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A Graduating Class of New Entrepreneurs in Mali

Inside

**Private Sector
Development
in Developing
Countries
and
Canadian
Colleges and
Institutes**

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**Cover Photo Credit: Gilles Dubé, CCPP Project No. 974A -
Autonomy through Entrepreneurship - Mali**

Public-Private Partnerships (PPP):

Working Together for Development

A few years ago, I often used the three letters “PPP” to signify the three ingredients necessary to successful joint activities. The first P stands for “joint **P**roject,” the second P is a reminder that a group or community’s “collective **P**articipation” is required to properly define and carry out this project, and the third P is for the “**P**assion” needed to persevere. Nowadays, the acronym PPP is increasingly used to signify **P**ublic-**P**riate **P**artnerships.

This issue of *ACCC International* is intended as a forum for reflection on and presentation of the concrete activities through which colleges and institutes could or can (as they already do so well in their respective regions) contribute to international cooperation and development in a partnership context, and support the development of the private sector in developing countries.

Thinking further about the meaning of “public” and “private,” you realize that so-called private companies often have a public status and must generally be publicly accountable to their shareholders and to government. They can also be cooperatives. They are often supported by governments and public-sector organizations. The mandate of colleges and institutes is, after all, to train a workforce adapted to the needs of organizations, whether public or private. As well, we see more and more social organizations being structured on models of social, community or cooperative enterprises.

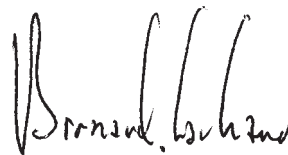
The differences between the organizations of the so-called public sector and those of the so-called private sector are therefore tenuous. They rest essentially on the fact that in the private sector, earnings are directed more to individual owners or shareholders, while the earnings of public organizations are passed on to the entire community or society. But in fact, it must be recognized that the development of the private sector also benefits society as a whole by creating jobs, by contributing to economic

development and also by leading businesses to fulfill more and more social responsibilities. Everyone acknowledges that it is to the advantage of public organizations to support the development of entrepreneurship and to strengthen the development of enterprises, whether public or private.

Whatever the status of the organizations, whatever the models used, there needs to be a sense of ownership on the part of the individuals or the community. These people or groups need to get something out of it. The question of the distribution of profits is determined through policies and ethics, both inside and outside organizations. And all that can only come about through comprehensive training in methods and means, as well as in approaches and values.

In this issue, we invite you to become acquainted with the different perspectives and examples with regard to this necessary participation and sharing that must develop between private and public enterprises internationally. Colleges and institutes have an essential support and training role to play in this regard.

You will see that the development of Public-Private Partnerships and the support of private sector development by educational institutions can also only come about through a **P**roject approach that is **P**articipatory and in which its players proceed with **P**assion.



Bernard Lachance
Vice-President, Partnership Programs

Canadian Colleges and Institutes Foster Relationships with the Private Sector in Support of

By Meenakshi Gupta

Training and Research Officer
Association of Canadian
Community Colleges

To eradicate inconsistencies that impact the socio-economic growth of developing countries, the Canadian International Development Agency (CIDA) partners with civil society and private sector organizations in Canada and overseas to build capacities for development “that [are] equitable, environmentally sustainable and strengthen the economic, social, environmental and governance capacity of women and men, girls and boys”¹.

Capacities for development can be broadly defined, yet it would seem that without an active private sector - formal or informal - able to create and sustain employment livelihoods and income generation capacity, a country's poverty reduction objectives and socio-economic development could be curtailed or even jeopardized.

Recognizing that many developing countries lack access to markets, financing, information, skills and technology, CIDA's 2003 policy *Expanding Opportunities through Private Sector Development: Canada Making a Difference in the World* highlights the need for the Agency's Canadian partner organizations to contribute to private sector entrepreneurship in developing countries to realize “pro-poor economic growth and improved standards of living for people living in poverty” (Whelan, 2003)².

