



Canadian Press

Children who returned to schools in Kosovo last fall are benefitting from new teaching methods and curricula that promote understanding of other cultures.

Reweaving a war-torn society

by K.J. Shore

In Pristina, Kosovo, monthly wages average about \$200, municipal services are haphazard and shops are scant on basics. Deprivation is a fact of life, the shadow of genocide is all too recent. And, with more than half the population under 25, education may be the best hope for lifting a generation out of the morass left by a decade of civil war.

"It is critical to reach young people if we're really going to make changes in terms of acceptance of different ethnic minorities," says Annette LaGrange, one of the directors of the Kosovar Educator Development Project and dean of education at the University of Calgary.

"There are deeply rooted issues here that require working together in a school situation to understand."

So, about three dozen teachers from Calgary school boards went to Eastern Europe last summer to instruct a core group of more than 1,100 Kosovar teachers in current learner-centred teaching methods. The latter returned home to classrooms ranging from preschool to post-high school levels, and Kosovo's 30,000 teachers are hearing about the techniques they learned and are using in their classes.

The three-year, \$8-million Kosovar Educator Development Project, sponsored

by CIDA is helping Kosovar teachers to completely rebuild their country's education system on a new model. It's a key part of Canada's \$172-million commitment to rebuild Kosovo after NATO's 1999 bombing campaign ended 10 years of isolation and war under Serbian rule. Major aims are to upgrade teachers' skills and to build an enduring teacher education system capable of sustaining itself long after the project ends.

Participants include the University of Calgary and Universalia Management Group Ltd. of Montreal, with technical support from the Calgary Board of Education, RockyView

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Transforming conflict

by Jennifer Goldstone

Peace building is the topic of one of the courses offered by the Coady International Institute at St. Francis Xavier University in Nova Scotia. It is being taught by Thomas Mark Turay, who has worked and studied in this field in Canada and in his native country of Sierra Leone.

Dr. Turay leads students through an intensive two-week course on “community-based conflict transformation and peace building” as part of a diploma program on development that Coady runs for staff of non-governmental organizations in Africa, Asia and Latin America. Forty community leaders from these regions participated in this year’s program.

“We stress the words ‘conflict transformation’ since conflict is not in itself a bad thing to be avoided, but something which can also have good effects,” says Dr. Turay. “It all depends on how one responds to conflict.” Examples of good effects are the ability of marginalized people to exercise their human rights and the implementation of environmental protection measures.

The course has two modules. Module I discusses the concept of peace – what it means to live peacefully, the indicators of intra-personal, family, community, organizational, state and global peace and peacelessness as well as ways of building a culture of peace.

“People sometimes think that the absence of conflict means peace, but that is not necessarily the case. When we explore more deeply what peace means for a woman in certain societies or for an indigenous person, for example, students start to realize that people experience very different realities in the same geographic space. Then we can look at the root causes of peacelessness – for individuals, families, communities, organizations and at the global level,” says Dr. Turay. “We can then see how conflict at each of these levels affects other levels.”

Module II focuses on the concept of conflict. The module is meant to give students the tools to analyze the roots of conflict in the regions within which they are working and to learn techniques for building peace, such as interest-based negotiation and mediation.

Thomas Mark Turay worked for several NGOs in Sierra Leone, including Caritas Makeni and one that he founded called the Centre for Development and Peace Education. Due to the ongoing conflict in Sierra Leone, the centre has had to move its operations temporarily from the Northern Province to Freetown. In 1994, Dr. Turay came to the Ontario Institute for Studies in Education (University of Toronto) to do his master’s and later his PhD in adult education and communi-



Thomas Mark Turay encourages his students at St. FX to explore what peace means for different groups of people in society.

ty-based development. In 1997, Coady invited him to conduct a workshop on conflict transformation and peace building for participants in the diploma programs. The workshop has evolved into one of the elective courses for the students in the Coady diploma programs.

Over the years, Dr. Turay has volunteered on the Sierra Leone Working Group, which has collaborated with Partnership Africa Canada and CIDA to help foster peace in the West African country. He is on the board of Peacefund Canada, which is also working with CIDA to strengthen the capacities of three NGOs in Sierra Leone. He has taught several “train-the-trainer” programs in peace building and continues to assist Canadian efforts to help address conflict in Sierra Leone. ☺

Editorial

Since September 11, people at universities around the world have been reflecting on how higher education contributes to peace. Education enhances understanding of the world, fosters intercultural skills and equips people with the skills needed to promote respect and peacefulness. International partnerships often contribute to peace in a more direct way, some examples of which are found in this issue of *UniWorld*:

- Indigenous people in Chiapas, Mexico have new university programs to prepare them for leadership roles – programs which also deepen their knowledge of their culture and affirm their identity;
- Teachers in Kosovo returned to their classrooms with new techniques for helping their students learn core curriculum as well as new studies on living harmoniously in a multicultural society;
- Canadian graduate students arranged to put their newly acquired skills in

intercultural effectiveness to use in India.

We also highlight some of the people at Canadian universities who are contributing to peace: Thomas Mark Turay, who shares his expertise in conflict transformation in Sierra Leone and Canada with students from all over the world; André Samson, a lawyer who helped the Rwandan judicial system cope with prosecuting perpetrators of the 1994 massacres and who is now helping Nunavut establish itself as Canada’s newest territory; and Vanaja Dhruvarajan, who has first-hand knowledge of the unequal effects of globalization and looks for ways to empower communities to control their own destinies.

All of these people and their projects exemplify the traits that Canada has become best known for around the world since the days of Lester B. Pearson – a middle power striving to get multiculturalism right while extending its approach to peace and tolerance to its relations with other countries.

Dare I go against another trait Canadians are known for – humility – and say that few academics from other countries would succeed, i.e. be respected, if they tried to influence what goes on in such places as Kosovar classrooms? In the same vein, the solidarity and support offered by Canada’s only indigenous university (Saskatchewan Indian Federated College) in Chiapas is unique and an appropriate foreign intervention that defuses conflict while strengthening local communities.

Canadian universities are to be commended for their initiatives pre and post September 11 to building peace.

Jennifer Goldstone

Jennifer Goldstone

International Partnerships in 2010

AUCC staff and Ian McAllister, a professor of economics and international development studies at Dalhousie University, were informally discussing the future of university international cooperation. This led to the following tongue-in-cheek article set in the year 2010.

by Ian McAllister

Joyline Kamba, Andrew MacDonald, Grant Cando and Christianne Therrien were drafting a presentation on Canadian aid programming for a meeting the next day with the Canadian minister of International Partnerships Canada (IPC), the federal agency that had subsumed the former CIDA and IDRC. They were discussing how, in 2010, they could improve Canadian aid and how to pitch their opinions to the minister.

Joyline was presenting a Southern perspective. Born and raised in Harare, she had first-hand knowledge of racism and reconciliation. She had noted the competition between foreign aid agencies to tie funds to commercial mandates, sweetened by the catchy mantra of the moment. She was deeply suspicious of reports promoting "aid effectiveness," built around simplistic and unconnected econometric models and concocted by people who had never ventured into rural Africa or experienced the sprawling slums of a Nairobi or Lagos, or heard the haunting strains of African village music evoking the aspirations and tragedies of generations.

It was Joyline, in fact, who had successfully argued for the dismantling of differential fees for foreign students at Canadian universities, taking it to the Supreme Court in the process, saying that such fees represented a double standard that created two tiers of students. She had successfully argued that such policies ran against the very essence of the Canadian concepts enshrined in the *Charter of Rights* and countered efforts to internationalize universities.

Having won that fight, reluctantly conceding the case for quotas, Joyline was now setting her sights on the challenges of distance education. She welcomed the new minister's commitment to her concept of partnership centres in universities within countries that sought development aid. In these countries, aid commitments and projects were now routinely integrated into the curriculum of several programs, and students and faculty, both in Canada and the recipient country, participated in their analysis and monitoring. Lessons were really being learned. Joyline could share them in

Canada and Zimbabwe, because she had a dual university appointment – a trend that had evolved over the past decade, both to facilitate the return of foreign graduates of Canadian universities and to provide enduring benefits to both sets of institutions.

Andrew MacDonald of Cape Breton was a student interested in economic development. He relished the way current social and economic policy challenges were integrated into many course curricula. He was particularly impressed by the fluidity of faculty movement between universities, government departments, non-governmental organizations (NGOs) and businesses, both within Canada and overseas. This had taken considerable effort and innovation by unions and administrative units across the various systems.

Andrew was drafting a section of the presentation to the minister on regional development partnerships. This concept had been embarked on by the Chrétien government and had proved to be not only popular but also extremely productive. Essentially, each province had committed itself to formal partnership agreements (of initially 10 years apiece) with other regions of the world that had similar interests (be they a reliance on similar natural resources, concerns about urban pollution or rural health problems). Around those common concerns, programs were designed to draw on the institutional strengths of each partner. Thus, for example, local businesses, First Nations' representatives, NGOs and municipal governments developed a variety of exchange and sharing mechanisms. The educational institutions of both partners (with universities often playing lead roles) became integral parties in the process. Thus, effects extended to school and university curricula and were visible in students' theses. Benefits also were felt in the worlds of business and tourism. Quebec and Alberta had played major roles in bringing this approach to fruition and the federal government (initially cautious) had recognized its potential. Obviously, not all aid was allocated through regional partnership frameworks, but by 2010, 40 percent was.

Andrew's input to the presentation was to argue that bilateral aid could be a

mutually constructive bonding mechanism, provided that shared visions were explicit. His colleagues were discussing just how to express this in the draft.

