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ABSTRACT

This proceedings provides summaries of the group discussions and presentations of a conference/workshop convened in March 1992 to share information concerning the future planning of educational partnerships between developing countries and Canada's small universities. The approaches examined at the conference are characterized by more sensitivity and respect for local conditions, cultures and policies, expressed through a sharing of power and decision making in the planning, execution, and evaluation of projects. The workshops and presentations presented point to the need for international projects to be driven by the needs of the countries hosting them. In addition, workshops examined international projects from the perspective of the sponsoring agencies involved, the initiation and maintenance of these projects, and the experiences of international students from the perspective of the student liaison officers and advisors. The final session considered the future and makes some projections for small universities and international education. The appendix contains a list of the conference participants and the conference agenda. (GLR)

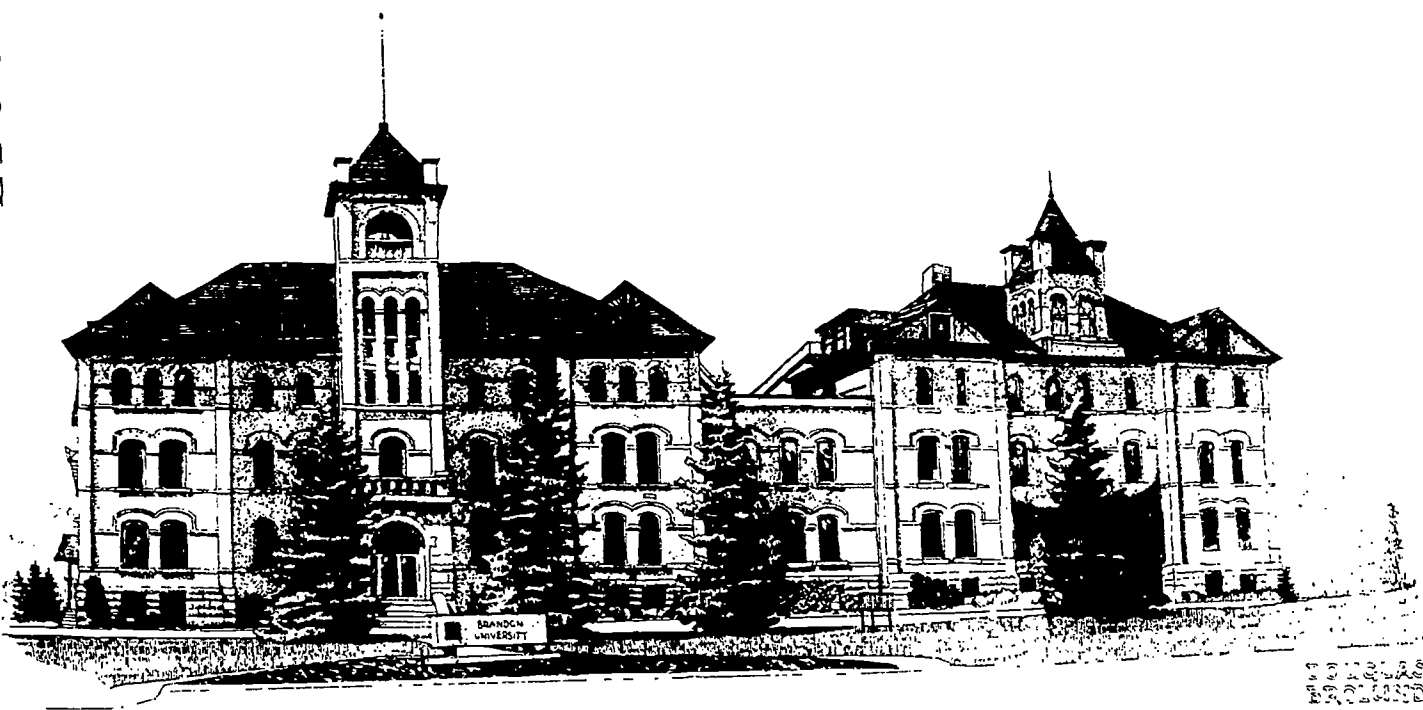
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BRANDON UNIVERSITY

SMALL UNIVERSITIES' RESPONSE TO INTERNATIONAL DEVELOPMENT

ED351923



PROCEEDINGS OF THE INTERNATIONAL EDUCATION AND SMALL UNIVERSITIES' CONFERENCE / WORKSHOP

BRANDON UNIVERSITY
BRANDON, MANITOBA

MARCH 20 - 22, 1990

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2

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SMALL UNIVERSITIES' RESPONSE
TO
INTERNATIONAL DEVELOPMENT

PROCEEDINGS
of the
INTERNATIONAL EDUCATION AND SMALL UNIVERSITIES'
CONFERENCE/WORKSHOP

March 20-22, 1990

held at
Brandon University
Brandon, Manitoba

edited
by

P. G. Halamandaris
and
Meir Serfaty

Brandon University
Brandon, Manitoba
1992

Contents

Acknowledgements	v
Preface	vi
Opening Remarks	vii
Workshop 1	
Third World Perspective	1
Workshop 2	
Sponsoring Agencies' Perspective	17
Workshop 3	
Initiating and Maintaining International Projects	33
Workshop 4	
Student/Trainees' Support Systems	49
Closing Session	
Small Universities and International Education	63
Appendix	
A. Registration List	A - 1
B. Conference Agenda	B - 1

Acknowledgments

The International Education and Small Universities' Conference/Workshop was held at Brandon University March 20 - 22, 1990 under the joint auspices of the International Development Projects Office and the Office of the Vice-President (Academic and Research).

I would like to express my sincere thanks to the organizing committee: Dr. Meir Serfaty, Vice-President, Academic & Research; Ms. Beth Westfall, Dean of Student Services; Mr. Bruce McFarlane, Acting Director, Office of Extension; Ms. Faye Douglas, Director of Admissions; Mr. Doug Macintyre, International Student Advisor; Mrs. Dorothy (Dot) Sholdice, Executive Assistant, IDP Office. Their hard work permitted us to present this first workshop on International Education for the smaller Canadian universities. My thanks to Dr. John Mallea, President of Brandon University whose continuous support in international development has had an impact at Brandon University.

To all the participants/presenters, my thanks for your participation, your insights and your experiences which you shared with the rest of us at this workshop. An especial thanks to our overseas participants, Dr. Isaac Lamba, Principal Secretary, Ministry of Education and Culture of Malawi and Dr. Lwandle Kunene, Dean of Humanities, University of Swaziland for bringing us the perspective of the recipient country.

A special vote of thanks to my assistant in the IDP Office, Dot Sholdice and to Ann Smith and Sharon Choy who very capably assisted her with workshop arrangements. Dot was in charge of logistics (registrations, accommodation, meals, local transportation, etc.) and the smooth running of the conference/workshop was due to her efforts and good organization to the utmost detail. Ann was responsible for putting these proceedings together.

Taping and transcribing the proceedings of such a conference is a very tedious, time consuming job. My grateful appreciation goes to Kim Mowat for accomplishing this task and to Sharon Choy who assisted with the taping. My thanks also to Ann Smith and Jerald Wishart for their efforts in editing the proceedings and to Bonnie Martin for formatting the final copy and preparing it for publication.

To all those others who helped in any way to make this conference a success — Thank you.

P. G. Halamandaris, Ph.D.
Director
International Development Projects
Brandon University

Preface*

CIDA's philosophy or paradigm has shifted from a concept of international development activity characterized as a flow of "aid" from donor to recipient, to a "partnership" approach. This approach or new paradigm as exemplified in "Sharing Our Futures", is characterized by more sensitivity and respect for local conditions, cultures and policies, expressed through a sharing of power and decision making in the planning, execution and evaluation of projects. Small Universities in Canada in their search for academic excellence and approaches for innovative programs which interplay with the felt economic constraints provide special expertise to problems of universities in developing countries where such expertise is badly needed.