This objective was reinforced during the March 2004 United Nations Commission on the Private Sector and Development when the Prime Minister of Canada, co-chair of the Commission, called on developing countries to free local entrepreneurial

energies to help overcome extreme poverty and achieve the Millennium Development Goals³. The Report of the Commission, *Unleashing Entrepreneurship* (2004), states that the private sector is “central to the lives of the poor with the power to make those lives better”⁴ and cites a 1970-1998 study that examined the relationship between public and private investments and their impact on growth and incomes in 50 developing countries. Based on the study's findings that countries with higher growth have featured higher private sector investment, it may be established that unleashing the potential of the private sector and entrepreneurship in developing countries is central to meeting the challenges of poverty alleviation.

This potential lies in the inherent flexibility and reach of the private sector which encompasses not only large and multinational companies but also small- and medium-size enterprises (SMEs) or micro-enterprises that at times operate outside the formal legal system. In developing countries, SMEs and micro-enterprises are recognized as the cornerstone of economic growth. They provide employment opportunities for service providers who have difficulty finding jobs in the formal sectors.

For example, urban dwellers in Thailand who lost their jobs during the economic crisis of the late 1990s supported themselves by turning to informal street-vending opportunities⁵.

In light of these facts, a large number of international financial organizations, including the World Bank, the Asian Development Bank and the Inter-American Development Bank, strongly believe that SMEs

provide a powerful synergy for sustainable poverty alleviation. For example, the World Bank Group's website for the SME Department indicates that:

“For an impoverished family in a developing country, establishing a small- or micro-enterprise often represents the first tentative step toward self-sufficiency. The SME sector as a whole can galvanize an entire economy, creating jobs and spurring growth.

In much of the developing world, the private economy is almost entirely comprised of SMEs. In Ecuador, for example, 99 percent of all private companies have no more than 50 employees. Bottom line? SMEs are frequently the only realistic employment opportunity for millions of poor people throughout the world.” (2002)

The Department has identified four strategies for promoting small business growth in developing nations:

- better business environments;
- technical assistance and capacity building;
- access to capital; and
- access to information technology.

Each strategy aspires to reform the trade market through new policies, building the entrepreneurial skills and capabilities of the local population, and facilitating access to funds and information technology to promote competition in the rapidly evolving global economy. These strategies have also been incorporated into the program objectives of other international organizations such as

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the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Development Programme (UNDP) as well as the donor nations' development agencies such as CIDA.

The Canadian College Partnership Program and the Private Sector

CIDA's Canadian Partnership Branch collaborates with colleges and institutes and other organizations to design and implement projects that promote knowledge development and creativity to ultimately support poverty alleviation. On behalf of its member institutions, the Association of Canadian Community Colleges (ACCC) entered into four successive contribution agreements with CIDA – the Program Development Fund (1985-1991), the Fund for Collegiate Institutional Cooperation (1991-1995) and the Canadian College Partnership Program (CCPP) (1995-2001 and 2001-2007).

Under the current CCPP, a number of Canadian colleges and institutes have focused on building the entrepreneurial capacity of developing countries through the transfer of technical knowledge and essential skills that can help promote the growth of micro-enterprises or SMEs which in turn contributes to improved household self sufficiency and poverty alleviation. They are also “assisting local and regional businesses and organizations to innovate through the adoption of new processes and products; and, serve as a window to the world through international programs and services”⁶.

Some CCPP projects have focused on developing the income

generation skills of specific, marginalized populations such as female heads of households, the unemployed and the economically disadvantaged. Projects have included, for example, education and training for SMEs and enterprise skills for women in China, food processing in Vietnam, micro enterprise training in Nicaragua and agri-entrepreneurship training, women in entrepreneurship and entrepreneurial skills promotion in Africa. Other projects have fostered ties with the private sector by:

- appointing board members from private industry to advise on developing effective training programs;
- helping students find job placements in the private sector and gain practical work experience; and,
- encouraging in-kind contributions from private companies to support and deliver the activities of the project.

For example, the goal of a CCPP project with the Cuba Extension Services Centre and New Brunswick Community College - St. Andrews was to provide continuous education and human resource development opportunities for employees of local enterprises in the areas of technology and business management. Involving the private sector was deemed central to achieving a greater convergence between the quantitative and qualitative dimensions of the participating institutions' programs and the training needs of the industrial sectors.