Grant Cando was training to be an engineer. He had intended to go into social work, but, on a Canada World Youth project in Romania after his first year at university, he had seen the immense contribution that well-rounded engineers could make to poorer countries when they integrated participatory planning designs and local materials into the projects. He was delighted to discover that all Canadian engineering schools now included classes in sociology and social anthropology, as well as development economics, as part of their required curriculum. He was equally pleased to discover a gender balance among the students, as well as a substantial number of overseas faculty and students linked to the Regional Partnership Programs that Andrew was to discuss at tomorrow's presentation. Grant was concentrating on three elements of their joint presentation:

- The consequences of CIDA having been amalgamated with IDRC when IPC had been formed and research had become better integrated (according to the studies he had examined) and, at the same time, the fact that the new organization had been decentralized both across Canada and into strategically selected partner nations. This he viewed to have been constructive. The small policy, training and financial nucleus that remained in Ottawa was proving imaginative and dynamic. These changes had been implemented in 2005, following a review by the Whatahead Commission.
- The impact of the AUCC-facilitated codes of ethics for international and regional development partnerships. Drawing on several independent reviews, Grant concluded that many universities had made modest changes that had very significantly improved the content and image of the Canadian university contribution as a whole. One point that Grant noted from the reviews was the importance universities now placed on annual reports and on the IPC-AUCC publication program.

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SCANNING

What are Canadian universities doing?

In this regular section, we scan the Canadian university scene for new activities in international development.



University of British Columbia

UBC's Centre for International Health has started a new Web-based course made up of 12 modules covering such topics as cross-cultural learning, women's health in developing countries, the plight of refugees and dealing with disasters. Students are also conducting research in developing countries. For example, a group has studied lung function in children in Lima as it relates to their quality of life and social context. A student examined post-partum depression among Nepalese woman and had an article on the subject published in the *Journal of International Health*. As the professor of this course, Dr. Michael Seear, says, this research has implications for the care of women in developing countries and is worth sharing.



Brock University

Pierre Lizée, professor of political science, is participating in a project funded by CIDA and managed by the Program on Canada Asia Policy Studies at the University of British Columbia. The project examines the way in which new actors are becoming involved in the formulation and implementation of international security measures in Southeast Asia. Dr. Lizée looks after a component that involves the new members of ASEAN: specifically, how Vietnam, Laos and Cambodia are redefining their role in regional security in light of current political and economic changes in the Southeast Asia. Dr. Lizée is also president of the Canadian Consortium on Asia Pacific Security (CAN-CAPS), which promotes discussion among policymakers and academics involved in peace and security issues in Asia. The consortium's annual conference will be held at Brock in 2002.

David T. Brown was appointed associate vice-president, international cooperation at Brock, and as such is responsible for coordinating all international activities at Brock, including overseeing international services for students, the intensive English language program and international recruitment.

Brock welcomed 15 visiting scholars from universities in other countries for three of its programs: Visiting International Professor, Visiting International Scholar and University

Mentorship. This year's participants are from Cuba, Iran, French West Indies, Japan, China and Thailand. They work with faculty colleagues or mentors at Brock in a wide variety of departments, including administration.

University College of the Cariboo

UCC and the Mulawarman University's Centre of Social Forestry in East Kalimantan, Indonesia, have developed a curriculum for social forestry, which is now compulsory for all undergraduates at the Indonesian university. The curriculum is part of a broader CIDA-funded project and aims to give students an understanding of complex issues related to forest management.

As part of a Gorbachev Foundation project, UCC provided specialized training for the School for Management Consultants and Russian Telecom in Moscow in professional coaching, team-building, leadership and conflict negotiation and mediation.

Administrators and teachers from the Hong Kou Education Bureau near Shanghai, China, spent seven weeks at UCC in a customized English as a second language and education program. The Kamloops School District assisted with the education component of the program.

Dalhousie University

In January 2002, a master's program in integrated coastal zone management that Dalhousie and Saint Mary's University helped develop began at three Cuban universities. With support from the University Partnerships in Cooperation and Development Tier 2 program, managed by AUCC and funded by CIDA, the two Canadian universities helped develop the program and enhance the capacity of the Cuban faculty. The three Cuban partners are the University of Havana, University of Cienfuegos and University of Oriente in Santiago de Cuba. Canadian participants are also part of teaching teams; however, the program will continue independently when the project ends in 2004.



University of Guelph

With support from the CIDA-CGIAR Linkage Program, the School of Rural Extension Studies at the University of Guelph has teamed up with the Developing Countries Farm Radio Network (DCFRN), a Canadian NGO, and the International Centre for National Agricultural Research (ISNAR) in The Hague to strengthen the capacity of radio broadcasters who share information on development issues, including on research related to agriculture, in Ghana, Uganda, Cameroon and Mali. A needs assessment last March in Accra brought together broadcasters and agricultural researchers to examine how they could improve radio programs. This year, a workshop will be held to plan activities.

The annual Hopper Lecture in International Development was held last fall, featuring Nafis Sadik, former executive director of the UN Population Fund, who spoke on "Investing in Peace: Demography, Gender and Reproductive Health." The lecture series is supported by an endowment from IDRC and involves bringing distinguished speakers to Guelph for two days of seminars, classes and consultation in addition to a public lecture. Each year another Canadian university is invited to partner with Guelph to hold similar activities on campus. The University of New Brunswick at Saint John was the 2001 partner university for this lecture named after David Hopper, the first president of IDRC. Dr. Sadik's speaking notes may be downloaded from Guelph's Centre for International Programs, along with previous lectures: (www.uoguelph.ca/CIP). In 2002, Guelph's partner for the lecture will be the University of Calgary.



Lakehead University

Lakehead is involved in the Ghana-Canada IN CONCERT program, which provides training to help people in northern Ghanaian communities, especially women, run their own small businesses.

As reported in previous issues of *UniWorld*, Lakehead has been assisting with the development of Ghana since the mid-1990s.

In Nepal, Lakehead University is working with women on their "leasehold forests," providing technical advice and support as the women make use of degraded forest land. Leasehold forests were established by the *Nepal Forest Act* of 1993, which allows groups of people to work these lands to boost agricultural production and reforestation. Lakehead's project involves teaching agroforestry methods and management of tree nurseries and plantations as well as advising on related matters.



University of Manitoba

The university recently signed an agreement to collaborate with the University of North-West (UNW) in South Africa.

That agreement is related to a broader one signed by the provinces of Manitoba and North-West to help build the latter's governance and education infrastructures. Modise Maaga of UNW visited the University of Manitoba recently, and the two universities are planning their collaboration.

McGill University

McGill University has received CIDA funding for a three-year project to help reform Russian civil law. McGill's faculty of law and Institute of Comparative Law will work with the Research Centre for Private Law of the Office of the President of the Russian Federation to provide expert legal advice. The project is an extension of McGill's CIDA-funded Civil Code Reform project, which ran from 1996 to 2001. The project has four components: legal reform, research and training activities, implementation of civil law reform, civil code reform and development of international arbitration in Russia.

McGill University is helping the Lahore University of Management Science (LUMS) in Pakistan to improve the management skills of social service professionals. The five-year CIDA-funded project focuses on the delivery of basic education, primary health care and other services to the poor. The project will strengthen LUMS's capacity to develop, deliver and maintain a continuing education program for community and district social service managers. Through a web of national service points, the project will offer training programs in areas such as accounting and financial control, human resources management, leadership and strategic management. It will also offer consulting services to strengthen the accounting systems of non-profit organizations and assist them in redefining their missions and roles, where appropriate. Finally, the project aims to establish a strong and credible institution that is able to respond to information requests from international donor organizations or the Pakistani government and to produce research and policy papers on the non-profit sector. The LUMS-McGill project is an extension of

cooperative relations between the two institutions that began 10 years ago.



University of New Brunswick

Last October, the Bhutanese minister of education, Lyonpo Sangay Ngedup, visited the

university's two campuses to discuss continued collaboration. Links with Bhutan go back to 1985 when Bhutanese teachers pursued graduate studies in educational administration at UNB. Many of those students are now in senior positions in the Government of Bhutan. In 1992, CIDA also began funding a project that resulted in 21 Bhutanese receiving their bachelor's and master's degrees from UNB. The minister discussed the possibility of pursuing a development project with UNB, as well as signing a cooperation agreement between UNB's faculty of engineering and the Royal Bhutan Polytechnic.

Université du Québec à Trois-Rivières

The university trained 22 trainers from the Institut supérieur des sciences de l'éducation in Chad in how to evaluate teaching programs. The project was carried out in cooperation with CRC SOGEMA with funding from the African Development Bank. UQTR recently awarded diplomas at a graduation ceremony in N'Djamena.

A similar project is being completed in Guinea. Funded by the World Bank, it involves training 30 directors of educational institutions and professional institutes so that they will have the skills needed to help reform the country's teaching methods and professional training system.

A coalition of UQTR, Université de Sherbrooke and CRC SOGEMA is carrying out a CIDA-funded project to strengthen the skills of Guinea's Ministère de l'enseignement technique et de la formation professionnelle and its institutions. This project is also part of Guinea's effort to reform its teaching methods and the training of professionals.

For the past year, UQTR's engineering school has been helping to strengthen the engineering education offered by the Université Hassan 1^{er} in Morocco. The project is funded through CIDA's Programme de renforcement d'institutions ayant mandat de formation, which is managed by a consortium that includes AUCC.



Queen's University

The university is starting a third phase of its CIDA-funded project to help reform the health care delivery system of Bosnia-Herzegovina, this time expanding to other countries in the Balkans. The project

began in 1997 with the goal of eventually establishing family medicine as the foundation of the health care system. Through policy development, the drafting of laws and regulations and implementation of educational programs, the project is making that goal a reality. More than 200 doctors are now involved in the six family medicine specialty programs created by the project. Since 1997, CIDA has provided \$13.7 million in funding. The project is managed by Queen's department of family medicine with offices in Sarajevo, Banja Luka and Kingston.

Queen's has been conducting research on the environment and urbanization with Fudan University of Shanghai in China. The partners signed an agreement in 1999 to conduct joint research and training. The agreement follows more than 15 years of collaboration between Queen's School of Urban and Regional Planning and the Chinese government and higher education institutions.

