



ACCC INTERNATIONAL

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Creating an international learning environment: Canadian students outside the Canadian Embassy in Havana, Cuba

Students and International Development and Cooperation

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Editor-in-Chief:

Lorna Malcolmson

French Editor:

Debby Wilson

Editorial Assistant:

Judy Barbeau

Translator:

Talibé Communications

La Boîte à mots

Exegetics

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



by Gerald Ingersoll
Principal, New Brunswick Community College – St. Andrews

In 2010, Canada will be short a million people in the labour force.

A Canadian company or enterprise with sales of three million dollars a year that is not involved in international business will be out of business.

*"My experience in Merida has changed my outlook on life. My overall rating would be higher than a 10 because I relive my Merida experience in Canada every day."
Rachel Aubie, IT student 2001-03*

In 2006, the Americas will be united under the Free Trade Agreement of the Americas.

"The international students that stay in my apartment are the best behaved group of young people I have had the pleasure of doing business with." C. Henderson, St. Andrews

The quotes and statements mentioned above all point to an international future, and a world very different than we experienced in our era as educators. This future will belong to our students going out of Canada and to international students arriving. How do we really equip our Canadian students for this future world? We embrace change and build on every opportunity to let our college students learn in an international environment.

Creating learning opportunities for our students is the heart in our work and the core of our business. Ultimately, as community college educators, we can achieve no higher purpose than that so profoundly stated by John Ruskin, "Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave." Our work isn't just developing a technical skill that creates an employment opportunity for a student. It is essentially educating our students in new ways of thinking, acting and behaving so

that their lives are richer in all ways after the college experience.

New Brunswick Community College (NBCC) - St. Andrews has been able to increase the creation of life changing learning experiences through a careful, strategic and systemic approach to internationalization. One of 11 campuses in the province, St. Andrews has a relatively small student population of 450 and serves a rural adjacent community of some 30,000 individuals working in a strong, diversified natural resource-based economy. Ten years ago, some of the strategic issues faced by the community and the college included a 40 percent decline in the number of students in the provincial school system as well as an aging population. While there was no international immigration to the province, there was a net out-migration of New Brunswickers to other parts of Canada.

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Compounding these issues was the fact that 80 percent of regional goods and services were sold internationally, but we had no international activity at our College. We identified, as a strategic part of our mission, that we would internationalize the College, and in doing so, provide our teaching and learning services to markets and students beyond our provincial and national borders. This would develop not only business for the College, but sensitivity to international issues within the College, our communities and businesses. With this longer-term strategic objective in place, we then focused on developing supportive operations.

First, we attended workshops presented by the Association of Canadian Community Colleges (ACCC) on how to get started in international work and use the Canadian College Partnership Program (CCPP) to underwrite the cost of building capacity in this area. Experience from other Canadian colleges indicated that you should start with international contacts in your own community. At that time, a Cuban shipping line was making regular calls into our community's deep-water port. After the collapse of the Soviet Union, Cuba was experiencing heightened economic difficulties. Local churches and communities in the area had developed a support mechanism for the Cuban sailors. Within this context, the College approached the Cuban leadership on the ships with ideas for sharing our learning experiences and College programs with Cuban students. We further developed these ideas by networking with a local University that already had some work in Cuba, and through the support and counsel from the ACCC within two years we had won a CCPP project in the city of Cienfuegos.

Thus began a process of internationalizing our faculty. We implemented a procedure whereby those of us with some experience would always take a first time visitor from our College for a first week orientation with our university partners in Cuba. This experience supported many faculty members who had not had an opportunity to obtain international development experience. They found that their first contact with the warmth and openness of the Cuban people stimulated an early and binding desire to develop a partnership. In total, these visits created opportunities for over 300 Canadian students, teachers, and community and business leaders to participate in learning, cultural and community exchanges. In turn, Canadian hospitality was able to welcome over 100 Cuban students, professors and community leaders to New Brunswick.

Within a couple of years, the support of local businesses grew to include donated cars, trucks, vans, building materials, photocopiers, computers, etc., which were shipped to Cuba on the Cuban shipping lines. In addition, Cuban communities and businesses began to support our work together in a similar manner.

While these relationships were deepening, the College began to look beyond the developmental aspects of the CCPP for other long-term sustainable opportunities. Our contacts expanded into Mexico, which led to new student exchanges under Human Resources Development Canada's North American Mobility Program. We developed faculty exchanges with our Latin American partners to support a high quality Spanish language learning program. Three programs send our students to Latin America for one semester.

Close to 15 percent of the student body is involved in at least one-term of international study during their two-year program at St. Andrews. The success of our exchange programs has allowed the College to comfortably expand our invitation to international students studying at St. Andrews. Today, we have international student representation from over 15 different countries, providing a truly rich exchange experience in the classrooms of our small, rural college.

What of the Future?

The World Federation of Associations of Colleges and Polytechnics has identified five key issues for future success: accessibility, partnership, finance, human resource development and a permanent international voice. Our international partners have given both voice and vision to our rural college and we have created momentum that is helping to position our college (our enterprise) where it needs to be as a service provider in a global economy.

While our vision used to reflect our aspirations for internationalization, today it reflects our reality. Our working business plan includes international market prospects and revenue projections. It shows that St. Andrews will not only be strong operationally; but will continue to gain the support of our community business stakeholders by attracting a source of qualified employees who have an interest in building a stronger Canada within a strong Free Trade Agreement of the Americas.

