve to enhance the delivery of education. *National Strategies for E-learning in Post-secondary Education and Training* presents the argument that e-learning is indeed bringing about an important shift within the education sector, and is changing the very nature of learning. The flexibility and accessibility of information that characterize e-learning correspond to the new types of skills required of workers in a knowledge-based economy, and not necessarily only in the most developed countries.

With examples drawn from countries that have invested most heavily in e-learning, author Tony Bates looks at the different strategies open to policy-makers. Mr. Bates is Director of Distance Education and Technology at the University of British Columbia and has researched, managed and developed distance education programmes for over 30 years. To order, visit UNESCO Publishing at <http://upo.unesco.org> (136 pages, ISBN 92-803-1214-6).

Adult Learning and the Challenges of the 21st Century

Adult Learning and the Challenges of the 21st Century is a series of 29 booklets documenting workshops held

at the Fifth International Conference on Adult Education (CONFITEA 1997). The booklets cover the following subjects: democracy and cultural citizenship; the quality of adult learning; literacy and basic education; empowerment of women; world of work; environment, health, population; media, culture; groups with special needs; economics of adult learning; and, international cooperation. To order, visit UNESCO Publishing at <http://upo.unesco.org> (ISBN 92-820-1089-9).

Monitoring Learning Achievement Towards Capacity-building

Monitoring Learning Achievement provides a detailed account of the Joint UNESCO-UNICEF Monitoring Learning Achievement Project in five pilot countries (China, Jordan, Mali, Mauritius and Morocco) and the implementation strategies designed to promote a 'critical mass' approach to capacity-building, through national and inter-agency partnerships. It also presents some common core and country-specific tests of basic learning competencies and proposes a step-by-step framework for data collection, analysis and reporting. To order, visit UNESCO Publishing at <http://upo.unesco.org> (150 pages, ISBN 92-3-103440-5).

The World of Learning

The definitive guide to higher education worldwide, the 53rd Edition of *The World of Learning* details over 30,000 academic institutions, 200,000 staff and officials, 400 cultural, scientific and educational institutions as well as information on universities, colleges and other centres of learning in many countries. To order, visit International Press Publications Inc. at www.ippbooks.com (\$825.00, ISBN: 1857431359).

Resources

Educational Development through Information and Communications Technology

Information and Communications Technology (ICT) has proven to be one of the key drivers of change in education. Particularly in the area of higher education, ICT is enabling educators, educational developers and institutions to 'reach out' to learners, using innovative approaches based on the flexibility, accessibility and

diversity that it offers. *Educational Development through Information and Communications Technology* is based on the experiences of expert educational developers from the UK, the United States, Canada, South Africa and Malaysia. It considers the ways in which ICT can be used to enhance learning both on and off campus, and how educators and institutions have tackled the issues associated with the adoption of new approaches and technologies.

International in scope, and written by educators and educational developers rather than by technologists, this book is intended to be accessible to anyone with a critical interest in improving education through the use of ICT. It will be of particular interest to staff and educational developers, ICT coordinators, course leaders and course developers. To order, contact Renouf Books at www.renoufbooks.com (224 pages, \$48.00, ISBN 0749435658).

Events

VIII North American Higher Education Conference Calgary, Alberta: October 17-19, 2002

The annual conferences of the Consortium for North American Higher Education Collaboration (CONAHEC) enable key leaders and practitioners in higher education to address specific issues and create opportunities for bilateral and trilateral education collaboration. Held for the first time in Canada, the VIII Conference will be hosted by Mount Royal College in Alberta. Working with the theme, "North American Higher Education Collaboration: The Next Decade," conference participants will help shape the collaborative agenda in North American higher education and develop strategies to meet the challenges of the next decade. For more information, visit www.conahec.org/Conahec2002.

Developing Skills for the New Economy Winnipeg, Manitoba: October 17-19, 2002

Hosted by the Canadian Centre for UNESCO's Project on Technical and Vocational Education (UNEVOG-Canada) and the Canadian Vocational Association (CVA), in partnership with the UNESCO-UNEVOG Centre in Bonn, Germany, this International Conference on Technical and Vocational Education and Training will engage participants in a dialogue on the impact of the new economy on job and workforce development. All key stakeholders are invited to participate in discussions and critical reflection on international research, policy initiatives, case studies, best practices, innovative approaches and strategies to promote successful skill development in the new economy. For more information, visit www.umanitoba.ca/unevoc/2002conference/.