Queen's Southern African Research Centre contributes to regional cooperation and development in southern Africa through basic research, training, sharing of Canadian expertise and the planning and development of academic, applied research and development projects. The centre, based at Queen's in Kingston, Ontario, manages several large policy- and research-oriented projects including the \$6 million CIDA-funded Southern African Migration Project and the Municipal Services Project, funded by the International Development Research Centre. The centre is also providing advanced training of graduate students and junior faculty from, or working in, southern Africa. It organizes workshops and conferences and fosters new Canadian partnerships with organizations and agencies in Africa, Europe and North America.

Queen's International Centre for the Advancement of Community-Based Rehabilitation (ICACBR) is a CIDA centre of excellence that provides education, clinical support and specialized community-based programs in rehabilitation aimed at helping war injured and other disabled groups around the world to rebuild their lives and resume economically productive activities. Recently, the ICACBR received an additional \$1.57 million from CIDA for three projects in central and eastern Europe. Funds will support ongoing projects in Kosovo and Bosnia-Herzegovina and launch a new initiative in Slovakia. In Kosovo, the project upgrades the rehabilitation education system. Efforts in Bosnia-Herzegovina are aimed at supporting the growing network of peer-counselling programs and services for landmine victims. In Slovakia, rehabilitation specialists will work with communities to help people with disabilities live independently;

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COUP D'OEIL

Ce que font les universités?

Dans cette rubrique, nous jetons un coup d'oeil sur les nouvelles initiatives entreprises par les universités canadiennes au chapitre du développement international

University of British Columbia (UBC)

Le Centre pour la santé internationale de la UBC offre par l'entremise du Web un nouveau cours composé de 12 modules hebdomadaires portant sur des sujets comme l'apprentissage interculturel, la santé des femmes dans les pays en développement, la situation critique des réfugiés et les moyens de faire face aux recherches dans les pays en développement. Par exemple, un groupe a étudié la fonction respiratoire des enfants à Lima, par rapport à la qualité de vie et au contexte social dans lequel ils vivent. Un étudiant a examiné la dépression postnatale chez les Népalaises et a publié un article sur ce sujet dans le *Journal of International Health*. En tant que professeur du cours, Michael Seear déclare que cette recherche a une incidence sur les soins à donner aux femmes dans les pays en développement et vaut la peine d'être communiquée.

Brock University

Pierre Lizée, professeur de science politique, participe à un programme financé par l'ACDI et géré par le programme sur les études d'orientation Canada-Asie (Program on Canada Asia Policy Studies) à la University of British Columbia. Le projet examine la façon dont de nouveaux intervenants participent à la formulation et à la mise en oeuvre de la sécurité internationale dans l'Asie du Sud-Est. M. Lizée s'occupe de la composante axée sur les nouveaux membres de l'ANASE, et particulièrement de la façon dont le Vietnam, le Laos et le Cambodge redéfinissent leur rôle au sein de la structure régionale de la sécurité en Asie du Sud-Est, à la lumière des changements politiques et économiques qui s'opèrent actuellement dans cette région. M. Lizée est également président du Consortium canadien sur la sécurité en Asie-Pacifique (CONCSAP), qui encourage la discussion entre les décideurs et les universitaires qui s'intéressent aux questions de paix et de sécurité en Asie. La conférence annuelle du consortium se tiendra à la Brock University en 2002.

David T. Brown a été nommé vice-recteur adjoint à la coopération internationale et est chargé, à ce titre, de coordonner toutes les activités internationales à l'université, y compris de superviser les services internationaux offerts aux étudiants, le programme intensif d'anglais et le recrutement international.

La Brock University a accueilli 15 chercheurs invités provenant d'universités d'autres pays pour trois de ses programmes, soit celui de Professeur international invité (Visiting International Professor), de Chercheur international invité (Visiting International Scholar) et de Mentorat universitaire (University Mentorship). Cette année, les participants viennent de Cuba, de l'Iran, des Antilles françaises, du Japon, de la Chine et de la Thaïlande et travaillent avec des collègues du corps professoral ou des mentors de la Brock University dans divers départements, y compris en administration.

University College of the Cariboo (UCC)

Le UCC et le Centre de foresterie en territoire habité de la Mulawarman University à East Kalimantan, en Indonésie, ont élaboré un programme d'études de foresterie en territoire habité; ce programme constitue maintenant un cours obligatoire pour tous les étudiants du premier cycle de l'université indonésienne. Le programme fait partie d'un projet plus vaste financé par l'ACDI et vise à sensibiliser les étudiants aux questions complexes liées à la gestion des forêts.

Dans le cadre du projet de la Fondation Gorbatchev, le UCC a donné des cours de formation spécialisée à la School for Management Consultants et à la Russian Telecom à Moscou dans les domaines de l'enseignement mutuel, de la promotion du travail d'équipe, du leadership ainsi que de la négociation des conflits et de la médiation.

Des administrateurs et des enseignants du Hong Kou Education Bureau près de Shanghai, en Chine, ont passé sept semaines au UCC pour y suivre un programme d'éducation et d'anglais langue seconde personnalisé. L'arrondissement scolaire de Kamloops a prêté main-forte pour la composante éducation du programme.



Dalhousie University

Un programme de maîtrise en gestion intégrée des zones côtières, que la Dalhousie University et la Saint Mary's University ont aidé à mettre au point, a débuté dans trois universités cubaines en janvier 2002. Avec l'appui du Volet 2 du Programme de partenariats universitaires en coopération et

développement, géré par l'AUCC et financé par l'ACDI, les deux universités canadiennes ont aidé à élaborer le programme et à améliorer les compétences des professeurs cubains. Les trois partenaires cubains sont l'Université de La Havane, l'Université de Cienfuegos et l'Université d'Oriente à Santiago de Cuba. Les participants canadiens font également partie des équipes d'enseignement; toutefois, le programme se poursuivra de façon indépendante quand le projet prendra fin en 2004.

University of Guelph

Avec l'appui du programme de liaison ACDI-CGIAR, la School of Rural Extension Studies de la University of Guelph s'est associée au Réseau radiophonique rural dans les pays en développement (DCFRN), une ONG canadienne, et au Service international pour la recherche agricole nationale (SIRAN) de La Haye pour renforcer la capacité des radiodiffuseurs d'échanger des renseignements sur des questions de développement, y compris sur la recherche agricole, au Ghana, en Ouganda, au Cameroun et au Mali. Des radiodiffuseurs et des chercheurs agricoles se sont réunis en mars dernier à Accra pour évaluer les besoins et examiner les façons dont ils pourraient améliorer les émissions radiophoniques. Un atelier aura lieu cette année pour planifier des activités.

La conférence annuelle Hopper sur le développement international, qui s'est tenue l'automne dernier, présentait Nafis Sadik, ancien directeur général du Fonds des Nations Unies pour la population, qui a prononcé une allocution intitulée « Investing in Peace: Demography, Gender and Reproductive Health ». Cette série de conférences, qui est appuyée par des fonds du CRDI, fait appel à des orateurs éminents qui se rendent à Guelph pour deux jours de séminaires, de cours et de consultation, en plus d'un exposé magistral. Chaque année, une autre université canadienne est invitée à s'associer à la University of Guelph pour tenir des activités similaires sur son campus. La University of New Brunswick, à Saint Jean, était l'université partenaire de 2001 pour cette conférence nommée en l'honneur de David Hopper, premier président du CRDI. Les notes d'allocution de M. Sadik, de même que les exposés antérieurs, peuvent être téléchargés du centre des programmes internationaux de la University of Guelph (www.uoguelph.ca/CIP).

En 2002, le partenaire pour la conférence sera la University of Calgary.

Lakehead University

L'université participe au programme « Ghana-Canada IN CONCERT », qui donne une formation pour aider les gens des collectivités du nord du Ghana, particulièrement les femmes, à exploiter leurs propres petites entreprises. Comme nous l'avons rapporté dans des numéros antérieurs d'*UniMonde*, la Lakehead University appuie le développement au Ghana depuis le milieu des années 90.

Au Népal, la Lakehead University travaille de concert avec les femmes sur leurs « forêts à bail », en leur donnant des conseils et un soutien techniques pour les aider à faire usage du terrain forestier dégradé. Les « forêts à bail » ont été établies par la loi de 1993 sur les forêts du Népal, qui permet à des groupes de personnes de cultiver ces terrains pour relancer la production agricole et le reboisement. Le projet de la Lakehead University consiste à enseigner des méthodes d'agrosylviculture et de gestion des pépinières et des plantations ainsi qu'à donner des conseils sur diverses questions connexes.

University of Manitoba

L'université a récemment signé une entente de collaboration avec la University of North-West (UNW) en Afrique du Sud. L'entente est liée à une autre entente plus large conclue entre le Manitoba et la province North-West pour aider cette dernière à établir des infrastructures en matière de gestion publique et d'éducation. Modise Maaga de la UNW s'est récemment rendu à la University of Manitoba pour planifier la collaboration entre ces deux universités.



Université McGill

L'Université McGill a reçu des fonds de l'ACDI pour un projet triennal visant à réformer le droit civil russe. La faculté de droit et l'Institut de droit comparé de cette université travailleront avec le Centre de recherche sur le droit privé du cabinet du président de la Fédération de Russie pour lui donner des conseils juridiques éclairés. Le projet est une continuation du projet de réforme du code civil financé par l'ACDI, qui s'est poursuivi à l'Université McGill de 1996 à 2001. Il comprend les quatre composantes suivantes : la réforme judiciaire, les activités de recherche et de formation, la mise en application de la réforme du droit civil ainsi que la réforme du code civil et la mise au point de l'arbitrage international en Russie.