With this background, and with the involvement of many small universities in international development, Brandon University took the initiative to organize the first Conference of Small Universities for purposes of sharing information and possible resources in future plans. This Conference was organized with the enthusiastic support and commitment to international development of the Brandon University administration, faculty and staff.

* FROM: Berry, W.J. and Halamandaris, P.G., "International Education and Small Universities", a paper presented to the Canadian Association for the Study of International Development (CASID), Victoria, B.C., June 1990.

Opening Remarks

On behalf of the Senate, Board of Governor, students and staff it is a great pleasure to welcome you to Brandon University. The decade of the 1990's, I believe, will be characterized by the increasing internationalization of universities both large and small. The latter, moreover, have a particularly important role to play in strengthening cooperative North-South linkages. Thus it is a double pleasure to welcome our colleagues from Malawi and Swaziland. Here at Brandon University, we have benefited greatly from our work in these two countries and we hope that our mutually supportive relationship will continue for many years to come.

My colleagues at Brandon University who have planned this Conference/Workshop are very well aware of the fund of ideas and experience that you as participants bring with you. We want to both learn from you and to share our thoughts and aspirations on a wide range of topics.

International education is more than the enrolment of students from abroad. It should influence our institutional goals, policies, curricula, research, services, recruitment and hiring practices. Links should be built with the community and sister institutions in order to carry out cooperative projects.

Universalism is perhaps our central defining value as well as the root source of our title: university. And at no time in history have conditions been so propitious for its institutionalization.

I wish you well in your deliberations and I personally look forward to participating actively in the discussions. Let me extend, then, once again, a very warm and sincere welcome to you. We are delighted that you have chosen to join us at this ground-breaking Conference/Workshop.

John Mallea, Ph.D.
President
Brandon University

7

Workshop I

Third World Perspective

Chair: Dr. Meir Serfaty, Vice-President (Academic & Research), Brandon University

Chair: I think we have quite an afternoon ahead of us. I hope we can maintain our focus and continue our discussion which began so well this morning. We are indeed very privileged to have a couple of people with us this afternoon who have come a long way; one has specifically come just for this conference, the other one has come for this conference as well as for other matters.

The speakers we have with us this afternoon are, first, Dr. Isaac Lamba, who is now the Principal Secretary, Ministry of Education & Culture of Malawi. He has had a long standing connection to Brandon University. As I understand, Dr. Lamba was Vice-Principal of the Malawi Institute of Education and was very much instrumental in getting our current arrangement under way. He has a Ph.D. from the University of Edinburgh and previously had studied in Canada for a Masters at Dalhousie University. In addition, he also received training in teacher education there. He will be speaking to us about the linkage that we established some time ago with the Malawi Institute of Education.

The other person that we have with us is also a very esteemed colleague who I had an opportunity to meet last year when I was in Swaziland. Dr. Lwandie Kunene is the Dean of Humanities at the University of Swaziland. Dr. Kunene is a Swazi herself; she did her undergraduate degree at the University of Lesotho and then her Masters and Ph.D. in African Linguistics at the University of California at Los Angeles. Dr. Kunene, as I understand, is currently involved in a joint study sponsored by CIDA and the Association of Commonwealth Universities dealing with the role of women in African universities, but she will not be speaking about that today; I am afraid that interesting topic is for another conference. I was speaking yesterday to a colleague of ours who was in Swaziland for quite some time and he tells me that Dr. Kunene not only wears the hat of Dean of Humanities but also teaches 20 hours a week!! We are really very pleased to have both of you; we appreciate very much that you came to see us. Perhaps we will begin with Dr. Lamba who is going to tell us about the Third World perspective and specifically, Malawi education.

**Dr. Isaac Lamba, Principal Secretary
Ministry of Education & Culture of Malawi (MOEC)**

Thank you very much Mr. Chairman, ladies and gentlemen. Let me start by saying that with this type of audience I really don't know what to emphasize. If it was just merely acquainting you people with what we are doing with Brandon, I think a small leaflet would be enough and you would be able to read exactly what we are doing, where we have come from, how we are doing it and a vision for the future. However, having said that, I think there is still room for me to say one or two things about this sort of linkage that brings together the Malawi Institute of Education (MIE) and Brandon University (BU) within the context of International Extension with Brandon University.

The MIE-BU Project originated out of a perceived need of the Malawi Ministry of Education and Culture (MOEC) through the Malawi Institute of Education for improvement in the educational system. There

was great concern for quality, initially in primary education. In order to accelerate the process of the improvement of the quality of education, it was recognized that the physical and human resources potential for the primary education level should be improved. Primary education in Malawi is for eight years and, upon completion, the pupils receive the Primary School Leaving Certificate (MOEC, *Education Plan of Malawi, 1973-1980*, page 2).

On the basis of education statistics (MOEC, 1989), the total enrolment in primary schools is 1,066,642 pupils with 16,821 teachers as compared to 430,504 pupils and 2,764 teachers in 1971-72. During the five years (1984 - 1989), a general increase in enrolment at nearly all levels of the formal education system has registered as indicated below:

1. Primary Education:	847,157	to	1,066,642	+14%
2. Secondary Education:	22,245	to	23,392	+19%
3. Primary Teacher Education:	1,890	to	2,504	+32%
4. Distance Education Centres:	8,704	to	19,760	+127%
5. Technical-Vocational Education:	522	to	896	+72%
6. University Education:	1,961	to	2,330	+19%

Source: *Educational Statistics*, MOEC 1989 page x

Linked to the general low quality of primary education was the quality of its Training College Tutors, District School Inspectors, as well as Primary School Headmasters. Trainers and managers of the educational system needed exposure to new professional techniques. For all these categories of professional personnel, a variety of upgrading in-service training programmes was considered necessary to effect the desired dynamism in the quality of the educational system. The Brandon-Malawi Project for educational improvement was mooted and launched at this particular point.

Objective

The general objective of the project was to concentrate on the upgrading of education managers of Malawi: college tutors, regional education officers, field inspectors and primary school headmasters, partly with funding from CIDA with Brandon University as the executing agency. The project would provide a mechanism for the training of a cadre of professional educators in positions of leadership within the education system in Malawi and contribute to improvement of pre-service education to the upgrading of the primary school teachers in the field through inservice courses, which in the long run will lead to a multiplier effect. Thus MIE would be able to reach as many professionals in the country in as short a time as possible.

In a resume of discussions held at Brandon University, Canada from 31 October to 12 November, 1983, the following were the general and specific objectives of the project:

The general objective of the training programme was to enable the District Inspectors of Schools and Primary School Headmasters to improve their skills for the effective inspection and supervision and the promotion of the quality of primary education.

Thus the training programme would enable the course participants to

- provide effective inspection, supervision and assistance to all the professional personnel working within the primary education system;
- organize manage and conduct effective INSERVICE courses for primary school teachers;
- become more familiar with the organization, management and administration of education in Malawi;
- participate in curriculum development;
- design, prepare and use educational resource materials of various kinds;
- improve their knowledge of the content of some primary school subjects;
- acquire and strengthen their knowledge in the variety of general teaching strategies which are relevant to the primary school teacher within the educational system of Malawi.

Specific Objectives

In light of the above, the specific objectives of the programme were for the District Inspectors of Schools and the Headmasters of Primary Schools, by the end of the course, to be able to

- write instructional objectives;
- develop a scope and sequence chart;
- describe and use selected teaching methods which are relevant to the needs of primary school teachers;
- assess the effectiveness of teaching in primary school; - assess the overall effectiveness of a primary school;
- supervise teachers who are on probation;
- organize, manage and conduct effective inservice courses for primary school teachers;
- search for and use library learning resources;
- describe and use selected particular methods of teaching for selected primary school subjects;
- design, prepare, explain and use teaching/learning aids suitable for teaching in a primary school;
- write four complete units for a teachers' guide; - explain, design and use teacher-made tests as an aid to teaching in the primary school;
- provide effective supervision and assistance to teachers in the primary schools.

