



ACCC INTERNATIONAL

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Perfectionnement éducatif-santé (Level 1), Bénin
 Formation Agricole Continue, Bénin
 Didactique de la santé, Bénin
 Compétences en environnement, Bénin
 École intra-entrepreneurial, Bénin
 Staff Development - B.L.S., Botswana
 Sustainable Agriculture Training, Botswana
 Botswana Agricultural Project, Botswana
 Entrepreneuriat - Burkina, Burkina Faso
 Formation en eau et assainissement, Burkina Faso
 Généralisation de la formation continue, Burkina Faso
 Soutien à la formation de formateurs et à la gestion pédagogique en techniques de la santé, Burkina Faso
 Concertation Prévention Jeunesse, Burkina Faso
 Bibliothèque et perfectionnement, Burkina Faso
 Éducation Non-formelle - Burkina Faso, Burkina Faso
 Formation pédagogique au Burkina Faso, Burkina Faso
 Les métiers intégrés au non-formel, Burkina Faso
 Communauté et police, Burkina Faso
 Perfectionnement du personnel, Burkina Faso
 Pédagogie et Entrepreneuriat, Burkina Faso
 Matourkou Agriculture, Burkina Faso
 École nationale de santé publique, Burkina Faso
 Burkina Faso - LTD II, Burkina Faso
 Appui Institutionnel, Burkina Faso
 Assainissement de L'eau, Burkina Faso
 Training and Upgrading CETF, Burkina Faso
 ENSP - Burkina Faso, Burkina Faso
 Soutien Pédagogique - FNF, Burkina Faso
 Renforcement de l'ISGE Burundi, Burundi
 Centre d'informatique, Cameroun
 Bonaberi - Administration, Cameroun
 Air Conditioning Tech., Cameroun
 School Management, Cameroun
 Focus agro-alimentaire, Congo
 Leadership en développement coopératif, Congo
 Appui de renforcement de l'Institut agricole, Côte d'Ivoire
 Informatique - Côte d'Ivoire, Côte d'Ivoire
 Assistance aux entreprises ivoiriennes via l'INSET, Côte d'Ivoire
 Appui à la compétitivité des micro-entreprises, Côte d'Ivoire
 Formation et santé pour l'an 2000, Côte d'Ivoire
 Co-Op Comm. Educ & ACCC, Ethiopia
 Interactive Learning, Ethiopia
 AMBO College, Ethiopia
 Ethiopia Trainees, Ethiopia
 Ethiopia Extension Services (Ethiopia Linkage), Ethiopia
 Technical Training, Gambia
 Electrical Tech. GTTI, Gambia
 Sustainable Food Security, Gambia
 GTTI - AUTO - Engineering Dept., Gambia
 Gambia Technical Training Institution Phase II, Gambia
 Gambia Rural Adult Instructor Training Program, Gambia

St. Andrew College Development, Ghana
 Rural Adult Instructor Training, Ghana
 Agri-Entrepreneurship Training, Ghana
 Nurse Practitioner Training, Ghana
 RIFT Valley First Development, Kenya
 Hospitality & Tourism (CIT), Kenya
 Supporting Environmental Educ., Kenya
 Hospitality and Tourism, Kenya
 Kenya Institute of Technology - Inst' Devel't, Kenya
 Staff Dev. Mombasa Poly., Kenya
 Kenya Polytechnic - WITED, Kenya
 WITED, Kenya
 Techniques médicales, Madagascar
 Formation maritime, Madagascar
 Coopérant Volontaire, Mali, Burkina Faso
 Aquaculture Course Development, Malawi
 Enhancing TEVET Outcomes, Malawi
 Technical Education Reform, Malawi
 Architectural Technology, Malawi
 Malawi Polytechnic (Phase I and II), Malawi
 Medical Repair Facility, Malawi
 Artisans Entrepreneurs, Mali
 Perfectionnement, entrepreneuriat et autofinancement, Mali
 Technologie appliquée à l'école, Mali
 Bakan Kénéyan, Mali
 Développement communautaire, Mali
 Appui aux programmes - Mali, Mali
 Autonomie par l'entrepreneuriat, Mali
 Programme de soins infirmiers, Mali
 Assainissement et sécurité industriels, Mali
 Appui Pédagogique et de production, Mali
 Appui à l'Institut tech. horticole de Meknes, Maroc
 ISJ Medias, Maroc
 Tech. Secretariat - Maroc, Maroc
 Formation Ambulanciers, Maroc
 Formation Professionnelle, Maroc
 Marsad, Maroc
 Formation de formateurs et de chefs d'atelier, phase III (ENSET MOHAMMEDIA III), Maroc
 ENSET MOHAMMEDIA II, Maroc
 Rural Health Educ. Phase II, Maroc
 Assurance qualité en agroalimentaire, Maroc
 Electrical Science Workshop, Maroc
 Hay Hassani, Maroc
 Sanitation Educ. Rural Morocco, Maroc
 Management Workshop for Senior Education Officers - Mauritius, Mauritanie
 Projet Fort-pêche, Mauritanie
 Femmes et Entrepreneuriat, Mauritanie
 Développement des services à la petite enfance, Mauritanie
 Frigoristes professionnels, Mauritanie
 Entrepreneuriat en électronique, Mauritanie
 Formation en pêche, Mauritanie
 Agriculture Extension Information Support, Namibia
 Skill Links to Self-Employment, Namibia
 Support to Namibia Trainee Program, Namibia
 ENSP - Niger, Niger
 IPDR Energie, Niger
 Cooperation - énergétique, Niger
 ENSP - Evaluation, Niger
 Combattre le VIH/SIDA par l'école, Niger
 ENSP Lab. II, Niger
 Maîtres en soins infirmiers, Niger
 Formation de base en santé, Niger
 Support for ENSP, Niger
 Lab Tech. ENSP, Niger