L'Université McGill aide la Lahore University of Management Science (LUMS) au Pakistan à améliorer les compétences en gestion des professionnels de services sociaux. Le projet quinquennal financé par l'ACDI met l'accent sur la prestation d'une éducation de base, de soins de santé primaires et d'autres services destinés aux pauvres. Le projet renforcera la capacité de la LUMS d'élaborer, de dispenser et de maintenir un programme d'éducation permanente pour les gestionnaires des services sociaux des collectivités et des districts. À partir de divers points de service nationaux, le projet offrira des programmes de formation dans des domaines comme la comptabilité et le contrôle financier, la gestion des ressources humaines, le leadership et la gestion stratégique. Il offrira aussi des services de consultation pour améliorer les systèmes de comptabilité des organismes à but non lucratif et aider ces derniers à redéfinir leurs missions et leurs rôles, le cas échéant. Enfin, le projet vise à créer un établissement fort et crédible capable de répondre aux demandes de renseignements des bailleurs de fonds internationaux ou du gouvernement pakistanais et de produire des documents d'orientation et de recherche sur le secteur des organismes à but non lucratif. Le projet LUMS-McGill fait suite aux liens de collaboration créés entre les deux établissements il y a dix ans.

University of New Brunswick (UNB)

Le ministre de l'Éducation du Bhoutan, M. Lyonpo Sangay Ngedup, a visité les deux campus de l'université en octobre pour s'entretenir de la possibilité de poursuivre la collaboration. Les liens avec le Bhoutan remontent à 1985 quand des professeurs bhoutanais ont suivi des cours d'études supérieures en administration scolaire à la UNB. Bon nombre de ces étudiants occupent maintenant des postes supérieurs au sein du gouvernement du Bhoutan. En 1992, l'ACDI a également commencé à financer un projet qui s'est soldé par la remise par la UNB d'un baccalauréat ou d'une maîtrise à 21 Bhoutanais. Le ministre a discuté de la possibilité de poursuivre un projet de développement connexe avec la UNB et de signer une entente de collaboration entre les professeurs de la faculté d'ingénierie de la UNB et la Royal Bhutan Polytechnic.



Université du Québec à Trois-Rivières (UQTR)

L'université a formé 22 formateurs de l'Institut supérieur des sciences de l'éducation du Tchad sur les méthodes d'évaluation des programmes d'enseignement. Financé par la Banque africaine de développement, le projet a été réalisé en collaboration avec la société CRC-SOGEMA. L'UQTR a décerné des diplômes à l'occasion d'une cérémonie de collation des grades qui a eu lieu récemment à N'Djamena.

Un projet similaire se déroule en Guinée.

Financé par la Banque mondiale, le projet vise à former 30 directeurs d'établissements d'enseignement et d'instituts de formation professionnelle pour qu'ils possèdent les compétences devant leur permettre d'aider à la réforme des méthodes pédagogiques et de la formation professionnelle entreprise par la Guinée.

Le groupement dont font partie la société CRC-SOGEMA, l'Université du Québec à Trois-Rivières et l'Université de Sherbrooke a réalisé un projet financé par l'ACDI et dont le but est de renforcer les compétences du ministère de l'Enseignement technique et de la Formation professionnelle de la Guinée et des établissements qui y sont rattachés. Ce projet fait également partie des efforts déployés par la Guinée pour améliorer ses méthodes pédagogiques et la formation des professionnels.

Depuis un an, l'École d'ingénierie de l'UQTR aide à renforcer la formation en génie donnée par l'Université Hassan 1^{er} du Maroc. Le projet est financé par l'entremise du Programme de renforcement d'institutions ayant mandat de formation de l'ACDI, et est géré par un consortium dont l'AUCC fait partie.

Queen's University

L'université entreprend la troisième phase de son projet financé par l'ACDI, qui vise à réformer le système de prestation des soins de santé de la Bosnie-Herzégovine, et l'élargit pour inclure d'autres pays des Balkans. Le projet a commencé en 1997 dans le but d'arriver à établir la médecine familiale comme la base du régime de soins de santé. Grâce à l'élaboration de politiques, à la rédaction de lois et de règlements et à la mise en oeuvre de programmes éducatifs, cet objectif se concrétise peu à peu. Plus de 200 médecins participent maintenant aux six programmes spécialisés en médecine familiale créés dans le cadre du projet. Depuis 1997, l'ACDI a fourni 13,7 millions de dollars de crédits. Le projet est géré par le département de médecine familiale de la Queen's University, qui a des bureaux à Sarajevo, à Banja Luka et à Kingston.

La Queen's University effectue depuis quelque temps une recherche sur l'environnement et l'urbanisation en collaboration avec l'université Fudan de Shanghai, en Chine. Les partenaires ont signé un accord en 1999 pour effectuer conjointement des recherches et de la formation. L'accord fait suite à plus de 15 ans de collaboration entre la School of Urban and Regional Planning de la Queen's University et le gouvernement et des établissements d'enseignement supérieur de la Chine.

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Building indigenous solidarity and peace through education

by Timothy Donais

For Leonzo Barreno, the path to peace and development of the beleaguered indigenous peoples of Chiapas leads, at least in part, through the university classroom.

Mr. Barreno, who is the director of the Indigenous Centre for International Development at Regina's Saskatchewan Indian Federated College (SIFC), says, "Just as there can be no real peace in the troubled Mexican state without development and an end to the marginalization of its indigenous population, there is no development without education."

SIFC and the Autonomous University of Chiapas (UNACH) are establishing both a bachelor's program in indigenous studies and a master's program in indigenous education. This five-year project is supported by the CIDA-funded and AUCC-managed University Partnerships in Cooperation and Development Tier 2 program and aims to help create a new generation of community leaders.

"The region has been in turmoil for so long, and that is mostly because the indigenous people are asking for more participation in the affairs of the state of Chiapas," says Mr. Barreno, a Mayan Indian from Guatemala. "We want indigenous people to have their own professionals, who will become proponents of change, proponents of development . . . all these graduates will actively shape the future of Chiapas and Mexico."

The situation of Chiapas's indigenous population captured international attention in a dramatic fashion on Jan. 1, 1994, when the Zapatista Army of National Liberation occupied several towns in the state. The revolt centred around demands for autonomy and land reform, but was rooted in broader indigenous frustration with life on the periphery of economic development, of Mexican society, and of the political process, even though indigenous people make up the majority of the state's population. Today in Chiapas, four out of five indigenous people live in extreme poverty, while the tensions and frustrations that sparked the Zapatista rebellion remain largely unresolved. Not surprisingly, this marginalization extends to postsecondary education, where poverty and discrimination have ensured that indigenous



(Left to right) Eber Hampton, Carl Beal and Leonzo Barreno of SIFC discuss project plans with UNACH partners from Chiapas, Mexico.

people have been "almost non-existent at the university level, with maybe a few students at some faculties," says Mr. Barreno.

The Indigenous Studies and Education Program will provide a cadre of indigenous professionals who can speak and act on behalf of their communities. It is the first program of its kind in Chiapas and already 21 people have graduated from the master's program offered at UNACH's Tuxtla campus, and have now returned to their jobs as school teachers, hoping to acquire senior positions in organizations and influence Chiapas's development eventually. One graduate is now coordinating the master's program. The San Cristobal-based bachelor's program, which will begin next year, is expected to graduate 300 students over its first five years of operation.

Both components of the project will have a decidedly practical bent with graduates of the bachelor's program, in particular, expected to become actively involved in local community development projects. But although the emphasis is more on practice than on theory, says Mr. Barreno, no less important is the project's cultural self-awareness component. "The students need to know who they are – their own history and language – and that will give them a solid base to help other people once they graduate."

At the same time, although the Zapatista rebellion – symbolically launched on the day the North American Free Trade Agreement came into effect – has come to be associated with the

anti-globalization struggle, in many ways the project is about reconciling Chiapas's indigenous population to life in a globalized world.

"For a long time, indigenous people have resisted the adoption of the occidental way of life, because they have had a very asymmetric and unequal relationship with it," says Jorge Angula Barredo, the director of UNACH's Institute for Indigenous Studies. "Now, at the same time as they are re-valoring their culture, their history, and their knowledge, they are trying to integrate what is being offered by modern life and what is being offered by our culture. . . . [W]e think that if they are conscious of themselves as a different culture in a multicultural world, it will be very beneficial for them, and that is the idea behind this program."

Graduates of both programs will act as links between the local and the global. Students will study both local indigenous and foreign languages, for example, and will be expected to graduate with a broader understanding of the cultural underpinnings of their own communities and of the political, cultural, and economic processes of a rapidly changing world. "This is not a fight between modernity and tradition," adds Laureano Reyes Gomez, a researcher at the Institute for Indigenous Studies. "We can combine both kinds of cultures."

For SIFC, this project will strengthen its native studies program and build on more than 20 years of helping develop the capacity of indigenous institutions in the Americas. The project is also a stepping stone in the creation of a virtual international indigenous university. For Mr. Barreno, this is a concrete manifestation not only of the growing international solidarity of native peoples – rooted in a shared history of oppression and poverty as well as in shared values and similar philosophical outlooks – but also of the emerging renaissance of indigenous peoples across the Americas. Indigenous people, he says, have made great strides over the past decade, and education is one element in the next step forward. "Education is a tool. It's not the end; it's a tool to go on with more things, and hopefully this program in Chiapas can do something positive in Mexico." ☪

Reweaving... continued from page 1

School Division and the Calgary Catholic Separate School Board. The U of C's International Centre, the university's hub for international projects, proposed the project after CIDA found that virtually all of the region's teachers needed modern training. Lengthy strife and isolation had left teachers, students and the education system itself reeling, and project staff wanted to include all ethnic minorities in the rebuilding.

"Given the history, it's easier said than done," Dr. LaGrange admits. "The primary focus is to establish a system that is learner-centred, that will enable the children to form a new life in Kosovo – to change Kosovo for the next generation. I know that sounds ambitious. But if you can teach young people to think more critically, and give them the skills to take their place in the world, that really is the only hope that they have. If we don't accomplish that, then we will continue with many of the problems we have there now."