Yet, despite the plans and the projections, we must not forget the educators' satisfaction that comes from impacting meaningfully on the learning experience. The words of Jason Peters, a second-year International Business student sum up the future of learning at St. Andrews, "My experience travelling to Cuba has affected my life in many ways, some are unexplainable. I have changed in a way that now I am more open to new experiences... I have changed to be more tolerant towards things that I disagree with. I now have an itch to travel the world in specific the Caribbean and Europe. I have just recently realized the potential there is by taking this course. I know now what type of people I want to surround myself in my personal and professional life." ●

Expanding Horizons in the Himalayas: Canadian Nursing Students in Nepal

Nepal is one of the poorest countries in the world, with a lack of access to both healthcare and education. In 1997, the Government outlined an action plan to upgrade the skills of healthcare workers. To support this initiative, the Canadian International Development Agency, through the Canadian College Partnership Program, funded the Rural Health Worker Development Project in Nepal.

Involving a partnership between Kathmandu University and Dhulikhel Hospital in Nepal, the University College of the Cariboo (UCC) and the Saskatchewan Institute of Applied Science and Technology, the project was designed to increase access to resources for nursing skills upgrading in rural Nepal. Computers and audiovisual resources were provided for the hospital to enable Nepalese nurses to take distance education courses focusing on clinical skills, leadership and management. With an exchange component to the project, 12 Nepalese nurses travelled to Kamloops, British Columbia and each year, four UCC third-year-nursing students, with an instructor, participated in a five-week practicum experience in Nepal.

Students were placed at three acute care agencies and attended outpost clinics with hospital staff, which required driving and trekking for hours through difficult terrain. One student described assisting with minor surgery under a tree, with droppings from the tree falling in the wound. They also worked in a weekly maternal-child clinic at the hospital and some students had the opportunity

**By Sharon Simpson,
Assistant Professor, School of
Nursing with Cheryl Lyall,
Penny Heaslip and Karen
Abbott, Nursing Faculty,
University College of the
Cariboo**

to work with the Lion's Eye Care Clinic in Kathmandu.

In addition to providing nursing care in a number of settings, the students took a leadership role to



Canadian nursing student with young Nepalese patient

assist the Nepalese nurses with a number of issues. For example, UCC students and faculty participated in a workshop to share their experiences of communication between faculty and students and discussed strategies to overcome difficulties. This past year,

two students took the initiative to develop and present two pain management seminars for physicians, nurses and students.

The students also interviewed and videotaped a number of people in Nepal involved in community development. Trekking to New Heights: Community Development in Nepal is being shown in UCC courses and is being offered to other programs in British Columbia.

As well as contributing to health care in Nepal, all of the students have asserted that their experience impacted significantly on their personal and professional development. They believe that they have learned to be more flexible and adaptable to a wide variety of situations. One student stated ***“hospitals can be very difficult places to work ... it's made me stronger to deal with the confrontation/conflict that you deal with every day...it has definitely made me a lot more self-confident.”***

There have been many comments from students related to cultural sensitivity. ***“It really did open my eyes...it really shed a lot of light on cultural experiences and the health care process and just how people work in a country, a health care system that is so dilapidated, so run down and you have to make do with what you have.” “It made me more aware of my own culture and I now know that I want to work in a rural setting in a primary health care type of role.”***

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Another student talked about seeing families caring for the patient and the need to be careful not to interfere with a practice that may be a religious belief. For example,



Canadian nursing student doing wound care at an outreach post/clinic in Nepal

she learned ***“that when someone is dying, the family member might try to give [their loved one] water because if they do they will go to heaven. When someone can’t swallow and is choking on water, [a Canadian] would probably step in and say to the family “don’t do that”, but in the Nepalese religion that’s what they need to do to have a window to heaven.”***

The extreme poverty in Nepal resulted in a lot of serious reflection related to socio-economics throughout the world. ***“One day I went for a walk and I put on my GORE-TEX® jacket, got my camera and my Discman, then I realized that I was probably wearing more money than most [Nepalese] see in a lifetime. But most of the people that we developed a relationship with gave us things, gifts, and that was very humbling”.*** Another student described a situation where a little boy had been in a very serious accident and his legs were seriously smashed. Following the surgery, there were huge dressings that had to be changed every day, which caused the little boy excruciating pain. The student inquired about giving the boy stronger analgesic prior to the dressing change but was told that the family could only afford one

oral pill per day. The student offered to pay for an injection of Demerol but was told that he could not do that.

Students were very impressed with the role the family plays in health and healing in Nepal. One student commented that the experience made him realize that ***“it’s more important to me now to spend time with my family and the people that I love.”*** One of the students who is currently practicing in a hospital in Vancouver that serves a large East Indian population talked about the policy in his department that only allows one visitor per patient. He commented that he frequently thinks about his Nepal experience and whenever possible he tries to allow more of the family to visit. He is also working on changing the policy.

Learning about gender issues and the “power differential” was another benefit of the experience for the students, who were impressed that nurses appeared to completely defer to physicians and students to instructors.

One student commented that she felt that Nepal was a ‘living lab’ for the sociology course she had taken on gender issues.

All of the students involved have indicated that they would like to pursue international work in the future, some for an extended period of time, others would prefer a shorter period of time, possibly in a volunteer role. Some would like to go back to Nepal as they were ‘hooked’ by the friendliness of the Nepalese and they would like to go back to a place where they could build on existing relationships.