Planning for Innovation & Survival, Regional
 CAPA Network, Regional
 CAPA Network Consolidation, Regional
 S.A.R.E.P.S. - Southern Africa, Regional
 SADCC in-service and Staff Development, Regional
 CIADFOR, Regional (Cote d'Ivoire)
 Appui en élevage laitier, Rwanda
 Formation continue en média, Sénégal
 Assistance en techniques de bureau, Sénégal
 Centre de formation technique, Sénégal
 Forma-Pêche, Sénégal
 Mise en place d'une cellule d'éducation des adultes, Sénégal
 Développement des compétences en santé, Sénégal
 Réseau de formation informatique, Sénégal
 Développement pédagogique du CASE, Sénégal
 Institut. Co-op Seychelles, Seychelles
 Ind. Response Training for Fishing Industry, Seychelles
 Inst. Co-op / Seychelles Poly., Seychelles
 Environmental Education Project, Seychelles
 Mogadishu Institute, Somalia
 Sustainable Skills Development, South Africa
 Business and Technology Enterprise, South Africa
 Community Oriented Technical Education Capacity, South Africa
 Provision of Ultrasound Education, South Africa
 Developing Rural Communities, South Africa
 Entrepreneurial Skills Promotion, South Africa, Zimbabwe
 Self-Directed HRD Project, Southern Africa
 Water & Waste Mgt., Southern Africa
 Khartoum Polytechnic, Sudan
 Arabaji Vocational School, Sudan
 Khartoum Polytechnic, Sudan
 Rural Enterpriser Training, Tanzania
 Rural Microfinance Management, Tanzania
 Rural Communities Health Project, Tanzania
 Water Care and Rural Health Training, Tanzania
 Enhanced Literacy Programming, Tanzania
 Building Regional HRD Capacity, Tanzania
 Training of Trainers, Tanzania
 Institutional Strengthening of the MATIU, Tanzania
 DSTC - Human Resource Development, Tanzania
 Sustaining Tanzanian Literacy, Tanzania
 Keewatin Karum Linkage, Tanzania
 Tanzania Ed. (Human Resource Development), Tanzania
 Supports pédagogiques en formation continue, Tunisia
 Appui à la gestion des soins, Tunisia
 Centre de formation et de recherche sur la productivité (Projet Tunisie - Int.), Tunisia
 La Pédagogie en santé, Tunisia
 Programme de gestion visant l'employabilité, Tunisia
 Santé et Sécurité au Travail, Tunisia
 Mise à niveau de la formation professionnelle agricole, Tunisia
 Centre de Formation Intes, Tunisia
 Développement de la pêche, Tunisia
 Mines et géo-environnement, Tunisia
 Sustaining Uganda Telecommunications, Uganda
 Directorate of Indust. Training - Inst'l Strength., Uganda
 Uganda Technical, Uganda
 Vocationalizing Uganda Colleges Curriculum, Uganda
 Uganda Workshops (Uganda Skills Transfer), Uganda
 Environmental Technology Development, Zambia
 Environmental Health for Women, Zambia
 Public Service Training System, Zambia
 Zambia Forest College Project, Zambia
 Alta-Zim Agric. Colleges, Zimbabwe
 Bulawayo School of Mines, Zimbabwe
 Small Business Development, Zimbabwe
 Computer Managed Learning, Zimbabwe
 Zimbabwe Dental Training, Zimbabwe
 Zimbabwe Forestry, Zimbabwe

Africa

INSIDE:

- Message from the Minister of International Cooperation, Government of Canada
- Africa's Challenges and Canadian Colleges and Institutes
- A Brief History of Partnerships between Canadian Colleges and Institutes and Educational Institutions in Africa
- A Sporting Education
- Examples of Successful Projects

TABLE OF CONTENTS

Canadian Community Colleges: Making a Difference in the World	3
Africa's Challenges and Canada's Colleges and Institutes	4
A Brief History of Partnerships between Canada's Colleges and Institutes and Educational Institutions in Africa	5
7 Success Stories	7
#1 A Sporting Education - Senegal	7
#2 Applied Technology at School - Mali	9
#3 Rural Nurse Practitioner Program - Ghana	9
#4 Malawi Technical Education Reform Project	9
#5 Female Entrepreneurship in Mauritania	11
#6 Technical Training Centre - Senegal	11
#7 Continuing Education in Agriculture - Bénin	11
CCPP Update	15

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CANADA

IT is a great pleasure for me to be able to share a few words with you - Canadians who have contributed a great deal to Canada's excellent reputation in international cooperation.

As members of the Association of Canadian Community Colleges (ACCC) who have been working in partnership with the Canadian International Development Agency (CIDA), sharing your valued expertise with people in developing countries, many of you are well aware of the difficult challenges that these populations continue to face. As educators, you are familiar with the power of networking and spreading knowledge to build capacity that will enable people to improve their own livelihoods.

My department recognizes and values the vital contribution of educational and training institutions to the development process. The partnerships that you have

June 2002, Canada led G8 leaders to adopt an ambitious Africa Action Plan. We have committed to Africa's development \$6 billion in new and existing resources over five years, including the \$500-million Canada Fund for Africa and the doubling of our investment in basic education in Africa to \$100 million per year by 2005.

With the AIDS pandemic in Africa, it's clear that nothing disrupts development like the burden of disease. Canada is leading the global movement to address public health problems, especially HIV/AIDS, tuberculosis, malaria and other epidemics, by introducing legislative changes that will help give developing countries greater access to much-needed, low-cost pharmaceutical products.

Africa resonates with Canadians. It ranks high among foreign-policy priorities. It is also important to the fabric of our society - Canadians of African heritage are an important

CANADIAN COMMUNITY COLLEGES

MAKING A DIFFERENCE IN THE WORLD

created and nurtured over the years with your counterparts in developing countries have changed the lives of millions of children, women and men; and CIDA looks forward to continuing this positive partnership as we move to focus our work in areas such as agriculture and rural development. CIDA has recently changed the way we engage in development in order to strengthen the effectiveness of our assistance. Just over a year ago, I launched a new policy statement on strengthening aid effectiveness, "Canada Making a Difference in the World". It identifies four key principles for our work: supporting local ownership of the development process, improving donor coordination, untying aid, and focusing our aid. That means focusing our efforts in specific sectors and selected countries where the needs are greatest and where we know we can have the most positive and lasting impact. Of the first nine countries of focus identified by CIDA, six are in Africa.

We know that the African continent lags behind the rest of the world in terms of meeting the Millennium Development Goals. Africa's leaders have responded to this challenge by taking charge of their own development and putting forward their own initiative - the New Partnership for Africa's Development (NEPAD). Canada strongly supports this made-in-Africa vision, and we are responding to it. In

By the HONOURABLE SUSAN WHELAN
MINISTER FOR INTERNATIONAL COOPERATION
GOVERNMENT OF CANADA

and growing part of the Canadian mosaic. But most importantly, Africa's interests are Canada's interests. The globalization of issues such as trade, disease, the environment, conflict, and migration affects all of us. We all recognize that Canadians cannot remain safe in an unstable world, prosperous in a poverty-stricken world, or healthy in a sick world. We need to be part of Africa's solutions because Africa's challenges are also our own.

One of the priority sectors where we know we can have a positive and lasting impact is the agriculture sector. Today in developing countries, we look to agriculture to contribute much more than food and raw material for industry. It can, and must, provide solutions to many of the challenges of development, including the need for employment.