As graduates of institutional training programs are expected to perform effectively as part of a trained labour force, the involvement of the private sector not only offered a direct connection to the job market, but also an effective medium to bring about organizational and productive innovations in the educational institutions.

As a result of the project, Cuban businesses and industries have linked with the University of Cienfuegos to avail of practical skills training and new technological innovations, while students from the University have found job placements in local Cuban industries. COPEXTEL, the second largest technology company in Cuba has continued to extend its support through a second project with the University of Cienfuegos and New Brunswick Community College - St. Andrews which seeks to establish a Centre of Excellence for Refrigeration and Air Conditioning.

In addition, New Brunswick businesses donated six buses, several computers and refrigeration material etc. to the community of Cienfuegos thus strengthening the private sector link between the two countries.

The following examples provide a more in-depth view of how CCPP projects are working with the private sector in developing countries to reach the informal sector, strengthen the capacity of the formal sector and assist those populations most in need to develop sources of sustainable income.

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Example:

Continuing Education and Contract Training in India

A land of cultural and social diversities with a large percentage of the population residing in the rural sector, India has introduced numerous economic reforms since the early 1990s to mitigate rural and urban poverty resulting in growth of 8.2 percent during the Fiscal Year 2003. Today, India boasts one of the world's fastest growing economies yet more remains to be accomplished to fully realize sustainable economic growth and social development.

The College of the North Atlantic partnered with Periyar Centenary Girls' Polytechnic located in Vallam, Tamil Nadu in 1995 to strengthen the ability of India's polytechnic institutes to meet local human resource development needs and establish successful education-industry linkages. The partnership also aimed to help rural women enhance their labor market skills and find employment opportunities.

During the initial phases of the project, faculty and staff at the College of the North Atlantic provided in-depth training in continuing education management and contract training for Periyar faculty. To apply the knowledge learned, the staff of Periyar Polytechnic partnered with several major Indian enterprises including Bharat Heavy Electrical Limited, the Lignite mines at Neyveli, the Electronics Corporation of Tamil Nadu and the Chauvery gas/oil project to assess their human resource needs and design training programs and contract training. The Polytechnic also

successfully negotiated a contract with the private sector to deliver computer-related training and environmental training programs.

As the project progressed, the Polytechnic secured specific contract training programs with Bharat Heavy Electrical Limited (Internet training and ISO 14,000), Foodcraft Institute (computer training), Tantext Textile Mill (computer training), and seven higher secondary schools in the region (computer training). A number of Polytechnic students also completed on-the-job training programs with several Indian industries.

Prior to the implementation of this project, industry-education linkages and purchasing training from post-secondary institutions were new concepts for the Indian private sector. However, they were very well-received as was the invitation to industry to participate in educational program advisory functions. The Indian partner Institutions view these developments as a major step forward as interactive relationships with local industry - whether to develop further cooperative work terms or to coordinate practical new technology experience for faculty members - are required for social and financial mobility. Also, the industrial linkages established through this project have helped to ascertain industry as a major stakeholder in educational reform. In other words, the Indian private sector has become supportive of the technical skills program at the Periyar Centenary Girls' Polytechnic and has opened its doors to receive students for placements - an important step towards sustainable growth.

In 2000, the partnering institutions for the Continuing

Education project were honoured with CIDA's "Award of Excellence" for their contribution to reducing poverty among poor women in the southern region of India.



A ribbon cutting marking the inauguration of a Workshop Building.



Dr. Ramachandran, Principal, Periyar Maniammai College of Technology for Women giving a valediction speech for the "One month product process entrepreneurship program".



Signing of the MOU between College of the North Atlantic, Newfoundland and Periyar Society, India

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Example:

Entrepreneurial Skills Promotion for Self-Employment in Africa

In 1997, Bow Valley College launched the *Entrepreneurial Skills Promotion* (ESP) CCPP Level II project, an initiative targeting Mupfure College which is a Government/NGO-funded training centre in rural Zimbabwe. Now catering to academically disadvantaged Zimbabweans (those who have not completed grade 10), Mupfure was originally established for returning freedom fighters. It is an extremely flexible institution with a mandate to deliver innovative vocational training relevant to the needs of the self-employed.