With an increasing number of nursing students interested in going to Nepal, not to mention the benefits accruing to their classmates, the nursing faculty and the community in general, UCC is committed to continuing these types of experiences through a variety of funding sources. The connections established in Nepal through the Rural Health Worker Development Project will allow future students the potential to make an even greater contribution to the local people as well as the health care system in general. ●

Young Professionals Make a Difference in Ecuador Eco-Tourism Project

by Tracey Neumar
International Project Developer
College of the Rockies

Bartering for sweaters in colourful markets surrounded by massive volcanoes, paddling a wooden canoe through thick wild jungles, snapping photos of the fearless animals and the surreal landscape of the Galapagos Islands... are all images pictured by many potential tourists when they think of Ecuador. However, when you stand on Ecuador's coastline and watch life unfold in an idyllic little fishing village or marvel at the endless sand and surf while gazing at a postcard perfect sunset, you quickly realize that Ecuador has even more to offer than highlands and islands.

Although tourism accounts for approximately 12 percent of GDP in Latin America, most of the funding for tourism in Ecuador is focused on the Galapagos Islands and the Andean Region. When the average tourist arrives in Quito, she can spend hours shopping for the perfect eco-tour that will whisk her off to a sailboat trip in the Galapagos Islands, to a mountain bike ride down Mt. Cotopaxi, or to a canoe trip in the heart of the Amazon River basin. The beauty of Ecuador's coastal region, however, is startlingly under-represented.

As a result, many of the benefits that can be derived from sustainable, well-run eco-tourism

initiatives have not reached many of the communities in the coastal area. In an effort to improve economic development and reduce poverty in the Guayaquil coastal region through the development of sustainable eco-tourism enterprises, the Canadian College Partnership Program (CCPP) funded a Sustainable Eco-tourism Project in 2000. This community-based initiative involves a three-way partnership between Universidad Especialidades Espiritu Santo (UEES) in Guayaquil, Ecuador; College of the Rockies (COTR) in Cranbrook, British Columbia; and Niagara College in Welland, Ontario.

In many ways, the Sustainable Eco-Tourism Project is a typical four-year CCPP endeavour but it differs from the norm in one very significant way. During the initial planning stages, the project partners decided they would undertake an innovative approach by using Canadian graduates and Ecuadorian students to deliver much of the in-Ecuador technical assistance and research. As a result, 45 Canadian youth have had the experience of a lifetime, living and working in coastal Ecuador either as a member of a Niagara College Eco-Team or as an intern funded by the federal government's Youth Employment Strategy (Youth International Internship Program).

Niagara College's Post-Graduate Eco-system Restoration Program prepares graduates "to be able to initiate, coordinate and complete various ecosystem rehabilitation projects in a manner that is in keeping with a broader ecological perspective." Each year of the CCPP project, three graduates from the Program are hired

by project partners to work in Ecuador's Cerro Blanco Forest Reserve on ecological restoration sites that demonstrate considerable eco-tourism potential. Working closely with UEES faculty and students, and the staff at the Cerro Blanco Forest Reserve, these Eco-Teams have worked on numerous projects including: Great Green Macaw habitat restoration, Dry Tropical Forest reforestation, trail restoration and the transformation of a garbage dump into a hummingbird and butterfly garden. These initiatives will help Cerro Blanco to increase its profile as an eco-tourism destination and enhance the local economy while preserving local resources.

In the words of the Eco-Team Coordinator Jenn Esberg, "*the Eco-Team program to Ecuador for Ecosystem Restoration is a great opportunity to apply the knowledge gained at Niagara College to the*



COTR CIDA Intern Amy Copeland and Eco-kids collecting seeds at the Bahia Eco-Kids Club

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international forum in order to enhance the success of our Sustainable Eco-tourism Project in Ecuador. The experience was very valuable and has provided me with additional knowledge, experience and motivation



HRDC Intern Sarah Weinberg constructing a staircase for the local marketplace in Manglaralto, Ecuador

for developing ecosystem restoration projects in various sectors.”

Complementary to the CCPP project, the College of the Rockies and Niagara College have received funding from the Canadian International Development Agency and Human Resources Development Canada (HRDC) Youth International Internship Program, to send Canadian interns to Ecuador to work for five to six months on various eco-tourism projects. To date, interns have worked in the Cerro Blanco Forest Reserve, the coastal communities of Manglaralto, Dos Mangas and Bahia de Caraquez and an

indigenous Shuar village located near Naranjal. They have provided services ranging from environmental education classes to local schools and eco-clubs, to working with small communities to develop eco-tourism initiatives, to being the Mayor of Bahia's "Personal Tourism Advisor". In most cases, UEES students have partnered with the intern groups and helped them with their projects as part of their practical coursework.

The experience gained by the young Canadians involved in the Sustainable Eco-tourism Project is immeasurable. Facing the challenge of starting a new job while at the same time trying to adapt to an intense climate, a different culture and new language, is not for everyone. **"An incredible and challenging experience is what first comes to mind when I think of my time in Ecuador"** said Tiffany Jowitt after a six-month internship at the Cerro Blanco Forest Reserve, **"I was definitely pushed to my limits many times in terms of my creativity and problem-solving skills. I know I have returned to Canada with a much broader perspective of the variety of cultural practices between developing and developed worlds. I think anyone willing to have an open mind and who possesses a sense of adventure will benefit greatly from participating in a project like this."**

While the educational and experiential background of each intern and Eco-Team member varies, as do their Spanish ability and previous travel experience, they all have several qualities in common: the desire to become immersed in another culture, incredible initiative and the drive to make a difference in this world.