Of the estimated 1.2 billion people who live on less than US\$1 per day in developing countries, 75 per cent live in rural areas, where they depend mostly on agriculture for their livelihoods. Clearly, agriculture plays a critical role in improving the lives of the people in developing countries,

continued on p.4

continued from p.3

and has incredible power to promote sustainable development. With sustainable development comes prosperity, peace and security. With it also comes the freedom for people to make basic choices in their lives. That is why I led my department in developing a new policy for sustainable rural development through agriculture that sets us on a path towards revitalizing our support for the agricultural sector in developing countries.

No one person, institution, group or sector, acting alone, can bring all pieces of the development puzzle together in a coherent, efficient and workable fashion. The endeavour of sustainable development requires not only a

new vision but also new, bold and inclusive forms of partnership. We need partnerships that are responsive to present needs while flexible enough to confront changing realities.

Canadian educational institutions are at the forefront of our efforts to help developing countries gain expertise and knowledge. As Canada moves forward to help meet the complex challenges of development in Africa and around the world, we look to the ACCC to continue to uphold a tradition of excellence, cooperation, and sharing of knowledge and expertise. ■

Africa's Challenges and Canada's Colleges and Institutes

By Bernard Lachance
Vice-President
Partnership Programs
Association of Canadian
Community Colleges

This issue of *ACCC International* focuses on the Canadian International Development Agency's (CIDA) plans for aiding development in Africa, as well as the past and current partnership activities conducted by Canadian colleges and institutes and their partners in African countries. The Association of Canadian Community Colleges (ACCC) and its member institutions are willing partners with the Canadian government in targeting Africa as a primary recipient of Canadian institutional cooperation over the next few years.

We hope that this issue provides an opportunity to stop and think about what we, as members of Canada's college and institute network, can do quantitatively and qualitatively - based on the needs of our African partners and under African leadership - to strive for more equality and development continuity.

In a recent policy paper¹, CIDA identified nine major challenges for Africa (see *Table*). Many of these undeniable economic, social and health problems cannot be resolved without educating the public and developing strong community leadership.

AFRICA'S CHALLENGES

- 1 in 2 Africans lives on less than US\$1 a day.
- 56 million African children are not in school.
- More than 23 million people are HIV-positive.
- The population will double by 2050.
- 1 in 5 Africans is affected by conflict.
- African women have a 1 in 13 chance of dying of causes related to childbirth.
- 14 countries suffer water scarcity.
- About one third of all crop and pastureland is at risk of permanent loss.
- Africa has 13 percent of the world's population, less than 1.6 percent of global trade, and 1 percent of global investments.

An increasing number of comparative studies show that the countries with the best success rates in terms of economic and social development, regardless of the political system, are those that invest in training through community-based institutions for the intermediate workforce. A community-based institution is managed by community representatives and seeks to meet the needs of the people and organizations in its community – a mandate that can be accomplished while still respecting

continued on p.5

continued from p.4

the role of state distribution of resources, regulation and stimulation.

Canada's colleges and institutes are ready to assist in the establishment and development of community-based institutions in Africa, to support them in implementing development methods and managing training programs and community services, while understanding the reality of African life. In particular, Canadian institutions could support training programs for instructors, facilitators and community development technicians or officers. Focus areas could include: developing micro or small businesses, early childhood development, water treatment and management, sanitation, credit unions, preventive and curative nursing, food processing and storage, and the production and marketing of crafts.

Public and private sector firms in fields key to Africa's development, such as construction, energy management, telecommunications, manufacturing, marketing and publishing and others that comprise a modern economy, need to equip themselves with the appropriate skills infrastructure and generate profit. Canadian colleges and institutes could provide support to strengthen and, in some cases create institutions to train a more specialized workforce able to meet these demands.

Needless to say, the development priorities of each country differ. An iterative partnership program model such as the Canadian College Partnership Program (CCPP) can be geared towards project-based approaches tailor-made to the specific needs of individual countries. At the same time, other programs that respond to a sectoral or pan-African need for Canadian/African institutional cooperation could be created, if they are truly focused on national priority needs in terms of development or poverty reduction.

For example, those Canadian colleges and institutes that provide education and training in the field of health care could be associated with an initiative to introduce training programs for nurses or health facilitators working in preventative health care in countries particularly affected by Human Immunodeficiency Virus (HIV). In regions experiencing desertification, Canadian colleges and institutes could help to develop training programs in renewable energy or hydrology. Canadian institutional managers and educators could be associated with initiatives to sponsor or coach their African counterparts in group development initiatives focused on strategic planning, development management, skills-based program assessment, and training for adult instructors or facilitators of community literacy workshops.

The argument to deepen the sharing of college and institute expertise through Canadian-African partnerships is a strong one. Canadian colleges and institutes are at the heart of their communities, which in today's digital world often have no specified borders. The desire to work in Africa is an extension of the community focus and the benefits to partnership can accrue to all involved: African and Canadian students, faculty, administrators and the local population as well as community, industrial and commercial ventures. ■

¹ Canadian International Development Agency. *New Vision, New Partnership, Canada Fund for Africa*, 2003, p.11.

A Brief History of Partnerships between Canada's Colleges and Institutes and Educational Institutions in Africa

By Lucie Brien
Research and Training Officer

In analyzing the history of institutional cooperation between Canada's colleges and institutes and educational institutions in Africa, we are first struck by the very large number of partnerships, then by the longevity of the business relationships and friendships that unite Canadian and African colleges and institutes.

Delving into the history of Canadian-African institutional partnerships, it is not unusual to find that they were often initiated by individuals in Canadian institutions who had links with one or more staff members at an African institution. These individuals wanted to share their enthusiasm and knowledge with the institution with which they had close ties, and in many cases, productive cooperation projects were implemented on an ad hoc basis.

At the same time, ACCC was working to establish formal partnerships with national or regional organizations and technical and professional educational institutions in Africa and encouraging its member colleges and institutes to participate in these bilateral and multilateral initiatives. As a result, many Canadian colleges and institutes became active internationally in the late 1970s and early 1980s. The Canadian International Development Agency (CIDA)¹ introduced a funding program, managed by ACCC, in 1985 to facilitate institutional cooperation

continued on p.6

continued from p.5

between Africa and Canada. Projects involving the transfer of technology in educational techniques, development of technical and professional training programs in various fields (such as carpentry, plumbing, electrical work) and institutional strengthening were carried out in Botswana, Gambia, Kenya, Uganda, the former Upper-Volta (now Burkina Faso), Niger and Cameroon.

With the passage of time and the expertise developed by some colleges and institutes, ACCC gradually assigned larger projects to member institutions. The work performed by institutional coordinators was supported and monitored by assigned ACCC project officers to ensure consistency in the Canadian approach.