Structure Of The Training Programme

The training programme has been designed to include an academic component in the form of courses offered during residential sessions. The training programme extends over a period of twenty-four months comprised of three residential sessions of eight weeks each; one at the beginning of the course, the second in the middle, the third at the end, and the rest of the time being spent on field experience. Each residential course is either a half course (20 contact hours) or a full course (40 contact hours)

In between any two residential sessions, tuition is provided by way of field assignments which are written and submitted for assessment. During the second year clinical supervision takes place. Examinations are administered at the end of each residential session. The aim is to provide a training programme which is equivalent to a one-year residential course.

From the inception of the Programme, Brandon University provided 80% of the professors while MIE provided 20% of the tutors. By 1989 with the training of 69 MIE Associate Tutors, Brandon University provided 20% of the tutors while MIE provided 80%, a clear indication of a multiplier effect gain.

Field Supervision

The period of field supervision, as mentioned above, is the intervening period between any two residential sessions. It involves clinical supervision and assessment of field assignments by staff of the Malawi Institute of Education and the Ministry of Education and Culture.

The objective of the practical field assignment is to ensure that the course participants can translate theory into practice. Application of knowledge, skills, techniques, and ideas to the work environment is of paramount importance to the success of the programme.

At the end of the course, the Malawi Institute of Education issues an award to all successful candidates. This award is designated as a Certificate in Primary Education.

Final assessment is carried out by the staff of MIE and Brandon University who team-teach the course.

The Curriculum

The curriculum of the programme consists of the following areas:

1. Foundations of Education

- Educational Psychology
- Curriculum Development
- Contemporary Issues in Education
- Testing and Evaluation

2. Administration, Inspection and Supervision

Educational Administration
Inspection and Supervision
Trends in Primary Education
Audio-Visual Education
Inservice Teacher Education
School Management and Organization
Educational Leadership
Topics in Primary School Administration

3. Curriculum Studies

Any two of the following are required:

Curriculum Studies in Primary Maths
Curriculum Studies in Chichewa (National Language)
Curriculum Studies in Primary English
Curriculum Studies in Primary Science and Health Education
Curriculum Studies in Primary Agriculture
Curriculum Studies in General Studies
Curriculum Studies in Primary Social Studies
Curriculum Studies in Primary Home Economics

These courses are offered during the three residential sessions in the following sequence.
(Time allocation in parentheses is in contact hours).

YEAR I

Educational Administration (20)
Inspection and Supervision (20)
Educational Psychology (40)
Trends in Primary Education (20)
Study Skills (20)

YEAR II

Curriculum Studies (any two of the following):
Primary Maths (40)
Primary Chichewa (40)
Primary English (40)
Primary Agriculture (40)
Primary General Studies (40)
Primary Social Studies (40)
Primary Home Economics (40)
Curriculum Development (40)
Audio-Visual Education (20)
Inservice Teacher Education (20)

YEAR III

Contemporary Issues (20)
Testing and Evaluation (20)
Educational Leadership (20)
Topics in Primary School Administration (40)

Intake

In previous years, the intake has been between 60 and 100. In 1990, we intend to take 240 Year I students, mainly headmasters of primary schools.

Final Assessment

50% course work.

50% assignment and field supervision/practicum.

Output Of Trainees

Year	Total	AREO	ADEO	DHEO	Heads	Inspectors	Male	Female
1986	85	2	7	-	41	35	82	3
1987	55	4	-	13	37	1	41	14
1988	87	-	24	-	59	4	69	27
1989	55	1	1	7	43	3	43	12

N.B.	AREO	=	Assistant Regional Education Officer
	ADEO	=	Assistant District Education Officer
	DHEO	=	District Home Economics Organizer
	Heads	=	Headmaster/Headmistress
	Inspectors	=	District Inspectors of Schools

Impact Of Project To Date

There is consensus that the project has brought a change of attitude to the role of inspectors and confidence in the headmasters. The Advanced Course for MIEATS (Malawi Institute of Education Associate Tutors) was successful. MIEATS developed modules which were used to tutor the Second Years. It is envisaged that the 240 First Years who will be invited this year (1990) will be taught by MIEATS and MIE Professional Officers. That is, the multiplier effect of the project is already being realized.

The positive results of project implementation are therefore as follows:

- inspectors' and Primary School Headmasters/Headmistresses' attitudes have changed for the better.
- The value of inservice programmes has been realized.
- Benefits of team-teaching have also been appreciated (Palmer, 1989). There is an outcry all over the country for inservice courses from primary school teachers and headmasters. When the first intake of the Advanced Course was announced, most graduands of the previous inservice programmes expressed anxiety to proceed to the Advanced Course. Even now, the numerous requests for further intakes demonstrate the ever growing desire for the acquisition of new skills by teachers and administrators in the primary school system. This speaks to the worth and usefulness of the project.

Problems And Prospects

Despite the achievement outlined above, the MIE-BU Project in both phases I, II, and III has encountered some problems, initially, "teething ones". Participants did not know the real meaning of such inservice courses whose value began to be realized only after the actual launching of the project when District Inspectors of Schools learned new skills which helped them in their day-to-day work. Similarly, Primary School Headmasters opened their eyes to new skills, invaluable in discharging their duties. Teacher trainers alike learned new ways of preparing teachers.

Another problem that the project continues to face is that of feeding the participants while in residence at MIE. Since the inception of the project, funding of the feeding costs of the participants has been obtained

through donors such as UNICEF, DSE, and the like. CIDA has provided support in terms of teaching and learning materials and for the BU professors who have been team-teaching the courses with their MIE Professional Officer counterparts etc. Support for feeding the participants was supposed to be largely the responsibility of the Malawi Government through MIE. But because of budgetary constraints, MIE has not been able to generate enough funds for student maintenance. Hence, the heavy reliance on external donors who are now giving less and less support. DSE, for example, has not been able to help since 1988 because of other commitments elsewhere. It is, therefore, being proposed that in future, BU through CIDA should consider allocating funds for students' maintenance.

Another important issue concerns field supervision. This aspect has not been given adequate coverage because of transport constraints. Our students are scattered all over the three regions of Malawi. MIE has not been able to replace the aged vehicles due to cash-flow problems. It is gratifying to learn that CIDA has agreed to procure two vehicles which will be solely used for field supervision. It is hoped that there will be an element for fuel costs in the Project budget.

In spite of these problems/challenges, however, the prospects are bright. Inspectors, teacher trainers and primary school headmasters/headmistresses are eager to impart to their counterparts the skills they have acquired. This year, 1990, the 240 students to be enrolled in the first year course will almost all be heads of primary schools and will be taught by the MIE Associate Tutors. This is a big step forward, a departure from the past reliance on Brandon University tutors who joined the few MIE professional officers. It is expected that the Associate Tutors will be able to run inservice courses in their respective areas. Such is the multiplier effect of the programme all to the credit of CIDA, Brandon University and other donors who have sustained a healthy beneficial partnership with the Government of the Republic of Malawi. Malawi appreciates this contribution in education which represents a permanent bequest to succeeding generations of the Malawi nation.

Conclusion

The MIE-BU project represents a most sound example of not only developed and developing country relationship and cooperation in an important field such as education, but also how an imaginative programme can be designed by a relatively small university such as Brandon University in partnership with and for a small professional service institution the Malawi Institute of Education. The ingredients of the project have included

- statement of need by the recipient country and institution;
- absolute cooperation and collaboration in the partnership in planning and translating the expressed need into general and specific objectives and strategies for implementation;
- willingness on both sides to make sacrifices, financial, personnel, etc. particularly hard to come by in most developing countries;
- a proper, well defined monitoring mechanism to assess direction and achievements; and
- cooperation and understanding of the two respective governments. This forms the framework which has characterized the MIE-BU project whose contribution in the development and improvement of the quality of education in Malawi has represented a success story.