The ESP proposal featured a combination of Bow Valley's expertise in integrated training and essential skills curriculum development and Mupfure's technical and trades expertise as well as its newly launched Business Studies curriculum. Mupfure was desperately in need of a revised entrepreneurship and vocational training strategy, one that could overcome the following:

- entrepreneurship training comprised solely of business management topics delivered in lecture format;
- theory-based, instructor driven trades-oriented technical programs; and,
- supplementary literacy classes taught from primary school textbooks with no connection to the technical areas being pursued by learners.

With Mupfure students boycotting classes and complaining bitterly about irrelevant course content, the challenge for Bow Valley was to help implement an integrated training model that would facilitate entrepreneurial, technical, and essential skills development for lower literacy learners. This was a daunting task considering Bow Valley did not have such a model "at home" nor did it offer any of the business and trades-based training programs available at Mupfure. The lack of pre-packaged solutions forced the collaborative ESP project to adopt a proactive attitude and work *on the ground* with those who would take ownership of outcomes. It also meant actively seeking new ideas and new partnerships – the latter materialized in the forms of APSO (Irish Personal Services Overseas), DU/EED (Protestant Churches of Germany), and GTZ (German Technical Cooperation).

The first step was to appreciate that informal sector Africa is not small business Canada. The second was to develop a training approach that reflected the realities of the Zimbabwe SME environment. The resulting Linkage Model was founded on the premise that while effective business management is extremely important to the success of SMEs, it is more important that entrepreneurs are able to research, predict and create markets for their products; understand the concept of value-added; and develop new products and skillsets as markets change. By addressing entrepreneurship not as a collection of business management modules, but as a fully *integrated* exercise in critical thinking, problem-solving, decision-making and design, this

unique model requires participants to complete a series of projects involving actual customers, market research, design specifications, costing and pricing, production planning and quality control. Students learn a wide range of technical, business and workplace-related literacy/numeracy skills and are trained by technical vocational instructors (not business lecturers) to produce goods using the same processes used by successful entrepreneurs.

The essential skills promoted by Human Resources and Skills Development Canada (HRSDC) also became an embedded part of the training delivered, but in a format representative of the informal sector. The HRSDC essential skills profiling methodology was modified and SME workers were profiled to determine the essential skills requirements of informal sector occupations. Bow Valley College was also invited by the Zimbabwean government to assist apprenticeship and trade testing officials with the inclusion of essential skills in the occupational standards being generated as part of a major overhaul of the Zimbabwean trade testing system.

When the ESP project ended, Bow Valley College was awarded another CCPP Level II project - Skill Links to Self-Employment - with the Namibian Community Skills Development Foundation, a non-profit organization chaired by the Minister of Higher Education, Training and Employment Creation. The Foundation is responsible for introducing community responsive programming to those unable to access conventional

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post-secondary institutions. Currently, only about 38 percent of eligible Namibians are enrolled in secondary school⁷ and of this number, fewer than 50 percent graduate⁸ from grade 10, the minimum level required to pursue further formal training. Of those who do graduate from grade 10, only two percent per year⁹ are admitted to higher education institutions. Approximately 25,000¹⁰ people are therefore left without any hope of attaining salaried employment and ill prepared to seek their own solutions.

Through the Skill Links to Self-Employment project, Bow Valley is assisting the Foundation to:

- implement the Linkage Model at a national level using a train-the-trainer approach;
- introduce essential skills profiling addressing the informal sector as well as and ways of connecting resultant data to technical skills information compiled using the DACUM process;
- conduct market research to identify community training needs and potential product ideas;
- design meaningful and relevant assessment processes; and,
- develop entrepreneurial incubation units with community training centre graduates and other economically disadvantaged populations.

In just over a year, Bow Valley College and the Foundation have conducted two international Linkage Model training sessions (which were attended by representatives of other

CCPP projects in Ghana and Malawi), undertaken an intensive marketing study of southern Namibia and established two women's sewing units or "incubators" which, in conjunction with the San Bushpeople, have produced and exported over 3,000 conference bags to Canadian labour organizations and private sector businesses since the beginning of the



His Excellency Sam Nujoma, President of Namibia, receiving a gift from Bow Valley College made during the July 2004 Linkage Model training session.