For more information on our Sustainable Eco-tourism Project, and the work of our Eco-teams and interns, please visit the College of the Rockies project website at <http://www.cotr.bc.ca/ecuador>. ●

Internship in Senegal A Firsthand Account

by Denis Houle

In January 2002, I had the opportunity to complete an internship as part of my Electrical Engineering Technology training. Through a project to establish a Centre de formation technique (CFT - Technical Training Centre) involving Collège de Sherbrooke and the Lycée Seydina Limamou Laye, under the Canadian College Partnership Program funded by the Canadian International Development Agency, I was able to conduct

my internship in Dakar, Senegal. In addition to the two educational institutions, this project involved several manufacturing companies in Senegal, including Manufacture de tabac de l'ouest africain (Western Africa Tobacco Manufacturing) where I was assigned for the duration of internship.

Giving up a North American lifestyle for this type of experience in a developing country was a wonderful

opportunity, even though it also required a measure of courage. The experience had a much greater impact on me than I expected. In Senegal, I encountered a completely different way of life. The first change was a workday that began at dawn and could end quite late. Social contact was always present, and always seemed to be important. Family members were usually present or in thought because many lived together.

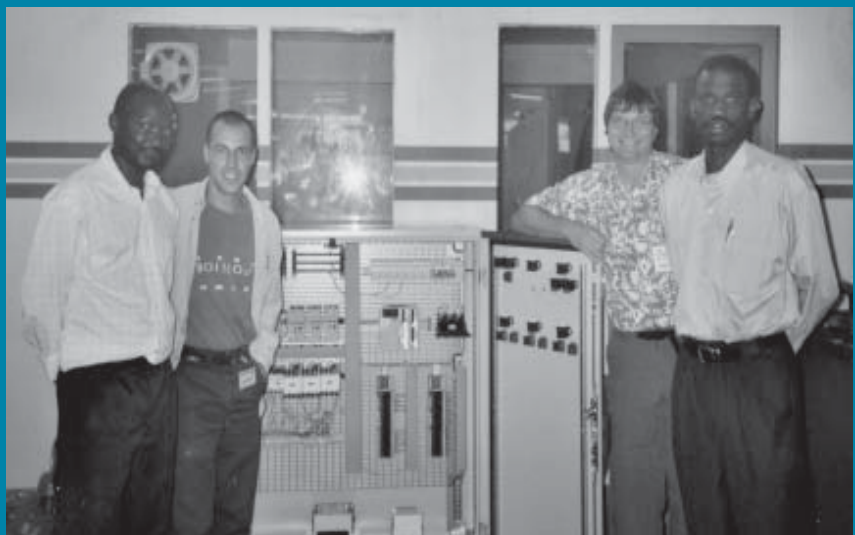
I was quite troubled to see such poverty. In Dakar, there are so many people who have only a cardboard box to sleep in. And yet they often wear a smile. If someone is lucky enough to find a paying job, he or she often supports one or more relatives. But to find a job requires qualifications and a diploma. For those who have completed some schooling, studying abroad is a dream for several dramatic reasons including living an adventure and seeing foreign lands, taking a chance at a better life or becoming a better provider for one's family.

I was also surprised by the pollution. Senegalese have some access to the western consumer lifestyle but lack the means to manage all the cast-offs this generates. They pick up plastic and Styrofoam containers here and there, as well as tin cans and other metal items. But it is hard for them to truly focus on the environment when even their basic needs cannot be met.

The technical aspect of my internship was also in sharp contrast to our reality in Canada. My internship project was to review a design to automate part of the plant, and to assemble the project. Resources, of course, were limited.

We had to make do with little computer technology and few tools. For example, I often used the computer supplied by the project for the CFT to access fairly recent software (which was not available in the plant). I had to reserve the company's only electric drill (for 250 employees) as well as the extension cord two days in advance.

this internship. I travelled by "fast bus" (popular mass transit, a type of bumpy mini school bus) and lived in close proximity with the Senegalese who each day must tackle a host of problems with few resources. I am now more convinced than ever that we in Canada are fortunate to have such material wealth and that we can grow more



Denis Houle (second from left) during his internship with Manufacture de tabac de l'ouest africain (Western Africa Tobacco Manufacturing) in Senegal

To obtain equipment on time for assembly, everything had to be ordered at least one month in advance, so I had to leave some parts of the project unfinished because some items had to be changed from the initial order. I hasten to point out that I received outstanding support from the people in the plant's electrical and mechanical department. Despite the obstacles, this project was a success thanks to them.

I truly experienced an unforgettable culture shock during

by sharing what we have. And, don't forget life is really about having a lot of fun despite our obstacles and challenges. ●

Denis Houle graduated from Collège de Sherbrooke and is now a Supervisor at DUAL-ADE Technologies.

For an Education Open to the World

By Alice Eva Daigle
Director,
International Development and
Cooperation Services
Cégep de Saint-Hyacinthe

For the past 20 years or so, Cégep de Saint-Hyacinthe has been organizing internships abroad for students and instructors. The Food and Nutrition Management and Textile Management and Technology departments were the trailblazers. In 1995, the newly created International Development and Cooperation Services (IDCS) department took over the responsibility and became the leading promoter and project manager for various types of internships in several countries.

The adoption of Cégep de Saint-Hyacinthe's *International Development and Cooperation Policy* and the *Educational Project* has fostered a great openness to the world among students and staff and broad participation in the development of our projects. The *Policy* identifies some avenues for intervention such as incorporating learning activities with international and intercultural content into each academic program and into certain areas of student life. It also promotes student mobility; foreign cooperation programs that target training; support for training and management; and, technology transfer and applied research.¹ At the same time, the *Educational Project* fosters our *awareness of others, of culture and openness to our community and to the world.*²

The strategies used by IDCS to encourage departments to insert international flavour into their academic programs and students to take part in international internships have expanded since the adoption of the *Educational Project* and the *Policy*. We have witnessed the emergence of international internship programs such as *Intermonde (Interworld)* in animal health techniques, *Mascarade : le développement d'une expression plastique (Masquerade: developing plastic expression)* in theatre production and *Théâtre O Monde (World o' Theatre)* in dramatic performance.