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Dr. Lwandle Kunene, Dean of Humanities University of Swaziland

I must point out that I am going to discuss the latest Brandon project. We actually had an earlier one which was also started by Brandon which is now completed. The University of Swaziland (UNISWA) in December 1, 1987 implemented an institutional development project funded by Canadian International Development Agency (CIDA) under the auspices/administration of Brandon University International Development Projects' Office. Since Brandon was chosen as the administrative office of this project, this project is well known as Brandon University/UNISWA Bilateral Project. The project is to terminate on November 30, 1992.

Let me start off by simply saying that it is always useful to monitor the progress of a project, assess its strong points as well as its weak ones, its success as well as its failures. The information on the progress of the project is useful to both the sponsor and the recipient university and at the same time this kind of information will indicate how such a project benefits uniquely the Institute that is on the receiving end. If the linkage under progress-study is not doing well, then both parties involved must sit down and discuss some strategies in order to improve it.

The Brandon/UNISWA Bilateral Project, like other links that UNISWA has with other Universities, was subjected to the process of evaluation. Given, therefore, the fact that UNISWA has other links with other Universities one may ask the following questions in relation to the Brandon/UNISWA Bilateral Project:

1. What does the UNISWA/Brandon Project mean to UNISWA?
2. What has the Project contributed that other projects have not?
3. What are the long term effects/results of the project?
4. Does UNISWA want the project to continue?
5. What are the future areas of need?

Let me try and answer these questions in turn in relation to the Brandon/UNISWA Bilateral Project. Let me also immediately add that some of the responses to the above questions will be answered indirectly in the discussion.

In the past, Canadian assistance was given to the Swaziland Government without the involvement of the University of Swaziland. It was only in December 1987 when the Brandon/UNISWA Bilateral Project was implemented that the Canadian sponsors began to involve UNISWA in the formation of the link.

The Brandon/UNISWA Bilateral Project was the first one to have a Canadian university to serve as a conduit through which the needs and problems of UNISWA could be identified and dealt with as the project progresses. This setup or structure has enabled UNISWA as a small university to have access to bigger Canadian universities thus enriching UNISWA academically and otherwise. Let me also point out that other donors are seriously thinking of following this model that was set up by the Brandon/UNISWA Project.

The very fact that the Canadian sponsors involved UNISWA in this Bilateral Project enabled the sponsors to have a better interpretation of the real needs of UNISWA and understand why UNISWA prioritized its needs the way it has done. On account of this association, UNISWA have gained a better understanding of Canadian Universities as well.

The Brandon/UNISWA Bilateral Project also assisted UNISWA in having Canadian Technical Assistants (CTA). This again is a element unique to this project. The CTA's are interviewed through Brandon University. This has helped a lot in preparing the CTA's psychologically, mentally, sociologically, academically, and in many different ways in making them understand us better and be prepared for the social and cultural problems that they will encounter at UNISWA.

Concerning the project itself, there has been a unique cooperation between the two parties in discussing the project and the prospects of its successes and failures. Where changes were necessary, both parties agreed as to what changes must be made and how they should be done.

In connection with the component of training, the priorities were set up by UNISWA rather than the sponsor which is not the case with most linkages.

This project is also unique in a sense that it was prepared to train UNISWA Teaching Assistants in all fields, such as: history, theology and religious studies, English literature, home economics, physics, geography, librarianship, biology, administration, law, etc. In short the project did not limit the areas of study it will focus on nor did it limit the level at which it will train the Teaching Assistants. On account of lack of these restrictions, this project has trained TA's at Ph.D. levels; M.A. levels, and it went further to train TA's who did not meet the M.A. entrance requirements of Canadian Universities, so that after their preparatory year they can be eligible to enter any Canadian University. This practice is still unique to this project.

The students to be trained are always selected by UNISWA and Brandon has always accepted our choice and decisions. Once the students are placed in a Canadian university, Brandon again follows the progress of each individual student and reports back to UNISWA, with the result that UNISWA knows about the academic progress of each student as well as his/her social and physical condition.

Above it all, on account of the uniqueness that I have already mentioned above in connection with is project, UNISWA has felt an equal partner of Brandon in spite of the fact that this project is benefiting UNISWA more than it does Brandon. To put it in crude terms, the association with Brandon University did not make UNISWA feel like a beggar - we were always treated like queens and kings even though we know that we are beggars. I think that it is a great and unique sponsor who can do that.

The results that this project has brought to UNISWA is staff development in almost all departments. In a small university like UNISWA training fifteen staff members is training a big number. This project has done it in a short period of time. Thus, when these fifteen or more people return to UNISWA there will be a difference in their respective departments.

The idea of having CTA's has enriched the programs in those areas where the CTAs are teaching at UNISWA. In fact, it has enriched us in a number of ways; it has enriched the UNISWA programs in the sense that new blood has been brought into the departments and a Canadian perspective added. Hopefully, the CTA's will have gained an African/Swazi perspective in their field of study.

UNISWA would definitely like to see the project continue under Phase II if possible. The areas of need at UNISWA are further training, as well as cooperation in postgraduate programs. The success of the project, among other things, depends on the perception of the recipient university. In other words, the recipient university should know in which direction it wants to move.

Finally, let me point out that the progress of the Brandon/UNISWA Bilateral Project could not have moved this far, in such a smooth way, if it did not have an active, enthusiastic Director as well as a hard working secretariat at Brandon and UNISWA. These two types of people are the heart of the progress of the Project.

DISCUSSION

Meir Serfaty: Thank you. I would like to assure you, Dr. Kunene, as well as you, Dr. Lamba that Brandon University has benefited from these projects. I would like now to open the floor for discussion or questions with respect to these comments.

William Shearson: I would just like to request some information. In both cases, who made contact with whom? Did Brandon decide to go to Swaziland or Malawi, or how did that work?

P.G. Halamandaris: I think for any project you are starting, you have to have a contact in the recipient country. There is a personal kind of contact, a personal interpretation of special needs that must be present.

Meir Serfaty: The question specifically was, who initiated the contact?

P.G. Halamandaris: In 1975 our president at the time, Dr. Dulmage, asked if we could become involved in international development and told me to "see what you can do". At that time CIDA was just operating with the big universities in a kind of "old boy network".

When I talked to a Mr. McNaughton at CIDA, he said, "Why don't you come to Ottawa?" I didn't have any money for that, so I went to the President and asked for, and got, money for a visit to Ottawa. Mr. McNaughton was very active in helping me meet some people, and in explaining what Brandon University could do.

At that time I wrote letters to the Vice-Chancellors of the Universities of Botswana, Lesotho, and Swaziland and just asked for their interests. Fortunately, I received responses saying that they were interested and would like to meet with Brandon University and with CIDA. I took these letters to CIDA.

It took from about '75 to '87 to get the present project with Swaziland going, because even CIDA, at that time, did not have a mechanism to deal with small universities and had to restructure. Now, we have ICDS that specializes with such conditions, but, at that time, there was nothing like that. The initial personal contact is followed through with continuous contact, discussions and refining of the ideas. This is how a project starts. It is not a one shot deal.

Meir Serfaty: Dr. Lamba, what type of active role did you play in starting your project?