6ième Congrès international francophone sur la PME

Montréal, Québec: Oct. 30 - November 1, 2002

Small- and medium-sized enterprises (SMEs) must adapt to new realities in the business world to grow and survive. Globalization, new ways of doing business, constantly changing new technologies, temptation towards mergers or acquisitions and ever increasing financial needs are major concerns for SMEs. Hosted by the Association internationale de recherche en entrepreneuriat et PME (international association for entrepreneurial research and SMEs), the 6ième Congrès international francophone sur la PME (6th international francophone conference on SME) will address how entrepreneurs can address these transformations in the business world. For more information, visit www.hec.ca/cifpme2002/.

Building Human Security Through Education: Celebrating the International Decade for a Culture of Peace

CBIE 2002 Annual Conference

Ottawa, Ontario: November 1-4, 2002

In celebration of the declaration of 2001 to 2010 as the International Decade for a Culture of Peace and Non-Violence for the Children of the World, the 2002 Conference of the Canadian Bureau for International Education will promote the achievement of human security through peace education. Peace education has never been a more relevant or necessary component in the achievement of human security. The transformation from a culture of conflict and violence to a genuine culture of peace needs to be fostered in the institution with the greatest reach and

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capacity, namely the school and higher institutions of learning. For more information, visit www.cbie.ca/conference/index_e.cfm?page=annual_e.

2002 CIEE Annual Conference

Atlanta, Georgia, USA: November 6-9, 2002

The 2002 Annual Conference of the Council on International Educational Exchange will be of interest to study abroad advisors, deans of international affairs, language and international program faculty, college and university presidents, international representatives and distance education practitioners. With the theme "Underrepresented Faces and Non Traditional Places" participants will address the obstacles faced by ethnic students, older students, those with children and students with disabilities who are underrepresented in study abroad programs. Conference sessions will also explore issues surrounding less traditional study abroad destinations. For more information, visit www.ciee.org/conferenceprogram.cfm.

10th Annual AMPEI Meeting

Guanajuato, Mexico: November 10-12, 2002

A number of countries are currently undergoing economic, political and social crises brought about by economic recession, armed conflict in the Middle East and the events of September 11, 2001. With the theme, "International Education in New Circumstances," the 10th Annual Meeting of the Mexican Association for International Education will examine how those involved in international education face the new reality which has shaken the confidence of many people around the world. For more information, visit www.ampei.org.mx/Ingles2002/ingles2002.html.

Online Educa Berlin

8th International Conference on Technology Supported Learning & Training

Berlin, Germany: November 27-29, 2002

An annual event, Online Educa Berlin is the largest gathering of e-learning professionals in Europe, enabling participants to develop multinational and cross-industry partnerships, and enhance their knowledge, expertise and abilities. The conference will attract more than 1,200 top-level decision-makers from over 60 countries, including experts from government, industry, business, commerce and the higher education sectors. The event will provide an international forum for individuals interested in the e-learning industry to examine and evaluate the processes, procedures, techniques and tools for creating learning environments appropriate to the 21st century. For more information, visit www.online-educa.com/online_educa_berlin/index.htm.

World Education Market

Lisbon, Portugal: May 20-23, 2003

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.

UNESCO Conference on Teaching and Learning for Intercultural Understanding, Human Rights and a Culture of Peace

Jyväskylä, Finland: 15-18 June 2003

The goal of the UNESCO Conference on Intercultural Education will be to foster world-wide academic collaboration and solidarity with a view to reducing regional disparities across the globe. The conference will serve as an innovative forum allowing participants to discuss evaluating and improving teacher education/training and academic and vocational higher education policies and practices; enhancing the intercultural competence of professionals working in academic and vocational higher education; developing new multi- and interdisciplinary and intercultural research initiatives to enhance teaching-learning methods and materials; incorporating human prosperity and cultural heritage into education and training; establishing an open forum and network of education professionals active in the field; and, promoting collaborative projects. For more information, visit www.jyu.fi/kti/unesco2003/conference.htm.

3rd International Conference on Technology in Teaching and Learning in Higher Education

Heidelberg, Germany: July 14-16, 2003

As we journey into the 21st century, it is becoming clear that higher education across the world is undergoing a series of fundamental changes with extensive technological advancements giving rise to the virtual campus. New instructional delivery systems are reshaping the educational experience. The focus of the 3rd International Conference on Technology in Teaching and Learning in Higher Education will be to address the various issues surrounding the uses and possibilities of technology in teaching and learning. This event will be of interest to faculty, students, staff, administrators and other parties involved with the organization and delivery of distance education and technology issues. For more information, visit www2.nl.edu/conferences.