In the 1990s, two events took place that highlighted the growth, significance and openness of Africa-Canada institutional cooperation. In November 1994, ACCC organized a symposium, *Vers un partenariat renouvelé* (Toward a Renewed Partnership), in Dakar, Senegal. More than 200 participants came from across Sub-Saharan Francophone Africa to reflect on past, present and future cooperation projects. In January 1996, in Bulawayo, Zimbabwe, many of those involved in institutional cooperation projects in Anglophone Africa met at a second participatory symposium *Renewing our Partnership*. The participants of the two sub-regional meetings made specific recommendations to improve project performance, both qualitatively and quantitatively. Improvements were made to all projects administered by ACCC to ensure sustainability, increase impact and improve results.

Today, the fund initiated by CIDA in 1985, is in its fifth phase, each phase having had its own merits and improving upon the last. Twenty-eight of 53 projects funded by the current phase, the Canadian College

Partnership Program (CCPP), involve African partners. Moreover, to reflect the Canadian government's desire to revitalize cooperation efforts in Africa and match CIDA's development priorities in the continent, ACCC will continue to ensure that a minimum of 50 percent of future CCPP projects will involve partnerships with African institutions. This target will also ensure that Canada's colleges and institutes help meet the objectives of the New Partnership for Africa's Development (NEPAD) and support the work of the Canadian Government in, for example, the G8 Action Plan, to promote Canadian and African initiatives that lead to sustainable development by and for the people of Africa.

Within the parameters of the CCPP and with a proven 30-year track record in Francophone and Anglophone Africa, Canadian colleges and institutes have already adapted partnership projects to the needs of the participating countries, as well as to CIDA's strategic directions. Projects currently fall under at least one of the Canada's official development assistance priorities, such as development of the private sector or sustainable development of the environment. It is interesting to note that while innovation in project orientation has occurred, for example, in the implementation of the cross-cutting component of gender equality to encourage the active participation of all people in their own development, the current need to develop educational programs to meet market demands, whether in the agri-food, health, metallurgy or computer sectors, is, on the surface, similar to the objectives of 20 or 30 years ago, as is the strengthening of organizational abilities to manage an institution that is responsive to its external environment - a major challenge in a highly administrative and hierarchical setting.

Yet, while the needs may seem strikingly familiar, the long-term involvement of Canadian colleges and institutes has rendered change and benefits to those involved in all manner of cooperation projects. As colleges and institutes continue to evolve, so will their partnerships and the tools that develop and sustain those partnerships. ACCC's international role has changed over time, but its mandate to support its member institutions involvement in developing countries has actually increased in terms of developing the resource capabilities of Canadian and African colleges and institutes to manage international projects using the results-based management (RBM) approach. For example, Phase II of the CCPP (2002-2007) incorporates a skills development component for international project coordinators that helps to ensure that overseas partners can take full responsibility for the project, financially, administratively and geographically. Canadian colleges and institutes are counselled on the importance of emphasizing their own core competencies, abilities or specific organizational know-how in a manner that can be transferred and adapted to another organization's unique culture and environment. CIDA's Pierre Racicot, during recent workshops on *Integrated and Effective CCPP Project Development*, stressed that first and foremost, cooperation initiatives must be based on the real needs of foreign educational institutions, and related to the challenges of strategic poverty reduction in that country.

The challenges involved do not appear to dampen the enthusiasm of Canadian participants in projects in South Africa, West Africa, central Africa and North Africa. On the contrary, project partners have been determined to work even more closely together to find appropriate solutions. With the problem-solving expertise

acquired through participation in more than 200 CCPP institutional cooperation projects in Africa and a style of partnership that has been refined over years of cooperation, ACCC and Canada's colleges and institutes plan to continue the work begun more than three decades ago in the field of technical and professional education in order to support the African people in their desire to develop their countries economically, politically, socially, culturally and environmentally.

African and Canadian institutional partners have travelled a good part of the road together, and will continue to cooperate if they are to build on the progress made and witness sustainable solutions. With CIDA's backing, ACCC

is committed to pursuing institutional partnership projects with some 50 African countries in the years to come. ■

1 Over the years, CIDA has funded many institutional cooperation programs involving ACCC member institutions:

- Project Development Fund (PDF) from 1985 to 1988, then 1988 to 1991
- Fund for Collegiate Institutional Cooperation (FCIC) from 1991 to 1995
- Canadian College Partnership Program (CCPP), Phase I, from 1994 to 2001
- Canadian College Partnership Program (CCPP), Phase II, from 2001 to 2007

7 SUCCESS STORIES

1

A Sporting Education

By Malick Sy

Like the vast majority of African countries, Senegal is coping with serious economic problems. Young people in particular are suffering the effects of a sluggish economy while coping with the challenges of illiteracy and endemic unemployment, which provide fertile ground for delinquency, prostitution and religious fundamentalism.

In this pessimistic context, where every young African dreams of moving to the promised land of Europe or North America, sport is a very strong motivator. It may in fact be the only field in which Africa can rival the other continents on an equal footing. Some Africans dream of becoming a Georges Weah, a Zidane in soccer, a Bruno Surin in track or even a Maria Mutola, who has dominated middle-distance running and has just won US\$1 million.

To give Senegalese street youth a new chance in life to share their skills as soccer players, I created the Aldo Gentina training centre for young soccer players in 1992. Over the past decade, with financial and technical support from AS – Monaco, the centre's success has spread to similar centres in Africa through partnerships with European clubs.

The Aldo Gentina centre produced leading professional players, most of whom formed the core of Senegal's national team, the Lions of Teranga, which reached the finals in the African Cup of Nations and the



Malick Sy (centre), The Honourable Paul Martin (left of centre) and representatives from ACCC and CIDA at the CASE opening ceremonies

quarter finals in the Korea-Japan World Cup. These players are the pride of first-division European clubs and have contributed significantly to improving the social well being of their extended families.

But there is a flip side to this coin. The prestige associated with world-class sports clearly attracts growing numbers of Africans, who drop out of school to become stars. In Africa, young people must choose either sports

continued on p.8

continued from p.7

or school, which aggravates the level of illiteracy and will produce uneducated adults in future, raising levels of chronic unemployment.

To battle this phenomenon, I devised a plan for an African sports and education centre, the Centre africain sport-études (CASE), a centre of excellence that combines formal education leading to a diploma with training in world-class sports. CASE is drawing on the gains achieved by the Aldo Gentina centre as well as the technical and financial support of AS-Monaco and has taken on a sub-regional mission by extending its recruiting efforts from Senegal to Gabon, as well as Mali, Guinea Conakry, Burkina Faso and Côte d'Ivoire.