Isaac Lamba: If you are going to talk of a useful, beneficial project, it must be a project formed out of a partnership right from the beginning. The need must be identified, in the case of Malawi, by Malawi. For example, if Pandy in his usual generous mood says to me, "What is your immediate need? Where can we come in, within the context of CIDA restrictions?", then I'll be able to say, "Our immediate need is upgrading the level of our headmasters and inspectors. How can we do this?" Only this afternoon I was talking to someone about environmental education. I was telling him that Malawi has just revised its primary curriculum within which we have some elements of environmental education. Our need now is not to develop a curriculum, but to inservice primary school teachers to sensitize them to understanding more about environmental education and the methods of teaching it. This is a particular area of need as far as the curriculum is concerned. It starts from us. We must identify our needs and then be able to say, "This is our need; what do you have to say?" Whatever comes out of that initial dialogue will have to be a built-in partnership throughout, with both sides seeing the direction of what is to be done, not just Canada's interest in stretching itself out into the world. We should also be interested in our development. Canada is going out of its boundaries; we are receiving Canada's help to upgrade our own professional status through this program.

Lwandle Kunene: I think with respect to this particular project, I came when it was already being written down, but I think UNISWA was involved in the very beginning, involved as Prof. Lamba has indicated, that we had to identify just what the needs of UNISWA were. The Canadians who were responsible for the project at that time went and wrote the project and then came to us and said to us: "No, we want such and such because it has this implication with this country and has these implications somewhere else. We even went through the document deleting some of the wording, documenting some of the needs, insert-

ing other things; there were short term visits to rural and city areas and a number of things. We then signed the original document, but when things didn't work well, both parties sat down and said, "No, we don't think we are going to meet priority #1 so why don't we revise priority #2 and then redo #1. It is hard to be precise. The whole thing started from both ends.

Wayne Ingalls: I just have a comment. I think that with a lot of projects the initial contact was through a student. All of the international students in our midst are our initial contacts for potential students from their countries back home.

Isaac Lamba: I just want to add one little thing toward what Wayne has said. The University of Malawi Home Economics Department has a relationship with the Home Economics Department at Mount St. Vincent University. The person who initiated that link from the Malawian side is my wife, for the simple reason that she is a graduate of Mount St. Vincent. It was easy for her, when she identified the need back home, to write her professors at Mount St. Vincent and ask what kind of advice they had in her efforts to solve a problem. Eventually there was a link established, CIDA came in, and today we have a very healthy linkage relationship.

Douglas Alexander: What do you use to motivate Heads and teachers to improve themselves or professors to go abroad? What kind of a motivating process was used?

Lwandle Kunene: In Swaziland, if you are going to be a lecturer, you are not accepted until you have a Masters. If a job is advertised and you apply, you are chosen on the basis of a first degree. Then it is the responsibility of the University to find you a sponsor to go for training. If, in fact, the University fails to place you with any university, then you might be chucked out because it really means that you don't qualify. The motivation is the fact that if you don't get a Masters then you won't become a lecturer.

Isaac Lamba: I don't know if I have anything to add, but let me just comment on the role of our headmasters in Malawi. You complete high school and from there you go to a two or three-year teacher training program to qualify as a teacher. That does not make you a headmaster right away. The headmastership is conferred upon you after years of service. There are no new skills coming to the Headmaster, applicable to the job of headmaster, from his years of service as a teacher. When he becomes headmaster, he is starting life off fresh and has no benefit of going to an institution for exposure to administrative techniques. So, this is where Brandon came in to fill that gap of training.

Frank Smith: I noticed that both speakers referred to a bilateral agreement. Does this mean it wouldn't have gone through your section, Willie [Clarke-Okah]?

Willie Clarke-Okah: No, in this particular case it went through the Anglophone Africa Regional Program which looks after Swaziland, Malawi, etc.

Frank Smith: I have a question for Isaac about the multiplier effect. You had something like 55, 85, 55, graduating and then 250 this year. Is it because at the 55-85/yr level-it was still going to take 25 years to get through all of the 2,500 teachers? Are you expecting 250 this year and maybe 300 next year?

Isaac Lamba: Yes, by next year we will be expecting about 400 graduates.

Jack Jones: How many members are on the team that comes from Brandon to Malawi for the two-month period when you are training 50 to 60 people?

P.G. Halamandaris: Between four and six.

Isaac Lamba: When I first came across the Brandon team in 1985, there were about eight. Now, when I was visiting MIE in 1988, the team was as small as three or so. It has gone down and that does not suggest that the project is suffering. The project performance continues to be satisfactory.

P. G. Halamandaris: If I may add a comment. You have MIE staff away on post-graduate work, so, if they don't have e.g. a mathematics person, we send a mathematics instructor, so the number (and field) varies from year to year depending on MIE staffing needs.

(Unidentified speaker): I have two questions. I want to go back to the multiplier effect. The numbers have been increasing but what makes the multiplier effect take place? This is not clear to me.

P.G. Halamandaris: As Dr. Lamba indicated, we had graduates of the regular inservice program, 80, 55, 90, etc. The Malawi Minister of Education and MIE decided to accelerate the outcome of the project as,

at approximately 80 a year, it would take 27 to 30 years to complete the project. We wanted to complete training in about seven years. Out of the 300 graduates to date, 70 were chosen to be trained as Malawi Institute of Education Associate Tutors (MIEATs). Now these 70 people are the ones assisting MIE staff to instruct the 400 participants every year. Both sustainability and the multiplier effect are present; the Malawian's are teaching their own heads and instructors.

(Unidentified speaker): My second question is: In this kind of system the most difficult and perhaps crucial factor is supervision of those people who are now teaching and provision of a support system and follow-up. How is that done in this particular program?

Isaac Lamba: That has been a very difficult problem for us. Not necessarily because of lack of personnel, but mostly because of transport problems. Now, as we just said, we have an expanded group of MIEATs. They will assist in supervision of our participants in association or side by side with the Malawian Institute of Education staff. In their regular jobs they are already distributed throughout the country. It is not easy to involve the Brandon team in this particular exercise, in fact, it would just be impossible. The only Brandon person who does assist is the Field Coordinator in Malawi and we have only one such person at any given time. It is quite a heavy exercise if you consider that you have to cover the whole country (primary schools are everywhere), and many of the headmasters are now exposed to the project in which case they must be supervised. We are relying on the MIEATs, plus some inspectors who have completed the program. This is now quite a sizable group of supervisors.

Beth Westfall: Dr. Kunene mentioned some optimism that there would be a Phase Two of the Brandon/UNISWA program. I would like to hear about that.

Lwandle Kunene: It was just discussed at our last meeting. The annual review is done twice each year when the director goes over to Swaziland. It was definitely the basic feeling that we still need more on the training of the lecturers, but, in addition to that, we needed to know that we were at the stage where we want to start post-graduate studies. That probably we can have some kind of an agreement with specific Canadian universities whereby some of the lecturers would go to Swaziland or some of the students can come and do some post-graduate degrees over here and also have some kind of combined research program. It is not in a package, it is still very much in the planning stage.

Willie Clarke-Okah: I am just interested in knowing what kind of problems you run into in terms of staff raiding by the private sector?

Lwandle Kunene: I think in Swaziland we are discussing private sector raiding with a very small population. It is true that if you trained for business or economics you might be attracted to the private sector, but it doesn't happen very often, fortunately for us. Most of the people have remained at the University and I think most of the people who join with the University know about the salaries. However, in addition to that, I think maybe we should have some kind of long-term agreement. If you are a lecturer then you know the youth will keep you seeking most of the time. It might happen in the future, but so far it hasn't.