Under former Serbian dictator Slobodan Milosovic's ethnic rule, children of Albanian and other non-Serbian ethnic groups either dropped out of school or were expelled. For years, Albanian teachers and students met in small groups, learning despite the secrecy and fear. Meanwhile, across the Kosovar education system, teaching materials and curricula disappeared as buildings crumbled from neglect.

Even after students finally returned to them, schools weren't always what they seemed, says Dr. LaGrange. "Last fall, I was in a school in Kosovo where mines had been discovered in the ceiling."

Kosovo is also dealing with the remnants



Annette LaGrange, dean of education at the University of Calgary, reads while she waits to cross the border from Macedonia to Kosovo.

of an outmoded, authoritarian education system, says Dr. LaGrange. It is a combination of the influences of Yugoslav communist rule under Josef Tito and communist Albanian theory, both designed to discourage critical thinking. Even before the conflict, the education system had not approached contemporary European standards.

The project is helping teachers change

their methods to become more centred on the needs of the student. It is also creating a faculty of education at the university in Pristina that will provide in-service training for teachers as well as prepare teachers to use a new curriculum developed by UNICEF. Until now, Kosovar teachers may have earned university degrees in their subject areas, but not in education. The project is also helping improve the capabilities of the country's department of education.

Dr. LaGrange says she is impressed by how enthusiastically the teachers have embraced the new teaching methods: "The teachers knew that something had to be done, but they have had to cope with a lot, including some incredible atrocities that are hard to forget."

But small victories show that change is possible. She tells of a school principal who, after watching a teacher spread the learner-centred approach through his school, clamoured to take the course himself. After tasting the new ways in one class, students have asked for the same type of instruction in all of them. The results encourage parents to come on side.

"Parents want their children to have something better than what they had. They can see that there are other ways to learn in school," says Dr. LaGrange. "It is so fascinating to see the children, who are used to being subservient, learning to think critically. We want them to do so without losing some of the things they and their families value, including respect for their community, their teachers and their parents."

Improving global health equity

With the G-8 meeting coming up in Kananaskis in June, researchers at the University of Toronto are hoping that decisions will be made to improve how genome-related biotechnology is used in developing countries. Peter A. Singer and Abdallah S. Daar say that discussion of the New African Initiative should extend to systematically harnessing genomics to benefit people in developing countries. Writing in *Science* (Vol. 294, October 5, 2001), the researchers from the Joint Centre for Bioethics and Departments of Medicine, Public Health Sciences and Surgery, propose

a five-point strategy, including research, capacity strengthening, consensus building, public engagement and an investment fund. They want to avoid a "health genomics divide", whereby industrialized countries have access to biotechnology related to the sequencing of the human genome while many developing countries do not.

"... Progress will require research to identify the most promising technologies and the barriers to their application," write Drs. Singer and Daar. "We need to understand, for example, why Cuba, China and India have strong biotechnology industries whereas

neighbouring countries do not. The lessons learned can be applied to build successful genomics and biotechnology industries in developing countries and to change the concept of genomics "for" developing countries to one of genomics "by" developing countries. We need to look at past history in the multinational corporate community to understand how to shape business strategies that reward innovation while making technologies available to developing countries."

The article may be downloaded from the following Web site: www.sciencemag.org.

Coup d'oeil... suite de la page 7

Le Southern African Research Centre de la Queen's University contribue à la coopération et au développement des régions en Afrique du Sud en effectuant des travaux de recherche fondamentale, en offrant de la formation, en partageant le savoir-faire des Canadiens et en planifiant et en élaborant des projets de recherche et de développement théoriques et appliqués. Situé à la Queen's University à Kingston, en Ontario, le Centre gère plusieurs projets d'envergure axés sur les politiques et la recherche, y compris le Southern African Migration Project pour lequel l'ACDI a accordé six millions de dollars, et le Municipal Services Project qui, lui, est financé par le CRDI. Le Centre offre également une formation avancée aux étudiants des deuxième et troisième cycles et aux professeurs débutants qui viennent de l'Afrique du Sud ou y travaillent. Il organise des ateliers et des conférences, et favorise la création de partenariats canadiens avec des organisations et des organismes de l'Afrique, de l'Europe et de l'Amérique du Nord.

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L'International Centre for the Advancement of Community-Based Rehabilitation (ICACBR), de la Queen's University, est un centre d'excellence de l'ACDI qui offre une éducation, un soutien clinique et des programmes communautaires spécialisés en réadaptation afin d'aider les blessés de guerre et les autres groupes de personnes handicapées du monde entier à refaire leur vie et à reprendre des activités productives sur le plan économique. Récemment, l'ICACBR a reçu de l'ACDI un montant supplémentaire de 1,57 million de dollars pour financer trois projets en Europe centrale et en Europe de l'Est. Les fonds serviront à appuyer des projets en cours au Kosovo et en Bosnie-Herzégovine et à lancer une nouvelle initiative en Slovaquie. Au Kosovo, le projet vise à améliorer le système de formation à la réadaptation et, en Bosnie-Herzégovine, les efforts cherchent à appuyer le réseau croissant de programmes et de services de counseling par les pairs pour les victimes de mines terrestres. En Slovaquie, des spécialistes en réadaptation seront chargés de travailler avec les communautés pour favoriser l'autonomie des personnes handicapées, de renforcer les organismes non gouvernementaux, de faciliter la mise en place de changements dans les programmes d'éducation axés sur la réadaptation et d'établir des centres de réadaptation communautaires dans l'ensemble du pays.

University of Saskatchewan

L'ACDI a récemment accordé une somme supplémentaire d'un million de dollars à cette université pour qu'elle puisse aider à prévenir la propagation du VIH/SIDA et à améliorer les soins prodigués aux personnes qui en sont atteintes au Mozambique. La University of Saskatchewan aide actuellement le ministère

de la Santé à établir dans ce pays le premier centre de formation gouvernemental pour l'éducation permanente sanitaire continue. Cette installation, connue sous le nom de Centre Massinga, fait partie d'un projet de 3,3 millions de dollars qui est également financé par l'ACDI et qui en est à sa troisième année d'un calendrier de mise en oeuvre sur cinq ans. Les ressources supplémentaires accordées appuieront la construction d'un rajout au Centre et contribueront à l'élaboration d'un modèle pour le contrôle communautaire du VIH/SIDA dans les régions rurales du Mozambique et les moyens d'y remédier. Le modèle sera également mis en application à l'échelle régionale et nationale.



Université de Sherbrooke

Les étudiants de la faculté d'ingénierie de l'Université de Sherbrooke ont lancé en 1991 le programme Ingénieurs sans frontières pour élargir leurs horizons. En août dernier, 20 étudiants d'ingénierie sont partis en mission commerciale en Afrique du Sud. Ils avaient d'abord travaillé avec 25 entreprises et le ministère de l'Industrie et du Commerce du Québec pour comprendre leurs intérêts commerciaux et ont représenté ces entreprises pendant leur mission de trois semaines. En même temps qu'ils remplissaient leur mission commerciale, les étudiants ont appris beaucoup de choses au sujet de l'Afrique du Sud et de son développement.

University of Victoria

L'université a lancé la African Early Childhood Development Virtual University (ECDVU), que fréquentent 30 personnes de 11 pays africains qui étudient en vue d'obtenir leur maîtrise par l'entremise de la School of Child and Youth Care de la University of Victoria. La ECDVU a été instituée par Alan Pence, qui en assure la direction. L'initiative découle de la participation de l'Université aux sessions d'études intensives sur le développement du jeune enfant et aux conférences connexes financées par l'UNICEF, la Banque mondiale et le Norwegian Educational Trust Fund. Ces organisations sont au nombre des bailleurs de fonds de ce nouveau programme de maîtrise. Chaque étudiant a été choisi par un comité national en fonction de son engagement continu manifesté envers l'amélioration de la vie des enfants et des familles dans son pays. Parmi les participants, on compte un grand nombre de chefs de file dans le domaine des services à l'enfance et à la famille, notamment un combattant de la guerre d'indépendance en Érythrée, qui a entrepris de créer le système d'éducation des jeunes enfants de ce pays, ainsi que le directeur des services à l'enfance et à la famille du ministère de l'Aide sociale de la Tanzanie.



University of Western Ontario

L'archéologue Andrew Nelson travaille sur la côte nord du Pérou depuis 1995 et, plus récemment, dans la ville de Pacasmayo. Son équipe aide maintenant une organisation locale nommée *La Casa de la Cultura* à transformer une gare ferroviaire abandonnée (construite dans les années 1860 et maintenant classée monument historique) en un musée d'histoire culturelle régionale, qui sera jumelé à un centre de recherche archéologique. Le projet n'en est qu'au stade de la planification et de la collecte de fonds. M. Nelson mentionne que le musée profitera à la collectivité locale de diverses façons : il aidera les gens à mieux connaître leur histoire et à en être fiers, servira de forum offrant des possibilités éducatives et sera l'endroit idéal où les archéologues étrangers pourront présenter les résultats de leurs recherches aux gens du pays. Le musée sera aussi une attraction touristique qui favorisera le développement économique de cette région. Pacasmayo est située le long de la route qu'empruntent les touristes qui, en règle générale, contournent la ville pour se rendre à leur destination. Comme le musée constituera un point d'intérêt où les touristes pourront obtenir des renseignements, il les amènera vers la ville et les incitera à visiter les nombreuses attractions naturelles, historiques et archéologiques de la région.

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La remise en état de sols sérieusement dégradés en Inde se poursuit actuellement dans le cadre d'un projet dirigé par des géochimistes de la University of Western Ontario et de l'Indian Institute of Technology (IIT) de Kharagpur, au Bengale-Occidental. Grâce aux fonds accordés par le CRDI, l'ACDI et le Mécanisme Inde-Canada en matière d'environnement, les professeurs Mike Powell, Brian Hart, Bill Fyfe et Marilyn McMahon, de la University of Western Ontario, et leur homologue S. Tripathy, de l'IIT, réussissent à régénérer le sol, avec l'aide des gens du pays et de plusieurs ONG. Les chercheurs combinent de la cendre et des matières de vidange pour produire un engrais que les membres de la communauté répandent dans les champs.