Women entrepreneurs making conference bags for Canada.

project. The participants in these units have generated enough income to feed their families and send their children to school.

Talks are underway with the newly formed Namibian Training Authority and its major funder, the European Union, to designate the Linkage Model as one of the "official" models for informal vocational training and assessment.

The Linkage Model's integrated approach makes sense in that the vast majority of those pursuing sustainable livelihoods through SME operations are the most vulnerable – youth, women, and adults with limited academic backgrounds – Namibians who lack the know-how, experience and skills to prosper in business. What is needed is training that teaches SME operators how to "deliver the goods," how to add value, how to measure their success, how to recognize business opportunities and how to respond with initiative and creativity.

In countries like Namibia, private enterprise is often reluctant to invest in the informal market due to a lack of production efficiency, quality control and sound business practices – problems that can be remedied through effective training and skills development. When private sector monies are directed to informal sector businesses, a transitioning to the formal sector becomes possible. This, in turn, creates wage employment, which facilitates economic growth and increased tax revenues. The Skill Links to Self-Employment project via the Linkage Model and an emphasis on workplace-based essential skills will continue to improve access to quality

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vocational training aimed at enhancing and modernizing the SME sector.

Both the Entrepreneurial Skills Promotion project in Zimbabwe and the Skills Links to Self-Employment project in Namibia have resulted in spin-off development initiatives in the water sector and in the early childhood sector. Reflecting the sensitivity of the private sector to the goals of international development and to building community awareness, the Zimbabwe Biosand Water Filter Project, the Children's Letter and Project Exchange in Zimbabwe and Child Speak in Namibia have received, through linkages with Bow Valley College, the support of the Canadian private sector in the form of in-kind contributions. For example, Calgary-based Davnor Water Treatment Technologies Ltd., donated the rights to the original concrete filter technology to Mupfure College while two Calgary oil companies donated computers for the children's exchange program and have paid to courier kids' projects to Zimbabwe and back to Calgary. Standard AERO, another private enterprise in the field of aviation, has donated funds for printing.

Example:

Training for Microenterprises in Textiles, Furniture Making and Food Processing in Nicaragua

The goal of the Microenterprises and Training Project, which ran from 1997 to 2003, was to increase the

productivity of small Nicaraguan cottage industries involved in textiles (garment cutting and making), food (cheese) and furniture making (wood drying) through the use of more efficient and environmentally-friendly procedures and techniques. The expectation was that increasing expertise in these three types of cottage industries would improve sales and consequently improve the quality of life of the producers and workers.

With Cégep de Saint-Hyacinthe as the lead Canadian college and Cégep de Victoriaville involved in the wood drying component, the project sought to improve the institutional and staff capacities of the Nicaraguan Institute for Small- and Medium-Sized Business Support [Instituto Nicaragüense de Apoyo a la Pequeña y Mediana Empresa (INPYME)].



Assistance in the development of pasteurization techniques and the improvement of hygiene in the cheese production sector.

Training of trainers, technical guidance, entrepreneurship, workshops, design and preparation of instructional materials, follow-up and evaluation, quality control, marketing, sales and exporting were all covered in workshops offered in Nicaragua to various groups involved in textile



Inauguration of a lumber dryer, used for furniture making.

production, food processing and furniture making.

In the area of textile production, Cégep de Saint-Hyacinthe supported training small Nicaraguan businesses in the following areas: improvement of garment finishing, introduction of new patterns, determination of standard colours and the use of certified dyes, all with a view to exporting garments to other Latin American countries. In the food processing sector, specifically cheese production, support was provided for the development of pasteurization techniques and improvements in sanitation methods, as prerequisites for exporting products to El Salvador and throughout Latin America. The furniture component focused on the use of drier wood and the adaptation of a kiln to produce higher quality finished products.