Cam Blachford: Comments were made earlier about how projects get started and it was certainly pointed out that they get started in different ways. I would like to tell you how we got started. One of the agreements got started because a faculty member knew someone in another country and it grew from there. Another one got started through some visiting scholars and graduate students. But the most interesting was the one we signed last month with the Soviet Union. You may remember that the Gorbachevs went to the United States in about 1987 and Mrs. Gorbachev was not treated very kindly. Mrs. Gorbachev has a doctorate in sociology, I think. Our connection there got started one afternoon in the pub. It was suggested that Mrs. Gorbachev had been given very poor treatment and that we at the University of Regina could do much better than the whole United States and the conversation went on. The next day on sober reflection, it was thought that we should take this rather seriously. One of us had a good friend in the External Affairs Department who was contacted at home during the evening. After a long telephone conversation, it was thought that, yes, it is not a bad idea, maybe we should invite Mrs. Gorbachev to the University of Regina to do a workshop on rural sociology. We then went to the Embassy in Ottawa and talked to them. After about two trips, we wrote a letter which was signed by our president and put in the diplomatic pouch to Moscow. We

are still waiting for an answer to that letter. However, we quickly got a response back from the V. I. Lenin Institute that, indeed, they were very interested. We scratched our heads on that for awhile and got some more advice from our friend in External Affairs before we responded. Then the letters started going back and forth and early last month we had a group of people go to the Soviet Union. An agreement was struck and now they're coming this way. That's the beginning of another agreement. They do, indeed, start in different ways.

Meir Serfaty: Although there are very few people here from recipient countries, from your varying experiences, what was the role of the recipient countries? Obviously Dr. Lamba and Dr. Kunene have referred to two examples. Are there any other examples in terms of the contact and the initiation.

Willie Clarke-Okah: Let me give you an example. Last year I was down in the South Pacific and went to visit the University of the South Pacific. The Vice-Principal there was interested in a specific type of linkage and at that point I had no clue as to which particular university in Canada would be able to offer that kind of help. So, I came back and passed the information on to AUCC. They followed that up, and although they were too late to make the last competition, this year, they are hoping to put in a submission, striking a linkage with McMaster University. It can happen with us travelling and people asking questions. If we don't have any concrete suggestions to make at that point, we will bring the commission back and either make direct contact with universities that we know have that particular type of expertise, or in cases where we are unable to verify that right away, we make contact with our friends at AUCC.

Beth Westfall: I have a question for Dr. Lamba. You mentioned that the project with Brandon University was designed in such a way that it didn't create a dependency at all, that the design really lead to a lessening role for Brandon University and an increasing local role. To what extent is that a feature of all of the International programs, or at least is that a feature that you look for and encourage in the projects that you have?

Isaac Lamba: I can only speak for Malawi. As a matter of policy we cannot allow a project that perpetuates dependency. The project must be clearly defined from the beginning to show how Malawian participation will keep growing instead of contracting. In other words, as the Malawian participation grows or expands, the foreign participation must contract. That is as a matter of policy. Otherwise, we are not helping the country overcome dependency.

Jack Jones: I can only add that as far as the Angola project is concerned, it is a five year project and in the first three years it was teacher dominated by Canada. This summer is the fourth summer and we are training individuals now to work with us and in the fifth summer they are almost going to assume total responsibility and hopefully we'll just be there in a facilitator role. I am simply reinforcing what is being said here.

Isaac Lamba: [Beginning of comments missed as tape malfunctioned] ... and yet because those people are providing the money, our voice is very, very low. Now when that situation arises, it is a real problem situation as the government usually prefers to call off the date and say thank you very much for this. Now, one thing about foreign expertise is that, quite often, it's not totally unavailable in the receiving country, but it is something on which the donor will probably insist. There must be foreign expertise because that is the sort of expertise that you initially have confidence in to bring about the execution of the project. In other words, there is the problem of confidence somewhere and that lack of confidence can cost quite a lot. Whereas local expertise may cost about \$12,000 per year, the foreign expert will probably need not less than \$40,000. We are in the situation where we get a loan, say from the United States, of \$50,000,000 (quite often it has happened, not necessarily in Malawi, but it has happened in other countries). The donors, or the source of the loan, will say this loan will go with so many expert consultants from America (I am just mentioning America, but it could be another country). Those foreign experts will come to country "x" and you can be sure that half of that \$50,000,000 will remain in the donor country. Now, where is the sense? And yet, the full amount of that loan will have to be paid back to the source. These are some of the difficult dynamics we have in this kind of aid relationship.

Wayne Ingalls: I would like to pursue another issue. We talked about agencies in Canada coming to institutions and saying we have identified you as having the expertise. Institutions may have the expertise but may not have a track record and I wonder from a recipient's point of view, if you are looking at an institution that has a very minimal track record, what sort of impact does that have on your decision to get involved with that institution?

Isaac Lamba: What we must understand is that it is one thing to have the expertise and it's another thing to have opportunities to express that expertise. What has happened in most cases in Africa is that there will be a project in Swaziland and the first thing to come to people's minds is to see who can execute that consultancy from America, or Canada, or Britain, and it is very conceivable that there may be someone either in Swaziland or next door in Botswana, who is very qualified, probably more qualified than the fellow you would probably get from Canada or Britain to do that job. As an example, in Malawi we have a World Bank loan and one component of the loan is consultancy. There is one particular instance where the World Bank agreed that we needed consultants and then we said, "OK, we have somebody who can serve in that role" and indeed, his credentials were perfect. Those who matter, not those who put down their signature on their own document, those who matter professionally, said, "Yes, this man is qualified. He has a domestic track record and that man is doing a very good job." But you know what happened? The World Bank came around and actually discovered this man was being paid the sort of salary which was designed for an outsider and they came back and said, "No, we cannot accept this man." We as a government said, "There is no way, unless you tell us that this man is not doing the job. We cannot reduce his salary just because he is a Malawian." So, you may have local experts who have unfortunately not been exposed for lack of opportunities and yet they are there.

Douglas Alexander: This is a difficult question to answer, I guess, but we are here to get the news, so I may as well ask it. What would you do differently in some of the projects that you have administered as opposed to the things that you actually did?

Lwandle Kunene: I think it would depend on what I think went wrong and then probably I would be in a position to change it, but I think most of the changes are dependent on money. If you can get money, you can definitely do what you want as a small university without being dependent on anyone.

Isaac Lamba: It would depend on the prevailing circumstances at any given time; What was excellent yesterday or when approved, may not be excellent today. It may be very good or just good, depending on what the situation is today. Again, we would have to go back to the evaluation we spoke about earlier. How did the evaluation go? What was identified as excellent? Is it the same thing as today? Is there anything that is constant? Probably not. These would be the deciding factors. Our needs today may not be the same as the needs we had when that project was undertaken, or the needs are basically the same, but there are little side things which must be given attention that weren't needed earlier.

Cam Blachford: Dr. Lamba brought up the situation with respect to loans. I gather Third World countries have had to pay such a price for the loans that they have received that now the money goes back to the developed countries more than to the underdeveloped countries which is a sorry situation. However, you must be in quite a few projects such as the one you have with Brandon University and CIDA where funds are, in fact, not loans but grants. Are you involved with quite a number of other countries that have grants such as the CIDA funds or are most of the development funds through loans?

Lwandle Kunene: I don't think we would like to expose other people and to criticize other sponsors but it is true. As Dr. Lamba has said, it would appear as a grant to a Third World country, but meanwhile 3/4 of the people that would be working there actually are people from that particular donor country where the money originates. This means that in terms of salary the money actually is going back to the country of origin and there is absolutely nothing that is going to remain in the Third World country as the program progresses.

Isaac Lamba: At this point in time it is not very easy to be accurate. The reason is the current move on the international scene to try and persuade donor countries to write off their loans, particularly those loans which have gone to Africa. We have seen a trend where countries have come to the Minister of External Af-

fairs in Malawi and said that they lent so much money, and would like to convert that into a grant. This is happening increasingly at present. What I have classified as a loan, may not be a loan by sunset tonight, as it will have been converted into a grant. That is why I am saying it is a little bit difficult. Grants, you know, are not that numerous. Some grants will be very small in size compared to what we want to do in our development priorities as a nation.

Frank Smith: Dr. Kunene, you mentioned there had been various projects that have failed. I have no intention of asking you to name names or embarrass anybody, but I wonder if you could perhaps pin point one or two of the reasons why some of these projects did fail, so that those of us who are new at the game can learn from that.