.....
Pour la huitième année, des éducateurs et des professionnels de la santé de la University of Western Ontario se sont rendus dans la région du Bélarus touchée par la catastrophe de Tchernobyl pour une mission médicale d'une semaine. Cette année, de l'équipement médical dont la valeur s'élève à plus de 150 000 \$ a été transporté au Bélarus, y compris un phacoscope de 40 000 \$, offert par Alcon Canada, qui permettra d'extraire des cataractes à un plus grand segment de la population bélarusienne. L'équipe, dirigée par le professeur d'histoire Chuck Ruud, a également

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Scanning... continued from page 5

strengthen non-governmental agencies; facilitate changes in the rehabilitation education curriculum; and develop community-based rehabilitation centres throughout the country.



University of Saskatchewan

CIDA recently granted the university an additional \$1 million to help prevent the spread of HIV/AIDS and to improve the care of people living with HIV/AIDS in Mozambique. The University of Saskatchewan is currently helping the Ministry of Health to establish the first government training facility for continuing health education in the country. This facility, the Massinga Centre, is part of a \$3.3 million project that is also funded by CIDA. This project is in the third year of its five-year implementation schedule. The additional resources will support an extension to the Massinga Centre while also contributing to the development of a model for community control of, and response to, HIV/AIDS in rural Mozambique. The model will be applied regionally and nationally.

Université de Sherbrooke

Engineers Without Borders was launched by students of Sherbrooke's engineering faculty in 1991 to expand the horizons of students. Last August, 20 engineering students went on a trade mission to South Africa. They had worked with 25 companies and Quebec's Ministère de l'Industrie et du Commerce to understand their trade interests and represented the companies during their three-week mission. As well as fulfilling their trade mandate, the students learned a great deal about South Africa and its development.



University of Victoria

The university has launched the African Early Childhood Development Virtual University (ECDVU), which involves 30 people from 11 African countries pursuing their master's degrees through UVic's School of Child and Youth Care. The ECDVU was initiated, and now directed, by Alan Pence. The initiative follows the university's involvement in early childhood development institutes and related conferences funded by UNICEF, the World Bank and the Norwegian Educational Trust Fund. These organizations are also among the funders of the new master's program. Students were selected by a country committee based on evidence of their ongoing commitment to bettering the lives of children and families in their country. The participants include a wide range of leaders in child and family services; for example, a fighter in the Eritrean war for independence who went on to create the country's early childhood education system,

and the director of child and family services in the Tanzanian Ministry of Social Welfare.

University of Western Ontario

Since 1995, archeologist Andrew Nelson has been working on the north coast of Peru, most recently in the city of Pacasmayo. Now his team is helping a local organization called La Casa de la Cultura turn an abandoned train station (built in the 1860s and now classified as a historic monument) into a regional cultural history museum that will be twinned with an archeological research facility. The project is at the planning and fundraising stage. Dr. Nelson says the museum will benefit the local community by enhancing people's pride and knowledge of their history and by providing a venue for educational opportunities and where foreign archeologists can present their results to local people. The museum will also enhance the economic development of the region by becoming a focal point for tourist information, bringing tourists into the city and directing them to the many natural, historical and archeological attractions in the area.

Badly degraded soils in India are being rehabilitated in a project led by geochemists from UWO and the Indian Institute of Technology Kharagpur in West Bengal. With funding from IDRC, CIDA and the India-Canada Environment Facility, professors Mike Powell, Brian Hart, Bill Fyfe and Marilyn McMahon of UWO with S. Tripathy of IIT are succeeding in rehabilitating soil with the help of local people and non-governmental organizations. The researchers combined mineral ash and human waste to make a fertilizer, which community members are spreading on fields.

For the eighth year, educators and medical professionals from UWO have travelled to Chernobyl-affected Belarus on a one-week medical mission. This year, more than \$150,000 worth of medical equipment was transported to Belarus, including a \$40,000 Phaco machine, donated by Alcon Canada, which will make cataract removal available to a wider segment of the population. The team, led by history professor Chuck Ruud, also took a \$50,000 used echocardiograph machine, donated by the London Health Sciences Centre, along with pacemakers, catheters, balloons for angioplasty, stents, lenses, medications and medical textbooks. Six hundred pairs of used eyeglasses, collected through the parishes of Communauté Sainte-Marguerite-d'Youville in London, will be distributed by the Eye Centre in Minsk. UWO visitors also spent time at the Minsk State Medical University, helping to improve skills in the treatment of people who suffer from post-Chernobyl conditions and broadening their knowledge as teachers of medicine.



University of Windsor

Windsor International has added a new section to its Web site dedicated to international and development research, education and training (IDRET). The goal is to promote participation in international activities by faculty, students and staff. The site includes links to other sites operated by funding and volunteer agencies. See <http://www.uwindsor.ca/international>.

The university's faculty of science (earth sciences) is entering its second decade of partnership in research, education and training with the BAIF Development Research Foundation in India. Since completing a collaborative research project on water-resource management in 1996 (reported in *UniWorld*, October 1998), activities have been primarily related to training BAIF staff who live among and serve more than a million families living in poor rural areas in seven states.

York University

UN Under-Secretary General Maurice Strong spoke about the state of the world's environment at York University last fall. Much of his discussion was based on his recent book, *Where on earth are we going?* "The more I examine the state of our planet ... the more convinced I am that we truly are at risk, that the future of human life is likely to be determined by what we do, or fail to do, in the first three decades of this century," said Mr. Strong.

Food & Future

Food & Future is published by the Canada-CGIAR Network Initiative, an informal group of Canadians interested in better understanding and strengthening Canada's partnership with developing countries regarding agriculture, food, nutrition and related concerns. Activities of this group are funded by the Consultative Group on International Agricultural Research, CIDA and IDRC.

The second issue of *Food & Future* has just been published and will be distributed to universities through AUCC's networks. Among the topics in the current issue is a list of the 21 university projects funded by the CGIAR-Canada Linkage Fund. The newsletter may be downloaded from www.idrc.ca/ccni.



International Partnerships... *continued from page 3*

This had much strengthened institutional memories and concurrently had enriched course materials in both Canadian and partner universities and colleges.

- The marriage of concepts – including social capital, poverty reduction, the empowerment of women and human security – in the design of all foreign aid-assisted projects. This was an approach that Grant was personally committed to and was why he had been so delighted at the environment now widely promoted in Canadian engineering schools. Given many cultural differences in nations across the world, Grant recognized that IPC was walking on eggshells and could appear to be patronizing if it became too dogmatic about project design requirements. His suggestion was to facilitate more twinning agreements between engineering schools within the umbrella of the regional partnership frameworks.

Christianne approached the team's presentation from a somewhat different vantage point. She was an artist (oil painting) and recreational musician (flute) from Montreal, who was finishing her teaching degree. She was excited by the way Canadian universities had brought a respect for, and promotion of, art and culture into their code of ethics for international and regional development cooperation. She was also pleased that IPC had promoted art as an integral element in its own programming over the past five years. At first, she recognized, art had been perceived as a low priority, but the psychological, social and economic development benefits had quickly become apparent under the current

minister who had grown up on the island of Fogo. "After all," he had once said with his Newfoundland sense of humour, "if art could keep Winston Churchill in brandy, there must be something to be said for it." As to whether art really had financed Churchill's brandy, or as to quite what the minister meant, Christianne was not really sure. But it sounded statesman-like, so she quoted it in class papers and planned to include it in the presentation tomorrow.

What Christianne did emphasize was the way schools and universities, shops and restaurants, factories and banks across Canada were now hanging and selling the art products of the partnership regions and, moreover, new musical improvisations were becoming enriched through the international linkages. She was also aware, as an outcome of her own university study-abroad term in Cuba and further investigations, that Canadian art had become widely available and was much appreciated in the partnership regions – and, of course, she firmly believed the art reflected Canadian values. Christianne also realized that, whereas a decade ago so many of her predecessors were travelling to teach English as a second language in areas with few coherent connections with their home regions, her own opportunities to work in regional partnership schools were going to be considerable – a direct outcome of the mutually enriching process of the 2005 policy initiative. This, she recognized, would facilitate her subsequent career in her home province which, for many good reasons, she was loathe to leave forever.

Of course, Grant, Joyline, Andrew and

Christianne talked of much else – whether Canadian aid should be in more or fewer countries, how efficiency should be measured, how better to connect their own work with that of organizations such as UNICEF and the International Red Cross, whether information technology was being over-emphasized, and so on – but four points did tend to serve as catalysts:

- 1 Canadian universities, they all agreed, had become even more integral to international development cooperation processes – an outcome of the strategic approach started in 2005;
- 2 Canadian partnerships were now routinely spoken of as distinct from "Canadian aid," reflecting increased recognition of the two-way benefits of such processes;
- 3 The sciences and the arts were increasingly drawn upon in more holistic ways by culturally sensitive and imaginative Canadian university faculty, administrations and, not least of all, students;
- 4 Redefined strategic visions had reinforced commitments to regional partnerships and social responsibilities by the Canadian university community, strengthened by restructured approaches to both federal and provincial funding and by the more widespread pursuit, by all Canadian universities, of "best practice" codes of ethics and performance.

AUCC thanks Ian McAllister for providing a thought-provoking and imaginative article, which blends humour with serious ideas about the future of international cooperation among universities.