Overall, the project allowed practitioners in the cottage industries and local trainers to work in synergy with each other, maximize their labour by using new techniques, improve the quality of their national production and develop new sales and export

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Assistance to the craft enterprises, in particular the fabrication of hammocks.

marketing strategies to consequently improve their income.

The partnership between Instituto Nicaragüense de Apoyo a la Pequeña y Mediana Empresa, and Cégep de Saint-Hyacinthe was recognized by the CIDA Award of Excellence in 2000.

Example:

Small Business Development in Zimbabwe, Africa

Despite the complex political and socio-economic situation in Zimbabwe, development projects continue their efforts to alleviate

poverty among the disadvantaged by providing technical skills for self-employment and income generation. One such project was implemented by Humber College and Yukon College in partnership with Gweru Technical College in Gweru, Zimbabwe. To promote and support micro-enterprise and small business development in the Midlands Province of Zimbabwe, the project trained teachers from technical colleges and vocational training centres to develop needs-based curriculum and impart entrepreneurial skills to their students, many of whom were out-of-school youth, retrenched workers and disadvantaged women.

With the involvement of business and industry representatives from Canada and Zimbabwe to help develop sustainable private sector linkages, the Small Business Development project focused on the creation of a centre to support fledgling micro-enterprises and small businesses in Gweru.

Courses and workshops in small business skills and practices, writing and project management were offered in combination with on-going needs analysis and curriculum development. Training modules for delivering training courses and workshops were designed to allow trainers to assist individuals currently operating a business or interested in starting one. These modules covered areas such as feasibility and market research, business plans, legalities and regulations, sales and marketing, customer care, pricing and costing, cashflow and understanding market statements.

However, the objectives of the project and creation of a business

centre could not be accomplished until the practitioners of the trade were fully involved. Therefore, to further develop the conception of Gweru Business Support Centre, members of the Gweru Polytechnic carried out consultations with relevant stakeholders, micro-finance institutions, small business operators and municipal government officials, to discuss the concept of the centre. The consultations resulted in a formalized community partnership



Ribbon cutting ceremony in March, 2003 with representatives from local business and industry



A local entrepreneur receiving a certificate for training completion

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between the Gweru Polytechnic and the stakeholders.

In March 2003, the Gweru Business Support Centre was established. The local government donated the site, located in the centre of town close to areas of small business activity. Many graduates from the centre have since ventured out to start their own small enterprises, such as an engine repair shop, and business operators are consulted by the Centre on regular basis to develop relevant programming that responds to the needs of the labour market and local SMEs.

Endnotes

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Applied Technology in Schools:

The Role of the Private Sector

By Raymond Lanteigne

New Brunswick Community College -Bathurst

Market globalization and the advent of information technologies are forcing profound and rapid changes in the global job market. As no field remains untouched by these changes, it is essential that new or adapted training programs are introduced to ensure that the human capital of a region, province or country is adequately equipped in terms of skills and capacity. To achieve synergy between the marketplace and skills development, maintaining close ties between education and industry is unavoidable. These ties must be forged well before a future member of the workforce makes decisions regarding what type of education to pursue and what type of careers can best meet their life goals.

According to Jeanne Comeau, director of the Bathurst campus of New Brunswick Community College (NBCC), "Our institution has maintained close relationships with key industry stakeholders for over 40 years, which enables us to deliver training that is always directly in line with the current needs of the labour market. And we are forward-looking. NBCC-Bathurst was involved in a project to help Grade 10 students at New Brunswick's École Secondaire Népissiguit (ESN) become better informed about careers in technology. NBCC instructors Normand Cormier and André Pinet, who designed the practical modules for ESN, both

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earned their teaching degrees after leaving careers in the trades, one as a mechanic and the other an electrician. As such, both Mr. Cornier and Mr. Pinet were keenly aware of the importance of establishing links between industry and educational institutions."