Lwandle Kunene: Yes. In fact, I could think of two. The main one that I am thinking of is one that actually was imposed. Because some kind of agencies can be governmental, an agent can go straight to his government counter-part in Swaziland and say, "Are you interested in starting such and such a thing?"; the Swaziland counter-part says, "Oh, yes, that's fine with me" and then there comes an important consultant. He can't function in our structure and the project fails even before it gets started. Because when we try to fit it in and it doesn't fit, the only way to salvage the face of the donor is to revise the whole thing. Once the donor has pulled out we are stuck with this thing. Then it will be said that, because the locals have taken over, the thing is useless. And yet it was useless right from the word go, because there was absolutely no negotiation with the actual manpower who are supposed to run the program. There are two or three examples of these projects coming from above and imposed on the locals.

Aubrey Morantz: I had a comment and that was that we have done an institutional evaluation of the university linkage program, sort of the generic evaluation of what goes right and what goes wrong with projects, and determined that there are a number of generic things that do go right and go wrong with projects. I think later in the program I am going to talk a little bit about the sort of problems that projects have run into in our experience with the ICDS program. I would also like to comment just a bit on the question of high cost consultants. It is the case that, if you have a project that is being administered from Canada by ICDS, the tendency will be to engage a Canadian consultant even if there is a local consultant who can do the job as well, if not better. We now have a process of decentralization in CIDA where operational responsibility for projects are linked out to the field so there's better project planning. An interesting side light of that decentralization (which has also happened) is that when a consultant is required, the project manager on the ground will be familiar with that consultant. The cost of the consultancy will be considerably less than if the consultant came from Canada. The side effect of building up a consultancy strength within that particular country is probably greater than the impact of the project itself. So, we found to that extent decentralization has been a success.

Workshop 2

Sponsoring Agencies' Perspective: CIDA, CBIE, WUSC, and AUCC will provide suggestions for initiating project linkages.

Chair: Ms. Beth Westfall, Dean of Student Services, Brandon University

Chair: For the final session this afternoon, we will operate as a panel, in other words, we will ask the four speakers to make their presentations, and then there will be an opportunity to ask questions.

The session just completed made it very clear that International Projects really must be driven by the needs of the countries hosting them, and yet I think all of us working in institutions with International Development Projects know that we also have to learn to dance to the tune of the agencies. So, for this afternoon's final session, we have asked representatives of various sponsoring agencies involved in International Development to address the issues that we have referred to already, but from the perspective of the sponsoring agencies.

Our first speaker is Willie Clarke-Okah who is the Acting Director of Educational Institutions Programs in the International Corporation Development Services division of CIDA. Following Willie, presentations will be made by Lorraine Belisle, Director of the Institution and Student Services Division of CBIE; Bill McNeill, Executive Director of WUSC; and Claude Lajeunesse, President of AUCC who will be filling in for Dr. Berry who unfortunately can't be with us.

Mr. Willie Clarke-Okah, Acting Director Educational Institutions Program – ICDS, CIDA

What I'll do very quickly is talk about the nature and scope of the Educational Institutions Program (EIP) from the following standpoints:

1. access;
2. principles governing the program;
3. objectives;
4. criteria for the selection of projects;
5. the process of actually receiving and vetting proposals;
6. priorities.

If I have time after that, I will talk about the step-by-step approach to identifying a project for development, planning and, eventually, making a submission.

Let's start with access. Under the system in CIDA, there are three distinct channels that are open to universities that want to undertake projects overseas. Two of them belong to what we call a bilateral stream and the other one, the third one, is the Educational Institutions Program of the ICDS division. The two bilateral ones have two distinct routes, one of which is "contracting". In contracting, the bilateral program

has an idea, it develops the project, and then looks for an executing agent who is sought through some contracting mechanism that's in place to select the Canadian institution best suited to undertake that project. The second approach is one that we call "country focus". That simply means that the bilateral desk has the facility to make a contribution rather than enter a direct contract with the institution, and in that particular case, they could either initiate the project or allow the project to be initiated by a Canadian institution. What you have there is not a strict contract situation. The third one, of course, is our program which is unlike the bilateral program which is proactive in the sense that they can initiate and develop projects while we can not. We are strictly responsive or reactive to initiatives coming out of a constituency or planning institution, that is to say, yourselves.

Now, turning to the principles governing the Educational Institutions Program; one key fundamental principle is the one of partnership. We are moving away from the old notion of donor-recipient relationships to one of true genuine partnership and that implies mutual confidence, mutual trust, and of course, faith in undertaking whatever project you've decided on. The idea is joint "stake-holdership" in the project.

Another principle is the principle of cost sharing. In other words, we do not totally fund the cost of a project. With our new set of guidelines, universities are required to pick up the tab for the first four weeks of a faculty member's time on a project and CIDA pays the rest. For individuals working on-campus (for our purposes, in communications with AUCC, we have decided on anywhere up to four consecutive months being regarded as on-campus), we pay 54% overhead on faculty salaries and benefits. For off-campus personnel costs, which we define as anywhere above four consecutive months, the applicable overhead is 35%. That's the nature of the cost sharing. Universities also put in a lot of their own resources as "in-kind" contribution in support of these projects.

Another key principle is that the relationship is based not on individuals, but on an institution to institution basis. It is not a government to government exercise. It is strictly non-governmental and institutionally driven.

The objectives of this particular program are pretty straight forward. I'll move from the objectives to the criteria, as the criteria more or less reflect the objectives of the program. To put it very simply, the Educational Institutions Program seeks first and foremost to tap the expertise that resides within our university and college community to assist their counterparts overseas and the essential thrust is, of course, human resource development. This human resource development is undertaken in a situation where we are seeking to develop the institutional capacities of your overseas counterparts so that they can meet the demands placed on them. That's where the question of self-sustainability comes into the criteria for the selection of projects.

One of the key elements of Canada's new development strategy (*Sharing our Future*, if you haven't seen that document yet, I recommend it) is the idea of trying to help people to help themselves and the key critical issue of sustainability comes into play. Projects that have no possibility of becoming self-sustaining probably will not fare well when you consider the selection process and when there are other projects that easily move in that direction. Another criterion is whether or not the project under consideration is going to help strengthen the local institution and increase its capacity to do what it has set out to do. Yet another criterion is the degree to which women will not only be participants in the project, but be decision makers, as well as beneficiaries in a general sense. Lastly, but not least, is the community outreach of the projects. Are we going to be involved in projects, the outcomes of which will not be particularly beneficial to the community at large? Is this something that is just going to reside at the university and be filed away, or is there some mechanism to tap the benefits of the project and relate them to problems being faced by particular communities in these countries? Those, in short, are the criteria.

In terms of the process itself, every spring, late April or early May, we send out a call letter to universities inviting applications. Along with this call letter we send out the guidelines, which are pretty detailed, including a step by-step approach to developing and writing a proposal. This year we will probably be doing something a little bit different. For practical reasons, we are throwing around the idea of inviting letters of intent rather than full-blown proposals. This past year we got very close to 100 proposals, but due to

budget constraints, we are only able to support 20. That is a lot of work to put people through if we have that type of financial constraint. In order to soften the blow in that type of exercise, the idea of a letter of intent will probably be embraced this year and out of the letters of intent, we can then select the ones for which we want development proposals. After that, AUCC helps us strike a panel of experts drawn from across the country who go through these proposals very carefully and in detail with a marking skimmer, which we provide for the panel. They have access to the same guidelines that go to institutions and are provided with other documents as well. For example, they have access to comments from resident experts at CIDA on the particular project, the professional merits of the project, and comments from the Canadian Embassies & High Commissions abroad as to what they think about a project. Late in November we get all of the panel members together to go through their respective rankings and reviews of the project and come up with a group rating for the project. This group rating forms the basis of their recommendations to the Minister responsible for international development. If the Minister approves that list of recommended projects, we get back to you with the results.