Nursing instructors have incorporated *Education in a Global and Citizenship Perspective* into the academic program. For the past two years, one course in the program has included modules on world health and nurses working abroad. These initiatives help develop a sensitivity to cultural differences and prepare students to live and work in a variety of social settings. This openness to others is fully consistent with the College's *Educational Project*, the *International Development and Cooperation Policy* as well as sound practice perspectives for the nursing profession.

Over the years, cooperative programs in Business Administration and Food and Nutrition Management have taken place in Belgium, France, Mexico, Haiti and Costa Rica. International cooperation internships and language and intercultural internships have also been conducted in Burkina Faso, Senegal, Guatemala and Cuba, with the Humanities department while the Food and Nutrition Management, Theatre Production and Textile Management and Technology departments have been involved in Nicaragua.

In conjunction with the Academic department, several international internships now earn credits. These include the Humanities course *Process and Integration of Acquired Knowledge* and the Theatre Production course *Design and Production of Accessories II*, in which craftspeople in a developing country teach students hand-made construction techniques for masks and puppets and show them how to apply this knowledge with underprivileged children.

IDCS fully supports all of these initiatives by helping departments find internships for students, signing agreements with host institutions, selecting participants, providing pre-departure training, monitoring students and instructors, supporting students' fundraising efforts and assessing internships and return activities with the support of the Academic department and the departments concerned.

Internship Promotion

- Preparation of a specific program of international internships;
- Dissemination of programs in the weekly newsletter *Décibel*;
- Description of the international experience in the newsletter *EchoMonde*, by students who have completed internships abroad;
- Promotion of foreign internship programs among students, through classroom meetings at the start of the session and at the request of teachers;
- Meetings and awareness-raising among teachers;
- Exhibits of students' photographs in the international hallway;
- Press releases; and,
- Cégep de Saint-Hyacinthe website.

To publicize international internships and projects completed by students and instructors, IDCS has developed a promotional plan to raise its profile among Cégep clients.

Stages in a Foreign Internship

- Registration;
- Study of file with support of one or more instructors;
- Interview with the student;
- Selection of students;
- Signature of agreement between student and IDCS;
- Pre-departure preparation;
- Fundraising by student;
- Internship in host country; and,
- Return activities.

Students who decide to participate in an international internship must be prepared. They must sign an agreement that makes them accountable to IDCS and especially to their group. Furthermore, to integrate successfully and respect differences, students must learn about the culture, customs and work habits in their host country prior to their departure. They must also demonstrate motivation and independence to ensure the experience will be as beneficial as possible.

The dissemination of learning through various activities upon the interns' return allows students to position themselves in relation to their experience. By writing an internship report, assembling a photo exhibit, publishing an article in the newsletter *EchoMonde* and meeting with other students and teachers, student interns develop a comprehensive vision of their experience while also helping IDCS improve the organization of international internships.

The organization of international internships requires a constant search for foreign partners and ongoing support from instructors and other Cégep staff, not to mention the search for funding. All these initiatives, however, lead to very rewarding exchanges for student training and an openness to the world that reaches out to the entire college community.

For more information on student internships, contact Ada E. Gioia at tel.: 450-773-6900 ext. 133 or email: aegioia@cegepsth.qc.ca.

Endnotes

- ¹ *Politique de développement international et de coopération*, Cégep de Saint-Hyacinthe, November 1996
- ² "Notre Projet éducatif", Cégep de Saint-Hyacinthe. *Édition*, January 2001

CCPP Update

CCPP Forum 2003 - "Tools for Sustainable Partnerships"

The Canadian College Partnership Program (CCPP) Forum will be held May 22-24, 2003 just prior to the ACCC Annual Conference in Vancouver. Canadian colleges and institutes interested or involved in CCPP projects have been invited to attend the Forum along with representatives from their developing country partners. Forum sessions will focus on enhancing project management capacities in the delivery of CCPP projects. Although sessions will be of particular interest to those with newly awarded Category 1 and Category 2 projects, a number of institutions with ongoing Phase I projects will also be attending. A summary of the presentations and discussions will be posted on the CCPP website after the Forum.

CCPP Sessions at the 2003 ACCC Annual Conference

The 2003 ACCC Annual Conference will include the following sessions for colleges and institutes interested or involved in the CCPP:

- The International Program Staff Network Session, to be held on May 25, 2003 at 1:00 pm, will be presented by Robert Derouin, Director General, Voluntary Sector Division within the Canadian Partnership Branch of the Canadian International Development Agency (CIDA). Mr. Derouin's presentation will focus on CIDA's September 2002 policy statement entitled "Canada Making a Difference in the World - A Policy Statement on Strengthening Aid Effectiveness" and the implications of the Agency's new policy directions for partnership type projects.
- On May 26, 2003 two lunchtime sessions will present the spin-off activities and impacts from a CCPP project delivered by Bow Valley College in Zimbabwe, the "Entrepreneurial Skills Promotion" project.
- On May 27, 2003 two lunchtime sessions will feature CCPP projects:
 - The College of the Rockies, Niagara College and the Universidad Especialidades Espiritu Santo will discuss the results of their CCPP project in Ecuador, "Sustainable Eco-tourism in Guayaquil".

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- The Centre for Nursing Studies and Universidad Politécnica de Nicaragua will present the results of their CCPP project “Primary Health Care Nurse Education”.