"Starting up this project in the early 1990s wasn't all that easy," say Mr. Pinet and Mr. Cormier. "It was important to convince education authorities of the importance of targeting leading edge technologies in order to give secondary students an opportunity to understand the real possibilities being offered to them in terms of future learning, jobs and careers. Furthermore, providing students with practical exposure and experience would allow them to make well-informed, independent decisions concerning the broader opportunities radiating from these types of career choices. A partnership established with the private sector would permit the school to obtain input from industry leaders in the design of apprenticeship modules representing a contemporary work market. Modules were prepared in areas such as Pneumatic Design, Automation and Programming, Entrepreneurship, Project Management, Computer-Aided Publishing, Introduction to Computers, Remote Control, Computer-Generated Imagery, Video and Special Effects, Robotics, Audio-Visual Production, Electricity, Computer-Aided Drafting, Remote Sensing, Meteorological Characteristics, Meteorology, Photography, Structural Engineering, etc."

In embracing the provincial pilot project at ESN, representatives of the private sector were clear that "We need to turn students on to technology. We need new ideas, we need futurists. Of course we need people who can take over in the existing professions and trades. But we have a pressing need for people who can create jobs, who can create new businesses... people with the courage to tread off the beaten path. We need people who will look after product quality. Recycling, ecology and the environment are needs that require special technological attention. To encourage the entrepreneurial spirit, it is important to expose students to new things. Special attention must be paid to guidance and counselling services so that students obtain pertinent information about the opportunities that the future holds for them. Perhaps the unemployment rate is so high because most people are heading toward the same trades/professions/careers."

In 1999, following a visit to ESN by the Minister of Basic Education for Mali, a proposal was submitted by NBCC-Bathurst and its Malian partners to the Canadian College Partnership Program (CCPP). The "Applied Technology in the Schools" project was subsequently pilot-tested at Missira School in Bamako, Mali.

The challenge was to adapt the modular approach



used at ESN to the socio-economic reality of Mali. A representative of the Canadian private sector and a contributor to the development of the ESN modules, Bathurst, New Brunswick engineering firm Roy Consultants promoted the rewards of a project with the education sector to Mali's Conseil National du Patronat (National Business Board). Raymond Landry, Vice-President of Roy Consultants, found the experience extremely worthwhile: "It must be said that initially, both in Canada and in Africa, it's no picnic reconciling the interests of public institutions and the private sector, but when it comes to participating in training to upgrade the workforce, interests converge."

Interest was immediate. According to Labass Lamine Diallo, project manager for Mali's Ministry of National Education, "Mali's employment situation, characterized by an influx of young people on the job market, is of particular concern. The unemployment affecting most young people who have few or no qualifications casts doubt on the education system. This public education initiative, the Applied Technology in the Schools project, is unique in Mali with the overture to private-sector business people. These people, who are disconnected from the machine of public administration, especially its social sectors (education, health and so on), are being asked to give their opinions on the education issue, alongside specialists from the Ministry of National Education. Representatives of the private sector consulted through the Conseil National du Patronat (National Business Board) expressed considerable interest in the initiative. In fact, one reason for the strong interest expressed by business people in participating in the definition of the basic concepts to be included in the practical modules is the fact that Malian employers are making use of foreign labour to fill jobs because of the lack of qualifications in the Malian workforce. Private-sector involvement will make it easier to understand the realities of the job market, in order to transcribe them into scope and sequence when developing the modules.



"Applied Technology in School: For a School Linked to Life"

This educational initiative will make it easier for students whose studies are interrupted to enter sectors such as self-employment which, according to the Conseil National du Patronat, are essential to a quality workforce. And, in a more optimistic scenario, learners will be more motivated to pursue their education, especially in the technical and professional fields."

In conclusion, Mr. Diallo points out that significant steps have been taken toward the overall improvement of Mali's education system, particularly through PRODEC (the ten-year education development program); however, an analysis of Mali's current system and the links among education, poverty and development are a reminder of the need to pursue reform that targets more developmentally-focused objectives, a dynamic that is at the heart of the Applied Technology in the Schools project, both in Mali and in Canada.

CCPP UPDATE

Request for Proposals

In response to the recent Request for Proposals, the ACCC Secretariat received 53 proposals, 49 of which were eligible. ACCC would like to thank the Selection Committee for their diligence and hard work. Two Category 1 proposals and 15 Category 2 proposals have been recommended to the Minister of International Cooperation. ACCC hopes to begin the projects in January 2005.