There is no other structure in sub-Saharan Africa with a double mandate, solid academics as well as preparation for a world-class sports career. In Canada, however, the sports-academics approach has already proven its attractiveness in terms of education, literacy and preventing school dropouts. Canadian cooperation also conveys certain values consistent with my preferences for cooperation, especially an approach to development that respects local customs, support (rather than substitution) for local skills and the transfer of technology adapted to the needs of developing countries.

I was familiar with the ability of the Association of Canadian Community Colleges (ACCC) to mobilize and support Canadian colleges and institutes in the execution of cooperation programs in Africa based on institutional partnerships. I had heard about their approach, which promoted the reinforcement of educational institutions' capacities and interest in innovative projects. In contacting ACCC and discussing the CASE project, it was apparent that ACCC understood the scope of the challenge in devising a model that could be applicable in Africa. The Association helped to identify Canadian colleges that could actively meet my needs. Cégep André-Laurendeau was selected because of its expertise in sports fields of interest to CASE, an extensive sports network in Quebec and Canada, experience working in Africa and an educational approach which seamlessly combines sports training with academic studies.

My discussions with Cégep André-Laurendeau led this year to the signing of a partnership agreement and allocation of CDN\$400,000 to the project over a five-year period, primarily for technical assistance. Cégep André-Laurendeau will act as consultant to CASE for implementing the educational component. Its mission essentially will be to ensure that students attending CASE enjoy a safe environment and receive academic and occupational training that meets national standards. Cégep André-Laurendeau will train academic advisors and supervisory staff and support CASE in the implementation of training structures

in new sports disciplines such as swimming, basketball, tennis and track and field. It will also assist the centre in implementing an equal opportunity program to promote the inclusion of girls.

The first interventions conducted with Cégep André-Laurendeau to start up CASE activities confirmed the validity of selecting this partner. I have found our partners to be very attentive and professional, with a clear interest in contributing to the institutional stability of CASE and its establishment in Senegal as a centre of excellence for sports and academic training.

The CASE project poses a major challenge in terms of transforming the social environment and facilitating the advent of sustainable development in Senegal. We cannot meet this challenge without well trained people who are driven to exceed expectations and value tolerance, fair play and solidarity, which only sports can cultivate. Senegalese officials have shown awareness of the scope of this project, which receives support from the Ministry of Education, the municipal government of NGor and local communities.

It is my hope that further cooperation will emerge to augment the partnership begun with ACCC and Cégep André-Laurendeau, specifically with academic and sports associations and federations, development foundations and agencies in Canada, to support the institutional development of CASE as a forum for academic and sports excellence for all of Africa. ■

El Hadj Malick Sy is President of the Senegalese Football Federation. He led Senegal to the African Cup of Nations in Mali and to the World Cup. Mr. Sy has devoted much of his life to soccer and sports in general, winning the gold medal at the 1963 Friendship Games in Dakar. He is also First Vice-President of Senegal's Olympic Committee and President of Senegal's Olympic Academy.

In parallel with his sports career, after completing university studies in economics and tax training at the École nationale des Impôts in Paris (ENI), Mr. Sy served successively as Secretary General of the Senegalese Ministries of Agriculture and Public Facilities; Director General of the Post and Telecommunications; Secretary of State for Privatization and Restoration of the Parapublic Sector; Minister of Tourism and President of the Port of Dakar. Mr. Sy is cofounder of the business group Forum francophone des affaires and is a Commander of Senegal's Order of Merit. He is also an Officer of the National Order of the Lion, Commander of Italy's Order of Merit, Chevalier de la Légion d'Honneur and a member of Rotary International.

2

Applied Technology at School - Mali

Canadian College:
New Brunswick Community College - Bathurst
Developing Country Partner:
Ministry of Education, Mali
Duration: 1999 - 2003

Devoting more than 25 percent of its budget to the education sector, the Government of Mali is a key player in genuine education reform targeting institutional restoration and adjustment of the educational system as well as the creation of a continuing education policy and a stable, balanced, rational funding policy for the educational system as part of decentralization initiatives. Adapting professional teaching to the needs of the economy and adopting an operating policy for books and instructional materials are also key elements of the reform effort.

During a visit to New Brunswick, the Minister of Education of Mali was briefed on a successful provincially-funded pilot project with Népissiguit High School in Bathurst that involved the development of practical modules for Grade 10 students to help them become better informed about careers in technology. Subsequently, the Ministry of Education in Mali partnered with New Brunswick Community College – Bathurst, the Népissiguit secondary school and the Bathurst engineering firm Roy Consultants in a four-year train-the-trainer project involving secondary school and college teachers. Due to high dropout rates in the higher grades, the Malian teachers focused on younger students enrolled in Grade 7 at Missira Secondary School.

Ten technology instructors from Mali now have the capacity to

continued on p. 10

3

Rural Nurse Practitioner Program - Ghana

Canadian College:
Okanagan University College
Developing Country Partner:
University for Development Studies
Duration: 1999 - 2003

Economic and social development in the rural areas of Northern Ghana is constrained by the lack of access to primary health care, including reproductive health care. As many as one in 16 women die from complications during pregnancy and childbirth, the infant mortality rate is high and deaths resulting from communicable diseases and treatable conditions such as dysentery are common.

Based on a western clinical model, training for medical professionals has not fully met the needs of rural and remote communities. Nurses provide most of the primary health care services in these types of communities, with limited access to hospitals, modern equipment or pharmaceuticals.

A different paradigm of nursing education was required to reach and engage communities in preventative and curative health care. As such, the Ghanaian institution dedicated entirely to educating Ghanaians in the skills required to implement the nation's development strategies, the University for Development Studies (UDS) partnered with Okanagan University College (OUC) in the "Nurse Practitioner Training Project." Funded by the Canadian College Partnership Program, the project assisted UDS to plan and deliver a program to train Ghanaian State Registered Nurses as Rural Nurse Practitioners.

continued on p. 10

4

Malawi Technical Education Reform Project

Canadian College (lead):
Saskatchewan Institute of Applied Arts and Technology (SIAST)
Canadian College Partner:
Cambrian College of Applied Arts and Technology
Developing Country Partners:
Malawi Polytechnic and TEVETA
Duration: 1999 - 2003

Through a Canadian College Partnership Program (CCPP) project, SIAST and its partners in Canada and in Malawi succeeded in changing the face of technical vocational education in Malawi. The Technical Education Reform Project was designed in cooperation with the Malawi government, the German aid agency GTZ and the Danish international development agency DANIDA. A high level of cooperation amongst the various partners in Canada, Europe and in Malawi throughout the



Scene from the project's Informatics Module

four-year duration of the project allowed for effective utilization of resources to assist the Government of Malawi in implementing sweeping technical vocational education reforms.