China's Friendship Award



Michel Galopin (left), a mechanical engineering professor at the École de technologie supérieure, received China's Friendship Award from Vice-Premier Qian Qichen in September 2001. The award is given annually as China's top official honour to about 50 foreign professionals who have contributed to the country's economic and social development. Mr. Galopin was one of four Canadians honoured at a banquet in the Great Hall of the People. The other

Canadians are Bill Thomas, who works for an oil company, Pam Koch, employed by an NGO specializing in agriculture, and Lisa Carducci, who writes for a magazine reporting on economic reforms in China. Dr. Galopin received the award for his work on a project that is helping improve the Harbin University of Science and Technology's ability to prepare graduates who will contribute to boosting China's economy. Project partners also created a centre for high technology at HUST, which is introducing Hydro-Quebec's Scompi technology to repair hydro-electric turbines. Hydro-Gansu is now using this robotic technology to fix its facilities on the Yellow River, which have become worn down by sand. The project is funded by the CIDA-funded and AUCC-managed University Partnerships in Cooperation and Development Tier 2 program.

CIDA's Social Development Priorities

CIDA is aiming to devote 38 percent of Official Development Assistance by 2005 to the four Social Development Priorities announced by International Cooperation Minister Maria Minna in September 2000: health and nutrition, basic education, HIV/AIDS, and child protection. CIDA has been working with partners to develop action plans for each of these themes. For more information, please see www.acdi-cida.gc.ca.

Passing along a miracle

by Tim Loughheed

Growing up in a southern Indian village, there was every reason for Vanaja Dhruvarajan to adopt the prevailing view that women should be subordinate to men. However, although she was not even allowed to attend school as a girl, Dr. Dhruvarajan is now a University of Winnipeg sociology professor who is exploring the inherent causes and fallacies that denied her such opportunities.

"The fact that I'm sitting here talking to you is a miracle," she said during a speech in Ottawa last fall. "I was raised among people who believed that men were superior to women, and I always knew that was wrong – that women were every bit as capable as men."

Nevertheless, that capability is often smothered by circumstance. Women in developing nations are often burdened with labour, assuming responsibilities that are undervalued as nations seek greater prosperity and economic growth. Men frequently move away to pursue jobs, leaving behind family members who may be trapped in a socially static and impoverished environment.

Dr. Dhruvarajan escaped this fate when her family moved to the United States in the 1960s. After obtaining a PhD in sociology from the University of Chicago, she began teaching at the University of Winnipeg in 1973. A full professor since 1992, she has designed courses and research programs dealing with socialization and development, family sociology, ethnicity, and gender and race relations.

In October, she spoke at a gathering organized by South Asia Partnership. Reflecting on the economic and political challenges that women around the world must now confront, she noted that the trend described as "globalization" represents a far more aggressive paradigm than the Western colonial enterprise of the past few centuries.

"Corporate-sponsored globalization is different from previous territorial expansion," she said. "It has such speed and such reach. Things that took years and years in the past can take weeks now."

She added that advocates of globalization regard their approach as the only way to improve relations among people around the world; however, she said, the globalization of political and economic forces actually



Tim Loughheed

Vanaja Dhruvarajan of the University of Winnipeg promotes a feminist perspective for understanding the effects of globalization.

compromises the quality of life for many people. She stressed that underlying the economic model of globalization is the desire for corporations to enlarge their markets and boost their profits. And she worried that they are expanding into relatively new terrain: "Now the frontiers are the biological and cultural commons of the whole world."

As an example, she pointed to the rising trend toward single-crop agriculture among farmers who were previously practising subsistence agriculture with a variety of crops. The short-term incentive for this change is the prospect of making money from the sale of a marketable commodity, but the result is loss of food self-sufficiency. Dr. Dhruvarajan noted that many African nations, under pressure from development banks and the International Monetary Fund, have now sacrificed the ability to feed their populations to establish monoculture export businesses.

"The issue is not about whether we are for trade or against trade, for technology or against technology," she said. "It's about who

has control over people's lives. The questions that need to be asked are how can we empower communities? and how can we empower societies and governments so that they regain control over their own destinies?"

She acknowledged that there are no simple answers to these questions, and responses are bound to vary widely from one place to another. In a robust consumer economy like Canada's, for example, empowering individuals is often regarded as helping them overcome the emotional and spiritual effects of a highly materialistic lifestyle. In India, by comparison, empowerment can be more tangible, for example, mobilizing people to gain property rights for farmers. As different as these two examples might seem, Dr. Dhruvarajan pointed to their common thrust in dealing with the effects of global economic trends on the world's cultures and economies.

Dr. Dhruvarajan also sees an important role for academics like herself – people with international links who can situate globalization and its consequences in a broader context. When she returns to India, she visits other professors and their students. She is careful to point out that her function is not that of dispensing a one-size-fits-all solution to local problems. Instead, she passes along the experiences and insights of others, explaining how people elsewhere have addressed a similar issue.

"People who live in that locality are the experts," she said. "They know what the problems are and they know how to solve them."

In many cases, the women are most firmly rooted in their communities, working to improve the lives of their families, and therefore have the knowledge to develop local solutions. Dr. Dhruvarajan upholds a feminist perspective as one of the most powerful responses to globalization. Just how powerful women can be when they are equally involved with men on development initiatives can be seen in places like Kerala, a southern state in India. Women are more freely able to enjoy their rights and have helped Kerala achieve a standard of living that is among the highest in the country. Such a result is no accident, said Dr. Dhruvarajan. It confirms what she has known since she was a little girl. ☺

De Kigali à Iqualuit

En 1995, un an après les massacres du Rwanda, l'Université d'Ottawa a reçu des subventions de l'ACDI pour aider le ministère de la Justice du Rwanda à réformer son système judiciaire. Dans le cadre de ce projet, on a formé de nouveaux membres de la magistrature, entre autres des juges, des avocats de la défense et des inspecteurs de police et on a amélioré la capacité du pays à élaborer des lois et à gérer son système judiciaire. À l'époque, André Samson était directeur du Centre de traduction et de documentation juridiques à l'Université d'Ottawa et il en assurait la gestion conjointement avec l'Association des juristes d'expression française de l'Ontario. M. Samson travaillait dans les bureaux du ministère de la Justice à Kigali et, en collaboration avec d'autres personnes participant au projet, il a contribué aux efforts initiaux faits par le Rwanda pour juger les milliers de personnes inculpées de meurtre, de tentatives de meurtre ou d'autres crimes atroces. M. Samson a ensuite déménagé à Iqualuit pour y prendre le poste qu'il nous décrit ci-dessous. Nous voulions en savoir davantage sur la transition qu'a vécu M. Samson lorsque ses activités de développement se sont déplacées du Sud au Nord.

« J'ai quitté le Rwanda en mai 1999 et ai eu alors la chance de pouvoir satisfaire



André Samson, avocat ayant travaillé à un projet de l'Université d'Ottawa sur la réforme du système judiciaire au Rwanda, se trouve maintenant à Iqualuit pour aider à l'élaboration de lois pour le nouveau territoire du Nunavut. Sur la photo ci-dessus, on le voit à un poste de radio communautaire francophone où il anime bénévolement une émission hebdomadaire de musique classique.

deux souhaits à prime abord contradictoires. Revenir au Canada, me ressourcer 'au bercail', et, en même temps, continuer l'aventure. Comment? En étant étroitement associé, cette fois-ci, à la naissance du tout nouveau Territoire du Nunavut, créé en avril 1999,

dont la population est à 85 pour cent inuite. Je suis donc de nouveau en contact avec une nouvelle culture et ai la chance de voir encore évoluer la situation de très près, toujours depuis un ministère de la Justice, cette fois-ci, celui du Nunavut. J'y occupe la position de Chef du Service de traduction législative au sein du ministère, et collabore directement à l'expression du droit dans les langues officielles du Territoire, plus particulièrement en français et en inuktitut en ce qui me concerne... Comme quoi le droit mène vraiment à tout, partout, d'Ottawa à Kigali à Iqualuit et même, de temps en temps, encore à Kigali!

En effet, ne pouvant complètement me détacher de l'Afrique et du Rwanda, j'y suis retourné pendant deux semaines l'an passé, en octobre 2000, pour aider au démarrage d'un nouveau projet canadien dans le secteur de la justice (duquel fait encore partie l'Université d'Ottawa, au sein d'un consortium cette fois-ci). Et, une année plus tard, profitant encore de mes vacances annuelles du gouvernement du Nunavut, je suis retourné au Rwanda (en décembre 2001), dans le cadre d'une mission de deux semaines pour le Centre danois des droits de l'homme, toujours dans le contexte de la réhabilitation du système judiciaire rwandais. Et puis, en janvier, de retour sur la Terre de Baffin... »

Coup d'oeil... suite de la page 10

apporté un échocardiographe d'occasion d'une valeur de 50 000 \$, don du London Health Sciences Centre, ainsi que des stimulateurs cardiaques, des cathéters, des ballons pour l'angioplastie, des drains tuteurs, des lentilles, des médicaments et des manuels de médecine. Six cents paires de lunettes d'occasion, recueillies par l'entremise des paroisses de la communauté Sainte-Marguerite-d'Youville de London, seront distribuées par le Centre d'ophtalmologie de Minsk. Les visiteurs de la UWO ont également passé du temps au centre médical universitaire de Minsk pour aider à y améliorer les compétences dans le traitement de gens qui souffrent de maladies par suite de l'accident de Tchernobyl et élargir leurs connaissances comme professeurs de médecine.

University of Windsor

Sous la rubrique « Windsor International » de son site Web, l'université a ajouté une nouvelle section consacrée à la recherche, à l'éducation et à la formation internationales et développementales (IDRET). Son but est d'encourager les professeurs, les étudiants et le personnel à participer à des activités internationales. Le site contient des liens vers d'autres sites exploités par des organismes de financement et des organismes bénévoles. Voir www.uwindsor.ca/international.