Members of the Selection Committee with CIDA and ACCC staff: front row: Roman Ozga (CIDA), Gerald Ingersoll (Atlantic), Pauline Loyer (ACCC), Bernard Lachance (ACCC); back row: Jos Nolle (Ontario), Ivan G. Somlai (Western provinces), Nora Lizano (International), Marco Domaschio (CIDA), Marie-Josée Fortin (ACCC), Jean-Denis Asselin (Chair), Paule Racine (Québec), and Ray Woltman (CIDA).

Figure 1 indicates the eligible proposals received by region. In accordance with CIDA's priority to intensify its programming in Africa, 58 percent of the proposals submitted by colleges and institutes focused on initiatives in African countries (see Figure 2).

Figure 1

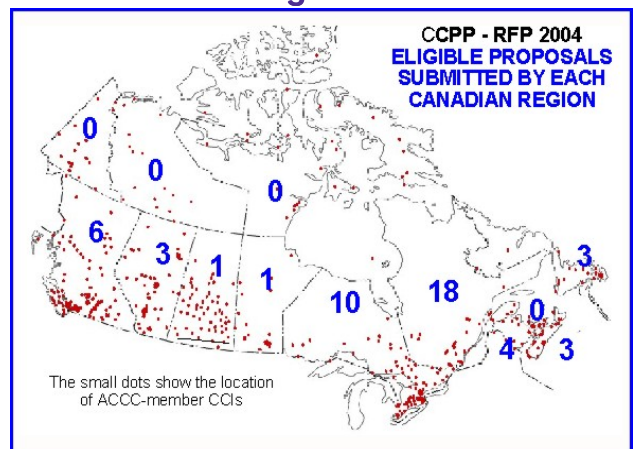
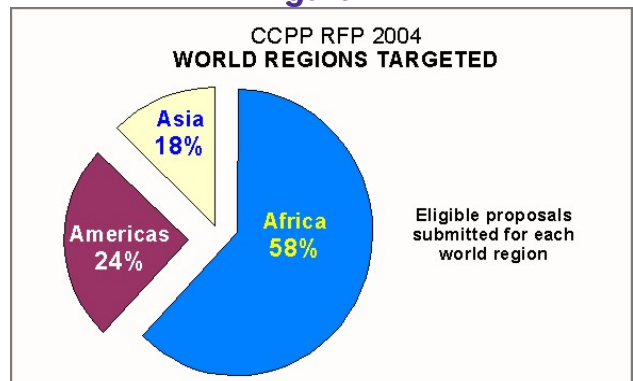


Figure 2



cont'd on p.14

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CCPP Project Officers - Staff Changes

Effective January 2005, CCPP projects will be redistributed within the CCPP team. To find out which project officer will be in charge of your project, please consult the CCPP website at: <http://ccpp.accc.ca/english/index.cfm>.

CCPP Projects

Of the 52 projects currently being implemented under the CCPP, 25 are Phase 1 projects that will be finishing in December 2004. Of the remaining 27 projects, four are Category 1 projects (\$800,000) and 23 are Category 2 (\$400,000).

Fall 2004 Workshops

To accomplish its goals and ensure sustainability, a CCPP project must go through two important processes: operational monitoring and final evaluation. Two workshops focusing on monitoring and evaluation were offered at Holland College, Collège Montmorency, Niagara College

and Vancouver Community College. These well-received workshops were facilitated by Pierre Racicot, a former Vice-President at CIDA.

CCPP Forum

The CCPP Forum will take place June 2-4, 2005, just prior to the ACCC annual conference in Moncton, New Brunswick. ACCC's Canadian and overseas partners are invited to attend the Forum, which promises to be an excellent opportunity for discussion and networking. Please mark this event in your agendas!

CCPP Evaluation

In September, Universalis sent an evaluation questionnaire to Canadian colleges and institutes and visited some institutions to collect feedback on the Canadian College Partnership Program and its projects. Universalis also evaluated projects in Tanzania, Mali, Vietnam and Cuba. All of the information collected nationally and internationally is now being compiled and the preliminary report will be released shortly.