Category 1 and Category 2 Proposal Selection Process

The CCPP Project Selection Committee met on January 29, 30, 31, 2003 and selected four Category 1 projects and 24 Category 2 projects that were subsequently recommended to the Minister for International Cooperation for approval. The official announcement of the approved projects will be made in the near future by the Honourable Susan Whelan, Minister for International Cooperation.

CCPP Project Evaluation Missions

The CCPP Team, in collaboration with college and institute representatives, conducted a number of participatory evaluations of CCPP projects during the last two quarters of the 2002-2003 fiscal year.

A gender focused evaluation of four CCPP projects in China was completed by Meenakshi Gupta, CCPP Training and Research Officer, and Ok-Kyung Pak, Gender Equality Specialist, Canadian Partnership Branch of CIDA. The evaluation was conducted in collaboration with: Alice Wong from Kwantlen University College for the “Enterprise Skills for Women” project (2000-2004) delivered by Kwantlen University College and Centennial College; Wayne Lewrey from Algonquin College for the “Rural Women Education Network” project (1997-2001) delivered by Northern College and Algonquin College; and, Daniel Wong from College of the North Atlantic for the “Energy Management Systems” project (1999-2003). The “Retraining for the IT Sector” project (1999-2003) delivered by Holland College was also reviewed. The evaluation exercise enabled the CCPP team to gather information and data on how to improve the integration of gender equality in CCPP projects and also helped to strengthen the CCPP Gender Equality Guidelines.

Mehdi Abdelwahab, Senior Program Officer, conducted evaluations of two CCPP projects in Ecuador in collaboration with Bruce Wilson from Fanshawe College for the “Millenium Computer Training” project (1999-2003) delivered by Fanshawe College and Canadore College, and with Patricia Bowron from College of the Rockies for the “Sustainable Eco-Tourism in Guayaquil” project (2000-2004) delivered by College of the Rockies and Niagara College.

Marie-Josée Fortin, Senior Program Officer, conducted evaluations of two CCPP projects in collaboration

with Sylvie Lavoie from Cégep de Jonquière for the “Femmes et Entrepreneuriat” project (1999-2003) in Mauritania delivered by Cégep de Jonquière, and the “Formation continue en média” project (2000-2004) in Senegal delivered by La Cité collégiale and Cégep de Jonquière.

The conclusions and recommendations from formative and summative project evaluations assist colleges and institutes and developing country partners to enhance the management and delivery of current and future CCPP projects. The evaluations also enable ACCC to draw lessons learned, demonstrate the impact CCPP projects have within developing countries and communicate the findings to CIDA as part of the annual program reporting process for the CCPP.

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 Canadian colleges and institutes and their developing country partners involved in CCPP projects. To enable the CCPP team to develop a capacity development plan outlining future training and capacity building activities, ACCC distributed a needs assessment questionnaire to colleges and institutes and their overseas partners in late March 2003. The findings and results of the needs assessment survey will be presented and validated during the final session of the CCPP Forum 2003.

CCPP Staff Changes

Claire Boutin joined the CCPP team in January 2003 as Project Support Officer responsible for the translation and editing of French documents. She can be reached at tel.: (613) 746-2222 ext. 3125 or e-mail: cboutin@accc.ca. Monique Capiello also joined the CCPP team as Administrative Assistant, replacing Anita Nugu. Ms. Capiello is responsible for insurance issues, communications and project follow-up. She can be reached at tel.: (613) 746-2222 ext. 3157 or e-mail: mcapiello@accc.ca.

Ms. Lucie Brien has temporarily joined the CCPP team as Training and Research Officer for the upcoming year, replacing Meenakshi Gupta during her maternity leave. Ms. Brien will be responsible for developing and coordinating CCPP capacity development and research activities that support colleges and institutes and their developing country partners involved or interested in CCPP projects. Ms. Brien can be reached at tel.: (613) 746-2222 ext. 3124 or e-mail: lbrien@accc.ca.

UNESCO Conference on Teaching and Learning for Intercultural Understanding, Human Rights and a Culture of Peace **June 15-18, 2003 Jyväskylä, Finland**

The goal of the UNESCO Conference is to foster world-wide academic collaboration and solidarity with a view to reducing regional disparities across the globe and to reconsider conceptualizations of teaching, learning and researching intercultural education, including human rights and a culture of peace. The overarching themes of the conference are intended to spur the participants to critically consider and analyze pedagogical approaches to and the practices of intercultural education. Participants will be invited to explore new ways of teaching and learning in the stimulating atmosphere of diversity. For more information, visit www.jyu.fi/ktl/unesco2003/conference.htm.

Experiential, Community and Workbased Learning: Researching Learning Outside the Academy **June 27-29, 2003 Glasgow, Scotland**

The second international conference hosted by the Centre for Research in Lifelong Learning, Experiential, Community and Workbased Learning: Researching Learning Outside the Academy was developed as a result of research undertaken within the Centre on workplace learning and the accreditation of prior experiential learning. The conference will review issues that have emerged from researching learning that takes place outside "the academy," particularly experiential, community and workbased learning. It will also examine how these strands of research contribute to each. A number of leading figures from the international research community have been invited to provide an analysis of the issues and roundtable will promote debate and discussion on particular topics. For more information, visit <http://crl.gcal.ac.uk>.