By the mid 1990s, investments in basic education by the Government of Malawi and donors had led to in-

continued on p. 12

Mali - continued from p.9

train other instructors in the development of applied technology modules. Roy Consultants, one of 40 Canadian firms involved in the provincial pilot project, has met with many Malian firms and government departments to promote the involvement of the private sector in encouraging young people to learn about and choose careers in trades and technology.

More than 120 young people, including 70 girls, had the opportunity to experience electricity and computer science modules starting in January 2003. The masonry, iron working, carpentry and drafting modules are now under development and should be open to students in early 2004.

The Applied Technology at School project has consolidated the partnership between Canadian and African institutions and developed genuine links of friendship between the people involved. On January 27, 2003 during

the launch ceremonies for the first two modules, Mali's Minister of Education, Mamadou Lamine Traoré, stated: "We have just opened an exciting work site for cooperation, which we now have a duty to carefully maintain but also [to] develop and expand."

On January 27, 2003 during the launch ceremonies for the first two modules, Mali's Minister of Education, Mamadou Lamine Traoré, stated: "We have just opened an exciting work site for cooperation, which we now have a duty to carefully maintain but also [to] develop and expand."

The project has been true to her words, and has opened up other longer-term avenues of cooperation including the expansion of the project to all of Mali in grades 7, 8 and 9, the twinning of schools in Mali and New Brunswick, and exchange programs to send Canadian interns to Africa. ■

Ghana - continued from p.9

During the initial stages of the project, the partners conducted a community health needs assessment using a Developing a Curriculum (DACUM) model. The current competencies of nurses graduating from the State Registered Nurse program were compared to the required competencies identified in the community needs assessment. The information gathered was then used to design a new pilot program and curriculum for training rural nurses.

The partners also conducted an instructor skills assessment and compared existing competencies with those required to deliver the program. The gap analysis was used to design a professional development program in curriculum content and instructional methods required for program delivery and sustainability. Four OUC nursing faculty traveled to Ghana to provide mentoring to UDS faculty members during the training period.

A class of 21 State Registered Nurses began the 12-month rural practitioner training program in the third year of the project. Evaluations of the program design, curriculum and instructional methods allowed adjustments to be made as required. The second delivery of the program involved 18 students in the fourth year of the project. The convocation ceremony for graduates of the first year of the program was attended by national and local government officials as well as by the President of OUC.

It should be mentioned that Canadian students also greatly benefited from this project. With the support of the UDS, 16 OUC nursing students were given the opportunity to complete the final semester of their Bachelor in Nursing program in Northern Ghana. They were assigned to practice in local communities and village clinics as well as at the Tamale Regional Hospital. All of the students described this clinical opportunity as life altering in terms of their nursing practice.

At project completion, 21 Rural Nurse Practitioners graduates were practicing in rural communities in Northern Ghana and the UDS faculty were in a position to continue delivering the program without OUC assistance. In fact, UDS reports that a third delivery of the rural nurse practitioner program is currently underway. Additionally, a one-year OUC President's Scholarship was recently awarded to Miss Vida Yakong, a graduate of the first year of the program, to enable her to complete a BSN degree at OUC. Following her graduation, Miss Yakong will return to Ghana to teach at the UDS's School for Nursing. The partnership between UDS and OUC therefore continues and sustainability is one of the project's greatest achievements. ■

5

Female Entrepreneurship
in Mauritania

Canadian College:
Cégep de Jonquièrre
Canadian partner:
Cégep de Saint-Jérôme
Developing country partner:
Secretary of State for the Status
of Women
Duration: 1999 - 2003

The Islamic Republic of Mauritania (IRM) is a developing country with growing urbanization and more than 60 percent of the population living under the poverty threshold. The Government of the IRM instructed the Secretary of State for the Status of Women (SSSW) to develop a long-term national strategy focused on the greater participation of women in the country's economic and social development process and the promotion of family and child welfare. As such, SSSW developed an official policy to support female entrepreneurship through Centres de formation et de



ACCC and College representatives meeting with project participants

promotion féminines (CFPF) [women's training and promotion centres].

The four-year Canadian College Partnership Program project "Female Entrepreneurship in Mauritania" had a three-fold focus. It worked with

continued on p. 13

6

Technical Training
Centre - Senegal

Canadian College:
Collège de Sherbrooke
Developing country partners:
Lycée Seydina Limamou Laye
Industrial: Sonacos,
Carnaudmetalbox, MTOA
Duration: 1999 - 2003

During the Dakar Symposium organized by ACCC in 1994, the shared interests and complementary expertise of Collège de Sherbrooke and Lycée Seydina Limamou Laye sparked a partnership project involving the creation of an automation technical training centre.

Senegal lacked the human resources capable of providing training and the material resources to support learning in properly equipped laboratories. With the development of technical and occupational training a major national priority of the Government, Lycées were given the necessary flexibility to define a new mission for themselves while reviewing options for financial self-sufficiency. In the interim, aware that Lycée Seydina Limamou Laye had an urgent need for resources to provide technical training and meet labour needs in the industrial sector, Collège de Sherbrooke entered into a cooperation agreement with the Lycée.

Located in the Pikine-Guédiawaye suburb, a community of approximately two million people of whom 65 percent were youth, Lycée Saydina Limamou Laye served 5,200 students, including 1,800 enrolled in occupational training. Teaching staff had a solid background in theory but lacked practical experience. The school dropout rate was 60 percent and technical training was reserved almost exclusively for men.

continued on p. 13

7

Continuing Education in
Agriculture - Bénin

Canadian College (lead):
Collège François-Xavier-Garneau
Canadian College:
CCNB Centre of Excellence in
Agricultural and
Biotechnological Sciences
Developing country partners:
Lycée agricole Médji de Sékou
Collège d'enseignement
technique agricole d'Ina
Collège d'enseignement
technique agricole d'Adja-Ouéré
Collège d'enseignement
agricole de Natitingou
Duration: 1999 - 2003

Approximately 68 percent of Bénin's 5.4 million citizens work in the agricultural sector, which accounts for 38 percent of the country's Gross Domestic Product. In breaking down the sector into various components, the production side is heavily dominated by men as they have access to the means of production while agrifood processing, which forms the majority of the industrial sector, is a major source of employment for women.

Given that Bénin's primary economic and social concerns are agriculture and education, priority has been placed on the development and processing of food crops, against a backdrop of self-employment and training.