La faculté des sciences (sciences de la terre) de l'université entreprend sa deuxième décennie de partenariat en recherche, en éducation et en formation avec la BAIF Development Research Foundation de l'Inde. Depuis que le projet de recherche concertée sur la gestion des ressources en eau a pris fin en 1996 (résultats publiés dans *UniMonde*, octobre 1998), les

activités du groupe portent principalement sur la formation du personnel du BAIF, qui sert plus d'un million de familles vivant dans des régions rurales pauvres de sept différents états.



L'Université York

L'automne dernier, Maurice Strong, secrétaire général adjoint des Nations Unies, a présenté à l'Université York un

exposé sur l'état de l'environnement mondial, lequel était en grande partie inspiré de son récent livre intitulé *Where on earth are we going?*

« Plus j'examine l'état de notre planète... plus je suis convaincu que nous sommes vraiment à risque, que l'avenir de la vie humaine sera probablement déterminé par ce que nous ferons ou ce que nous omettrons de faire pendant les 30 premières années de notre nouveau siècle », a déclaré M. Strong.

La paix et la solidarité entre peuples autochtones grâce à l'éducation

par Timothy Donais

Pour Leonzo Barreno, la voie de la paix et du développement des peuples autochtones assiégés du Chiapas passe, du moins en partie, par la salle de classe universitaire.

M. Barreno, directeur du Centre autochtone pour le développement international (Indigenous Centre for International Development) du Saskatchewan Indian Federated College (SIFC), ajoute : « Autant la paix est impossible dans cet état mexicain sans le développement et sans la fin de la marginalisation de ses peuples autochtones, autant le développement est impossible sans l'éducation ».

Le SIFC et l'Université autonome du Chiapas (UNACH) mettent actuellement sur pied un programme de premier cycle en études autochtones et un programme de deuxième cycle en pédagogie autochtone. D'une durée de cinq ans, le projet, qui vise à former une nouvelle génération de dirigeants de la collectivité, bénéficie du soutien du deuxième volet du Programme de partenariats en coopération et développement administré par l'AUCC et financé par l'ACDI.

« L'agitation dans cette région dure depuis longtemps, surtout parce que les peuples autochtones demandent de participer davantage aux affaires de l'État du Chiapas, affirme M. Barreno, un Maya du Guatemala. Nous voulons que les peuples autochtones puissent faire appel à leurs propres spécialistes, qui deviendront des agents de changement et de développement... tous ces diplômés façonneront activement l'avenir du Chiapas et du Mexique. »

La situation des peuples autochtones du Chiapas a capté de façon dramatique l'attention du monde entier le 1^{er} janvier 1994 lorsque l'armée zapatiste de libération nationale a occupé plusieurs villes de l'État. La révolte était motivée par des demandes d'autonomie et de réforme agraire, mais s'inscrivait dans la frustration générale ressentie par les autochtones face à une situation qui les plaçait en marge du développement économique, de la société mexicaine et du processus politique, et ce, même s'ils constituaient la majorité de la population de l'État. Aujourd'hui au Chiapas, quatre autochtones sur cinq vivent dans une pauvreté extrême, et aucune solution n'a été trouvée pour répondre aux

tensions et aux frustrations qui ont déclenché la rébellion zapatiste. Il n'est donc pas surprenant que cette marginalisation s'étende à l'éducation postsecondaire et que la pauvreté et la discrimination aient fait en sorte que les peuples autochtones, « jusqu'à maintenant, ont été pratiquement absents de l'université, exception faite peut-être d'une poignée d'étudiants dans certaines facultés », explique M. Barreno.

Grâce à ce projet, le Programme d'études et d'éducation autochtones formera un cadre de spécialistes qui seront en mesure de parler et d'agir au nom de leurs collectivités. Il s'agit du premier programme de ce genre au Chiapas. Vingt et un étudiants ont déjà terminé le programme de deuxième cycle, offert au campus d'UNACH à Tuxtla, et ont retourné à leurs postes d'enseignants tout en cherchant des postes cadres auprès des organismes qui influenceront le développement de Chiapas. De plus, on s'attend à ce que 300 étudiants obtiennent leur diplôme au cours des cinq premières années du programme de premier cycle, qui sera offert pour la première fois l'an prochain au campus de San Cristobal.

Les deux volets du projet miseront sur le côté pratique. Ainsi, on compte que les diplômés du programme de premier cycle s'engageront activement dans les projets de développement de leur collectivité. Bien que l'accent soit mis davantage sur la pratique que sur la théorie, affirme M. Barreno, le projet comporte un aspect de prise de conscience de la culture tout aussi important : « Il faut que les étudiants connaissent leur histoire et leur langue, bref leur identité, ce qui leur fournira une base solide pour aider les autres lorsqu'ils auront obtenu leur diplôme ».

En même temps, bien que l'on associe maintenant la rébellion zapatiste à la lutte contre la mondialisation (la rébellion s'est déclenchée le jour où est entré en vigueur l'Accord de libre-échange nord-américain), le projet a, à plusieurs égards, pour objectif de réconcilier les peuples autochtones du Chiapas avec une planète de plus en plus mondialisée.

« Pendant longtemps, les peuples autochtones ont refusé d'adopter une façon de vivre à l'occidentale, parce que les rapports qu'ils entretenaient avec cette dernière étaient

inégaux et asymétriques », explique Jorge Angula Barredo, directeur de l'Institut d'études autochtones de l'UNACH. « Maintenant, au moment où ils reconnaissent la valeur de leur culture, de leur histoire et de leur savoir-faire, ils essaient d'incorporer ce que leur offrent la vie moderne et notre culture occidentale... Nous pensons que s'ils prennent conscience de leur différence culturelle dans un monde multiculturel, ils en tireront pleinement profit. C'est là l'idée maîtresse du programme. »

À certains égards, les diplômés des deux programmes feront le lien entre les milieux locaux et la scène mondiale. Par exemple, les étudiants apprendront les langues locales et étrangères, et on s'attend à ce qu'ils obtiennent leur diplôme en ayant une meilleure compréhension des fondements culturels de leur propre collectivité, tout en étant mieux informés des enjeux politiques, culturels et économiques dans un monde qui se transforme rapidement. Selon Laureano Reyes Gomez, chercheur à l'Institut d'études autochtones, « Il ne s'agit pas d'une lutte entre modernité et traditions. Nous pouvons combiner les deux cultures. »

Pour le SIFC, le projet renforcera son programme d'études autochtones et s'appuiera sur plus de 20 années d'expérience consacrée à renforcer la capacité des établissements autochtones des Amériques. Il constitue également une étape importante en vue de la création d'une université virtuelle destinée aux autochtones du monde entier. Pour M. Barreno, un tel projet serait la manifestation concrète, d'une part, de la solidarité croissante des peuples autochtones dans le monde qui s'enracine dans une histoire commune d'oppression et de pauvreté ainsi que dans des valeurs et des conceptions philosophiques qui se ressemblent et, d'autre part, de la renaissance de plus en plus marquée des peuples autochtones partout en Amérique. Les peuples autochtones, dit-il, ont fait énormément de progrès au cours de la dernière décennie, et l'éducation est un des moyens qui leur permettra de pousser plus loin encore : « L'éducation est un outil. Ce n'est pas une fin en soi. C'est un outil qui les aide à faire plus, et nous espérons que ce programme offert au Chiapas aura une influence positive sur le Mexique. »

Guelph agriculture students work in India

by Blythe McKay

During a three-week study program in India last summer, Cecelia Fernandez and her peers found that the strong interest in agriculture that they share with their Indian counterparts overcame communication barriers.

"Agriculture was a unifying topic," she says. It opened up discussion on many other related issues, such as women's roles in agriculture, technology transfer, market forces and poverty alleviation. Ms. Fernandez was among eight graduate students of Guelph's School of Rural Extension Studies who went to Tamil Nadu Agricultural University in southern India.

Guelph professors Jana Janakiram and Doug Pletsch, who accompanied the students, said that it was the students who suggested this trip as a way to fulfill some of the requirements of two courses offered by the department – communication and interpersonal relations, and international extension studies. The students also did their own fundraising for the trip.

"The exchange was good exposure to adapting to another culture," says student Rose Bouwers. "I learned first hand how important it is to build relationships to be effective in cross-cultural projects, and to learn how to work with communication differences."



Students from the University of Guelph and Tamil Nadu Agricultural University.

Since 1996, good working relations and trust have been established between the two universities because of their collaboration on an ongoing CIDA-funded University Partnerships in Cooperation and Development Tier 2 project to help Indian farmers learn about seed technology through distance education.

Once in Tamil Nadu, each Guelph student was paired with an Indian counterpart. Each

pair developed a presentation on a topic such as verbal and non-verbal communication, marketing, social power structures and extension to deliver in front of the larger group. They also spent time in a village, where they learned about its infrastructure, organization and governance.

Some of the students are currently working, or are planning to work, with organizations in Canada or overseas where the ability to communicate with different groups of people is an asset.

"I think that any cultural exchange changes the way we view the world and other people," says student Jennifer Adam. "Not only does it give us appreciation for our own lives here in Canada, but it also helps us to understand why people do the things they do and minimizes misunderstandings. In my work with Frontier College, I deal with volunteers and learners with different backgrounds, and having knowledge of different cultures helps me bring those two groups together."

Dr. Janakiram is considering how to create a similar cultural exchange this summer for this year's master's students.

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Editor/Rédactrice

Jennifer Goldstone

Assistant Editor/Rédactrice adjointe

Darlene Gibbs

Contributors/Rédacteurs

Tim Donais, Tim Loughheed, Blythe McKay, Ian McAllister and Keane Shore

Contributions and inquiries are welcome and should be addressed to the editor./
Les contributions et demandes de renseignements sont les bienvenues et devraient être adressées à :
UniWorld/UniMonde
AUCC
350 Albert Street, Suite 600
Ottawa, Ontario K1R 1B1
Tel.: (613) 563-3961 ext. 253
Fax/télec: (613) 563-9745
E-mail: jgoldsto@aucc.ca Web: www.aucc.ca

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