4th International Conference on Information Communication Technologies in Education **July 3, 2003 Samos Island, Greece**

Hosted by the Research and Training Institute of the East Aegean and the University College of the Fraser Valley, the 4th International Conference on Information Communication Technologies in Education (ICICTE) will seek to address the many challenges and new directions presented by technological innovations in educational settings. With keynote and plenary sessions focusing on integrating technology into all facets of education, the conference will provide a forum for intensive interdisciplinary interaction and collegial debate. ICICTE 2003 will be an

integrated event offering collaborative opportunities to educators, administrators, IT specialists and others from all levels of education, from primary through post-secondary. For more information, visit www.ineag.gr/ICICTE.

3rd International Conference on Technology in Teaching and Learning in Higher Education **July 14-16, 2003 Heidelberg, Germany**

It is becoming clear that higher education across the world is undergoing a series of fundamental changes with extensive technological advancements giving rise to new instructional delivery systems. The 3rd International Conference on Technology in Teaching and Learning in Higher Education will address the various issues surrounding the uses and possibilities of technology in teaching and learning. It will bring together faculty, students, staff, administrators and other interested parties involved with the organization and delivery of distance education and technology. For more information, visit www2.nl.edu/conferences.

15th Annual EAIE Conference **September 10-13, 2003 Vienna, Austria**

With a new conference format built around thematic tracks or "streams" instead of professional sections or special interest group tracks, the 15th annual conference should be one of the European Association for International Education's (EAIE) finest. The conference will also include exhibitors, high-profile speakers and exciting special events, all brought together in the beautiful city of Vienna. For more information, visit www.eaie.org/CONF2003.

IABE Annual Conference **October 19-22, 2003 Las Vegas, Nevada, USA**

The International Academy of Business and Economics (IABE) is a not-for-profit organization established to provide a platform for the promotion of theory, research, surveys and applications in the field of business and economics with a global face. The 1st IABE Annual Conference is intended as a platform for students, academics, researchers and practitioners to exchange new ideas and experiences at a scholastic level. For more information, visit www.iabe.org/conference.htm.

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Events

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17th Australian International Education Conference **October 20-24, 2003 Melbourne, Australia**

The Australian International Education Conference brings together representatives from the higher, secondary and vocational education sectors as well as government and non-government agencies, the corporate sector, multilateral funding agencies and others to examine issues in international education and development. These issues include international student mobility, teaching and learning, virtual education, equity and access and international trade, to name a few. The conference provides participants with the opportunity to gain current information and understand the developments in international education while networking with approximately 1,000 Australian and overseas international education professionals. For more information, visit www.idp.com/17aiec.

Learning and the World We Want **November 20-23, 2003 Victoria, B.C., Canada**

Learning and the World We Want will focus on education and lifelong learning in the context of local and global searches for communities of economic, emotional and cultural well-being, equity, justice, resistance and celebration. This conference is for all concerned with the role of learning in calling forth and creating a sustainable

global community and a peaceful world. A special stream on African options and possibilities is planned, as well as a youth participation stream. The Commission on Globalization Policy Action Group on Learning will also present a report. For more information, visit www.worldwewant.ca.

3rd World Congress of Colleges and Polytechnics **February 22-25, 2004 Johannesburg, South Africa**

The 3rd World Congress of Colleges and Polytechnics will be hosted by the Association of Further Education and Training Institutions of South Africa. With the theme "Bridging the Gap - Sustainable Economic Growth and Progress of Nations" the congress will feature keynote presentations and workshop seminars on topics such as: promoting access to technical vocational education and training for all learners; initiating and maintaining inter-institutional partnerships; financial and human resources for the provision of technical vocational education and training; fulfilling social responsibility; and, the establishment of an international force to promote technical vocational education and training. This event will be of interest to senior institutional staff, international staff, researchers and development advisors, policy makers, government representatives and providers of technical and vocational education. For more information, visit www.eventdynamics.co.za.

Resources

Internationalizing the Community College

Edited by Richard M. Romano, *Internationalizing the Community College* contains essays that defend the importance of international education and offer examples and advice for creating and improving programs at community colleges. Written by community college leaders, essay topics include developing English as a second language and study-abroad programs, partnerships abroad, curriculum development, faculty development and funding sources. To order, contact the Community College Press at tel.: 1-800-250-6557 or www.aacc.nche.edu/bookstore. (ISBN 0-87117-349-2, US \$45.00)

Leadership for 21st Century Learning: Global Perspectives from Educational Innovators

Leadership for 21st Century Learning is a thought-provoking and ground-breaking book that won the Mildred B. and

Charles A. Wedemeyer Award for the best book of the year on open and distance learning in the U.S. By bringing together the experience and guidance of 18 distinguished educational leaders and innovators from around the world, editors Colin Latchem and Donald Hanna critically examine global developments and trends in open and flexible education and training; the changes, challenges and choices confronting all educators and trainers; the development of an entrepreneurial culture; and, the processes of organizational change and successful leadership. Addressing the key leadership concepts and change strategies that face educators and trainers today, this book is essential reading for everyone with a responsibility for, or interest in, leading and managing change in education and training. To order, contact Kogan Page publishers at www.kogan-page.co.uk. (ISBN 0-7494-3204-7, £22.50)

Technologies for Education: Potential, Parameters and Prospects

To “tech” or not to “tech” education is definitely not the question. The real question is how to harvest the power of technology to meet the challenges of the 21st century and make education relevant, responsive and effective for anyone, anywhere, anytime. Drawing on the wealth of worldwide knowledge and experience, *Technologies for Education: Potential, Parameters and Prospects* outlines the rationales and realities of Information and Communication Technologies (ICTs) for education, examines the options and choices for applying them and summarizes a series of case studies that illustrate modalities of integrating ICTs into learning systems in different settings. Editors Wadi D. Haddad and Alexandra Draxler explore how ICTs can promote improvements in educational reach and delivery, content, learning outcomes, teaching, quality and pertinence in developing countries. This book is available for download free of charge at www.aed.org/publications/TechEdInfo.html.