Collège François-Xavier-Garneau has been active in Bénin since 1992, working in the areas of entrepreneurship development and formal education and training. These interventions have been enriched by partnerships with New Brunswick's Centre of Excellence in Agricultural

continued on p. 14

Malawi - continued from p.9

creasing numbers of literate but unskilled people seeking higher education and training. There was high demand for skilled labour in the country but few institutions were providing technical/vocational training that met the needs of industry. As a result, graduates were having difficulty obtaining employment.

Through the 1997 National Development Plan, *Malawi Vision 2020*, strategies were outlined to promote sustainable development and poverty reduction including the diversification of the economy through industrialization and an emphasis on appropriate technical/vocational and entrepreneurship education and training. The strategy for improving technical education was further elaborated upon in the government policy paper entitled "*Technical, Entrepreneurial and Vocational Education and Training (TEVET) Policy*" (July 1998) which called for a demand-driven curriculum, better-trained teachers, appropriate course materials and updated equipment. The new thrust was to be implemented by a new agency, the Technical, Entrepreneurial, Vocational Education and Training Authority (TEVETA) which came into existence in 1999 at the same time as the new Technical Education Reform Project.

Through the CCPP, SIAST entered into a partnership with the new TEVET Authority, the Malawi Polytechnic and the Ministry of Labour and Vocational Training (MoLVT) along with GTZ and DANIDA. The goal of the project was to support the building of TEVETA's capacity to administer and deliver technical vocational training that addressed employers' labour needs more effectively.

The TEVET Authority was in its infancy and faced major challenges in convincing industry in Malawi to cooperate and in becoming a real player in technical education reform. The Technical Education Reform Project assisted in developing expertise among the TEVETA staff in industry needs assessment using DACUM and other strategies as well as competency-based education (CBE) curriculum development skills. It also assisted in establishing learning materials development skills including desktop publishing training (15 persons), a DTP lab for producing materials, instructor upgrading in automotive repair (49 instructors) and new approaches and skills in developing industry-institute relationships.

The project trained over 50 DACUM/Curriculum designers, selected from among the country's technical vocational institutions, who then went on to develop a number of industry training short courses. Three new CBE programs were developed and piloted within the country's public technical colleges. Both TEVETA and the Malawi Polytechnic began to receive many requests for training from the private sector that they were better able to fulfill. In addition, a TEVETA Public Relations/Marketing Plan was developed to further the goals of technical vocational education reform across the country.

With funding from outside of the project, SIAST and Cambrian College sent eight interns for a total of 39 months to TEVETA and the Malawi Polytechnic to study business development, marketing, computer web design, computer information systems, graphic design and HIV/AIDS throughout the life of the project.

The Technical Education Reform Project also developed a number of important activities related to gender equity. Using TEVETA's new Gender Policy as a guideline, 27 counsellors and teachers were trained in gender issues and new career guidance materials were developed. The project partners launched a career guidance video, *A World of Choices* at the CCPP Forum held last May in Vancouver. The video will be used in recruiting young women to the TEVET programs in Malawi and in emphasizing the important role of science and mathematics for future technology careers. Accompanying the video is a colourful poster and a teacher's guide.

Overall, TEVETA is now a mature organization that enjoys significant stature within the field of technical vocational education in Malawi. The Polytechnic has developed strength in industry training utilizing the CBE methodology with many instructors and through them the students, receiving new skills and knowledge through the project. Furthermore, a host of Canadian faculty members now better understand Malawi's development issues through a wide variety of activities including technical assistance missions, in-Canada training, guest speakers, presentations, videos and other events. ■

Mauritania - continued from p. 11

CFPFs to provide women with short-term entrepreneurship development and skills training using a training-production approach linked to the real needs of the labour market. It also emphasized training in loan management. The Nissan Ban, acting as a funding agency for micro loans, worked closely with the SSSW while a multidisciplinary team from the CFPF analyzed projects submitted by female entrepreneurs and developed business plans adapted to the specific context of each project.

In macroeconomic terms, the project enhanced the availability, quality and accessibility of new products and services available in the market as new groups of female entrepreneurs were trained by CFPF experts. The results achieved exceeded forecasts, with 500 women trained by the CFPFs and at least 2,500 women whose socio-economic circumstances were impacted positively in terms of cooperative-based employment, skills acquisition and increased participation in the productive sectors

of the economy. SSSW officials were able to capitalize on the knowledge acquired, structure it more effectively and make it more accessible to future groups of female entrepreneurs. Trainers working with the CFPF are being sought out by various non-government organizations to deliver entrepreneurship training across the country.

The strength of the project lay in its ability to put theory into practice: for each training activity, the team had to observe the tangible results in the field. For example, proposals to develop a fashion boutique or a phone booth/calling centre would have to produce viable business plans and results to meet loan criteria.

The number of projects funded by the Nissan Bank rose from 47 in 1997 to 787 by October 2002, a significant increase directly linked to this project. Through the SSSW, the bank is now accessible to 70,000 women members in more than 1,069 cooperatives. ■

Senegal - continued from p. 11

While the area had a strong manufacturing sector, with companies often utilizing the latest technology especially in the automation of operations and inventory management, there was a local shortage of skilled labour. Businesses were bringing in foreign consultants or organizing internships abroad to provide the necessary skills training. As such, huge investments were being made in the development of skills, but no investment was targeted towards the development of local instructors and technicians.

The goal of the four-year partnership project between Collège de Sherbrooke and the Lycée was to increase the ability of the latter to train skilled, specialized workers able to meet the needs of the local labour market. The project established a Centre de formation en technologies de l'automatisation (CFTA) [automation technology training centre] in 2000 to provide laboratory equipment in the field of automation as well as skills upgrading for Lycée teachers, who completed an internship in Canada, visited highly computerized companies and were exposed to teaching practices in the Electrical Engineering Technology and Mechanical Engineering Technology departments at Collège de Sherbrooke.

Although the project first introduced customized training to meet business demand, students benefited from improved teaching methods and the currency of equipment available at the Lycée. Women enrolled in the Lycée were encouraged to train in the field of industrial techniques and the institution engaged in affirmative action to integrate women into the project.

Today, CFTA has a well established administrative structure, a board of directors and various authorities to ensure sound management. Qualified staff develop and deliver customized training and the Centre's laboratory is on the cutting edge of modern automation technology, allowing staff to provide businesses with training on speed regulators and in pneumatics to complement training activities conducted in these fields.

Continuity of the project is provided by Lycée Seydina Limamou Laye, which manages CFTA. With qualified staff to manage the Centre and the training customization process as well as a team of teachers qualified in industrial technology, the Lycée can maintain the financial self-sufficiency of the Centre. Partnerships with key industrial firms have fostered further development of partnerships with local business and industry. ■

Bénin - continued from p.11

and Biotechnological Sciences in the area of continuing education in agriculture and agricultural entrepreneurship.

In recognition of a past ACCC project that involved Collège François-Xavier-Garneau and Bénin's Direction des études technique et professionnel (DETP) [*technical and professional studies branch*] in the transformation of agricultural training programs and the business development of the graduates, the Ministère de l'enseignement de l'éducation nationale et de la recherche scientifique (MENRSS) [*ministry of teaching, national education and scientific research*] and DETP hoped to create continuing education centres within agri-cultural educational institutions. Bénin's governing party submitted documents to ACCC addressing these concerns, which presented a proposal with Collège François-Xavier-Garneau and a Canadian consortium to DETP.

In June 1996, teachers from Lycée de Mèdji and other agricultural technology colleges in Bénin took on responsibility for the main thrusts of this new initiative and a CCPP proposal was drawn up in February 1997. The project was designed to support Bénin in its efforts to upgrade the entrepreneurial skills of small farmers and

women working in agri-food processing through the establishment of continuing education cells in the country's four agricultural training centres.

In 1998, a study of training needs in agriculture was conducted and confirmed the need to create a continuing education cell in agricultural entrepreneurship. Over a four-year period, the project developed four continuing education cells in agricultural entrepreneurship and enhanced their effectiveness through computerized management tools. It also introduced a training program for instructors, provided training sessions to agricultural producers and established micro-businesses that are now contributing to the growth of an entrepreneurial culture in Bénin.

The project has also achieved unexpected results such as the development of a spirit of entrepreneurship among instructors, who took the initiative of opening a small photocopying centre in their institution and used the income to maintain and repair equipment given to their cells under the project, and increased enrollment through promotion and community outreach. ■

CCPP Staff Changes

Marie-Josée Fortin was appointed coordinator of the Canadian College Partnership Program (CCPP). Marie-Josée replaces Anna Toneguzzo who has taken on new duties within the ACCC Member Services and Public Policy Division. We would like to take this opportunity to thank Anna who greatly contributed to the program's development in recent years. Contact Marie-Josée Fortin at tel.: (613) 746-2222, ext. 3137 or e-mail: mjfortin@accc.ca.

Dominique Van de Maele replaced Marie-Josée Fortin as Senior Program Officer, CCPP Projects, Québec. He is also responsible for La Cité collégiale's Category 1 project. Contact Dominique Van de Maele at tel.: (613) 746-2222, ext. 3163 or e-mail: dvandemaele@accc.ca.

Claire Millington was appointed to the position of CCPP Projects Officer, Atlantic Provinces in May 2003. Contact Claire Millington at tel.: (613) 746-2222, ext. 3148 or e-mail: cmillington@accc.ca.

Lucie Brien, formerly the Training and Research Officer with the CCPP team, assumed new duties within the ACCC Member Services and Public Policy Division on October 27.

To obtain a copy of the CCPP organizational chart, visit the "Contact Us" page of the CCPP web site at <http://ccpp.accc.ca>.

CIDA Staff Changes

Since spring 2003, CIDA's Canadian Partnership Branch has been restructured and several staff changes have occurred. Jennifer Benimadhu was appointed Vice-President of the Canadian Partnership Branch, replacing Josée Touchette. Robert Derouin was appointed Director General of the Voluntary Sector, replacing Claude Francoeur. Ray Woltman was appointed Director, Universities and Colleges Program, replacing Louise Bergeron. Marc Gosselin was appointed Senior Officer, Universities and Colleges Program, replacing Nathalie O'Neil. We extend a warm welcome to the new team and would like to take this opportunity to sincerely thank Josée Touchette, Louise Bergeron, Nathalie O'Neil and Claude Francoeur for their

constant support over the past few years. We wish them good luck in their new endeavours.

Projects in Progress

Of the 53 projects currently in progress, 25 are CCPP Phase 1 projects slated to end in September 2004. Of the 28 new initiatives that began on April 1, 2003, four fall into Category 1 (\$800,000 projects) and 24 are classified as Category 2 (\$400,000 projects).

Project Development Fund

On September 16, 2003, ACCC issued a request for Project Development Fund (PDF) proposals. Of the 43 proposals received, 63 percent involved projects in Africa, 31 percent targeted South America and the Caribbean while 16 percent focused on Asia.

The Project Selection Committee (PSC) for PDF proposals is made up of four college and institute representatives, a CIDA representative and a Chair named by the ACCC Board of Directors. The PSC will meet on December 18-19, 2003 to select the proposals to be recommended to CIDA for approval.

Colleges and institutes that submitted a PDF proposal will receive a reply in January 2004. The missions are scheduled to take place between February 2 and May 31, 2004.

College Visits by ACCC Project Officers

For the past five years, ACCC project officers have visited Canadian colleges and institutes involved in CCPP projects to monitor developments, gather information on the progress made in relation to the results expected and address any project management questions or issues. These visits will continue throughout 2005.

Upcoming Request for Proposals for Category 1 and 2 Projects

The next Request for Proposals (RFP) for Category 1 and 2 projects will be issued in late January 2004, with a submission date in mid-June, 2004. The RFP will not be distributed by mail. We encourage you to visit the CCPP web site in late January to obtain an electronic version of the RFP.

CCPP Forums and Workshops

CCPP Forum 2003 “Tools for Sustainable CCPP Partnerships”

A total of 130 participants, including 30 overseas partners, attended the CCPP Forum held in Vancouver on May 22-24, 2003 just prior to the ACCC Annual Conference. Forum workshops focused primarily on improving CCPP project management capability.

Fall 2003 workshop “Integrated and Effective CCPP Project Development”

The Integrated and Effective CCPP Project Development workshop examined the requirements for submitting PDF proposals and provided an overview of the new elements of

the Category 1 and 2 RFP. Pierre Racicot, a Vice-President at CIDA for 12 years and a participant in the review of Canada’s international assistance program conducted by the Organization for Economic Cooperation and Development (OECD) discussed Canada’s approach to official development assistance. Held in September and October in Regina, Vancouver, Toronto, Moncton and Saint-Jean-sur-Richelieu, the workshop attracted over 70 participants.

CCPP Forum 2004

The next CCPP Forum will be held at the Crowne Plaza Hotel, Ottawa from February 12-13, 2004. Workshops will address the preparation of proposals for Category 1 and 2 projects with an emphasis on both theoretical and practical components. The Forum will highlight development in Africa and the role of agriculture in international projects. For more information, visit the CCPP website at <http://ccpp.accc.ca>

CCPP Web Site

The CCPP Web site was recently updated. Visitors can now find an organizational chart of the CCPP team as well as documents relating to requests for proposals, project funding, workshops and projects. To visit the CCPP web site visit <http://ccpp.accc.ca>.