Globalizing the Community College

Written by John Levin, *Globalizing the Community College* examines seven American community colleges that have undergone organizational change in response to globalization and describes the effects of globalization in three domains: economic, cultural and information. To order, contact the Community College Press at tel.: 1-800-250-6557 or www.aacc.nche.edu/bookstore. (ISBN 0-312-23906-8, US \$45.00)

Gender, Poverty and the Millennium Development Goals

Gender, Poverty and the Millennium Development Goals explores the issue of gender inequality through the lens of the Millennium Development Goals established in September 2000 at the United Nations Millennium Summit, where 189 governments made a commitment to take collective responsibility for halving world poverty by 2015. The book aims to bring together arguments, findings and lessons from the development literature relevant to the achievement of these goals from the standpoint of gender equality. It draws out the inter-connections between production and gender and the critical role of women in both, as well as their implications for poverty eradication strategies and the achievement of human-centred economic growth. To order, contact the Commonwealth Secretariat at www.thecommonwealth.org/pubs.html (ISBN 0-85092-752-8, £12.99).

Tools from the International Water Management Institute

Designed to help water and food security planners improve their understanding of water resources, the International Water Management Institute's (IWMI) tools for water resources management have been developed and validated through research conducted over the past six years. These tools provide useful data, methods and practices for various types of water planners and are intended for use by governments and other organizations involved in development cooperation and work on poverty, agriculture and water issues. Current tools available are: Low-cost Remote Sensing Applications, World Water and Climate Atlas, Water Accounting, Irrigation Performance Indicators and PODIUM, the Policy

Dialogue Model. Future tools will include river basin modeling; soil nutrient management; malaria control using water management; groundwater resources; soil and land management; and, irrigation/gender indicators. All of IWMI's tools and research outputs are international public goods that are freely available to partners in developing countries. For more information, visit www.iwmi.cgiar.org/tools/index.htm.

CANADEM

CANADEM is a national level roster of Canadians with a broad range of skills in the areas of human rights, peacebuilding, democratization, admin-logistics, security, and reconstruction and other international field experience. CANADEM serves primarily as a rapid reaction source of skilled Canadians for the United Nations, Organization for Security and Cooperation in Europe, other international organizations, non-government organizations and the Canadian government. Operational since 1998, and now housing over 3,200 registrants, CANADEM is funded primarily by the Department of Foreign Affairs and International Trade as an independent organization with its own Board of Directors. Strengthening multilateral organizations is a primary Canadian foreign policy objective, and CANADEM is viewed as a valuable Canadian support mechanism in this area. For more information, visit www.canadem.ca.

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Capacity-Building for Poverty Eradication: Analysis of, and Lessons from, Evaluations of UN System Support to Countries' Efforts

Capacity-Building for Poverty Eradication deals with the evaluation of the United Nations development system. The book contains the executive summaries of evaluations in different areas and provides a synthesis of the results as well as an independent analysis of the contributions to the field of capacity building and poverty eradication. Finally, the book makes some suggestions as to how such evaluations could be handled in the future. To order, visit www.renoufbooks.com (ISBN 9211045207#E02IIA10, \$42.00).

Education for All – Is the World on Track? EFA Global Monitoring Report, 2002

The primary purpose of *Education for All – Is the World on Track?* is to assess the extent to which the benefits associated with education are being extended to all children, youth and adults around the world and whether the commitments made in 2000 at the World Education Forum in Dakar are being met. The Forum agreed on six education for all (EFA) goals, which were considered to be essential, attainable and affordable given strong international commitment and resolve. Every year, the *Global Education for All* Report rigorously monitors progress towards these goals and offers an in-depth analysis of one critical education issue. Produced by an independent international team, the Report draws upon a wide range of expertise: UNESCO Institute for Statistics, other UNESCO institutes, academic research, governments, multilateral and bilateral agencies, national governments, civil society groups and NGOs. The Report is an indispensable reference and advocacy tool for education planners, policymakers, government ministers, teachers, individual citizens, civil society groups and the broader international community. This book is available for download at www.unesco.org/education/efa/monitoring/monitoring_2002.shtml.

Leveraging Resources Through Partnerships

The 120th issue of the Jossey-Bass series *New Directions for Higher Education, Leveraging Resources Through Partnerships* provides examples of the benefits of consortial and external partnerships which have proven to be successful for all participants. The book covers such topics as leveraging resources, K-12 partnerships, economic, community and workforce development, technology partnerships, library cooperation, partnerships to serve the military, group purchasing, inter-institutional faculty collaboration, television partnerships, cooperation in international programs and assessing the effectiveness of a consortium. To order, contact Jossey-Bass at www.josseybass.com. (ISBN: 0-7879-6333-X, US \$27.00).

Poverty Reduction and the World Bank: Progress in Operationalizing the WDR 2000/2001

Attacking persistent poverty in low-and middle-income countries is the greatest single challenge confronting the global development community. *Poverty Reduction and the World Bank* examines how the World Bank is responding to the challenge, and covers four principle areas: the status of poverty around the world; the focus of poverty in World Bank activities during 2000 and 2001; how the World Bank is progressing in operationalizing the approach to poverty reduction put forth in the World Development Report 2000/2001; and, the challenges that lie ahead. To order, visit <http://publications.worldbank.org/ecommerce>. (ISBN-0-8213-5097-8, US \$15.00).