In terms of priorities, up until now the Educational Institution Program per se hasn't worried too much about setting or dictating priorities. Priorities are left in the hands of the submitting institutions. All we are interested in is verifying that whatever project is submitted addresses the priority needs of the developing country. CIDA is likely now to be moving in a direction of greater country programming, which means the two countries would sit down in what we call a "policy dialogue" and decide on areas of priority where they need assistance from Canada and all the aid delivery mechanisms within CIDA will be brought to bear on those priorities. How that is going to affect us is simply that we would have to take the country's priorities and inform the university for country "x" that this is the direction in which we are going. That does not mean that you can not submit project proposals outside of those priority areas. However, with limited funds, I could not even guess the chances of success of a proposal that does not directly address one of these priority areas.

Human Resource Development generally is a priority for the agency. The issue of sustainability, in terms of the environment, population, economic viability, and poverty alleviation are key issues for CIDA. In drawing up your projects, you may want to rationalize the need for undertaking a particular project. You may want to ask how that is going to help your counterparts develop the expertise to address some of these problems that their countries may be going through.

Speaking of step-by-step approaches to developing proposals, this morning we had an opportunity to hear from people who have undertaken projects as to how projects get initiated. Just to add to that, from CIDA's standpoint, if you are interested in a project idea and you want to explore the possibilities of where you should go or who you should be talking to, we would be very happy in CIDA to respond to that. If we don't have the answers, we certainly will check with our counterparts (colleagues on the various country desks), to find out what country aid proposals they're entertaining, if there are any projects in your area of interest, or whether we should simply advise you to concentrate on making an application to our responsive program. That facility is there and open to you.

There is also the question of planning missions. If you want to take the opportunity to go overseas or to get your counterparts to come to find out for themselves what resources you have on your campus so that they can make a better decision as to whether or not you and the recipient want to undertake the linkage, the AUCC International Division operates a Microfund to facilitate that process. I believe the amount is up to \$5,000.00 per occasion, and for that you may contact the AUCC office directly. In terms of developing a proposal or writing a proposal, if you have any queries or any concerns, please feel free to call the officer responsible for your area and ask for advice. We are there to facilitate the process, not to hinder it.

The last thing that I would like to mention is scholarships. The program supports what we call a Universities-Initiated Scholarship Program. We do not offer scholarships as such. Universities have set up their own scholarship schemes exclusively for the benefit of developing country students to which they seek CIDA's contribution to increase their funds, so that they can bring in more students. At the moment I think we have eleven of these programs operating. It is essentially up to you to get that in place.

**Lorraine Bellsie, Director
Institution & Student Services,**

Canadian Bureau of International Education (CBIE) Mme. Chairperson, distinguished colleagues and guests. Jim Fox, CBIE's Executive Director, has asked me to convey his regrets that he cannot be with us today and to pass along to the organizers his wishes for a hugely successful conference. Jim is currently in Japan representing Canada at an international conference. He had to choose between Tokyo and Brandon! Personally, I think he made the wrong choice! Well, on second thought First, as a basis for this afternoon's discussion, let me describe to you CBIE's perspective. With its primary focus being the International student, CBIE sees itself in the role of information disseminator and network facilitator rather than as an intermediary between institutions.

In order to explain the reasoning behind our focus and function, you need to know a little about CBIE itself. I think CBIE's mission statement serves as a good starting point. I quote, "The Canadian Bureau for International Education is a national, non-government, membership organization devoted to the interests of the international student, both the foreign national studying in Canada and the Canadian studying abroad."

Consequent to this mission statement, strategic directions have been developed which call for CBIE to promote or increase the quantity, quality and diversity of international students in Canada and Canadians studying abroad. The mission statement and corresponding strategic directions serve as the foundation on which CBIE has built its organizational structure. If we abide by the mission statement and the strategic plan, which we fully intend to do, the services provided to the international student in Canada and/or the Canadian student abroad become the focus of CBIE's activities.

Speaking of organizational structure, I think now would be a good time to give a brief outline of CBIE's divisions for those of you who are not completely familiar with the organization. CBIE consists of four division: Finance and Administration, Canadian Awards, International Operations, and Institution and Student Services.

- Finance and Administration is responsible for the equipment, financial and personnel management of CBIE.
- Canadian Awards is charged with the administration of the Long-Term, Short-Term and Short-Course Design Awards of the CIDA Awards Program for Canadians.
- International Operations is responsible for the administration of CBIE's fellowship programs for non-Canadians involving placement, student support services, evaluation and reporting to clients, counselling of sponsored students and institutional liaison.
- Institution and Student Services, the Division of which I am the Director, is responsible for the administration of the Third World Student Program financed partially by CIDA and to which I will come back in a few minutes. It is also responsible for the International Work-Camps program and for Education Canada — Malaysian, managed by a consortium of AUCC, CBIE and WUSC. Education Canada has been in operation since last October, and its mandate is to provide Malaysian students with information on study in Canada.

CBIE is in charge of the information back-up in this project, which really means that thousands of kilograms of course calendars and so on are being sent to Kuala Lumpur from the CBIE office. Another project I particularly want to mention is our new database on work and study abroad. This will provide Canadians with broad access to information on possibilities to work and study in both developing and developed countries. It is a quite unique project for Canada, and one which is now nearly ready for release but has been at least five years in the process. And last but not least among our activities is our lobbying, a CBIE practice for more than 20 years.

I mentioned previously the Third World Students Program. Although at this moment we are in negotiations with CIDA, I may mention to you that if the negotiations succeed, we should be able to provide the following direct services to Third World Students: The Emergency Fund, Information Counselling, and the annual airport Reception Service. We will also offer the following indirect ser-

vices: one issue per year of *International Education Magazine* on Third World Students; Research and public education papers; a new *CBIE Bulletin*; the *National Report*; regional seminars and the annual conference. (As I only have a short 10 minutes I won't elaborate on these activities, but please, as I'll be here after the workshop, don't hesitate to ask about them. It will be my pleasure to answer you.

Now that you have some background on our organization, we can begin to answer the question which has been put forward today, "How can CBIE assist Canadian universities with lower enrolments in developing linkage programs with foreign institutions?"

Well, if we were to inspect the initiatives of the separate divisions, particularly those of Institution and Student Services, we would find that the networking, information and counselling support mechanisms for the creation of an exchange or linkage program are already in place. As I alluded to earlier, CBIE sees itself as a network facilitator and information disseminator.

For the purpose of information dissemination, CBIE can rely on its database of work and study abroad opportunities, as well as its numerous publications, such as *What in the World is Going On*, *International Education Magazine*, *The International Student Advisor Bulletin*, and *The National Report on International Students in Canada*. The CBIE annual conference and regional seminar series are the ideal occasions to present literature and information to professionals in the field of international education from Canada and around the world.

In its role of facilitator, CBIE can draw on its coordinating experience, offer its student support services, and present a number of networking opportunities.

As effective as the annual conference and regional seminars are in the dissemination of information, they can be even more effective as a venue for developing contacts. Meanwhile, student support services are provided through the Third World Student Program which I spoke of earlier.

Finally, as a facilitator, CBIE can act as the hub of a coordinated effort on behalf of smaller universities. For example, CBIE could facilitate the creation of a CBIE exchange scholarships bank which could be used in trading with partners abroad during CBIE education missions. These would be very exciting developments for both of you: the small universities and for CBIE. We would like to explore these possibilities in the future.

If we take a moment to recap, CBIE can offer its services as an information disseminator and network facilitator through various initiatives which are already in place, such as its annual conference, regional seminars, publications and through its contacts at national and foreign counterpart organizations, and in federal and provincial government departments.

You have probably noticed that I haven't really broached the issue of institution size and enrolment. This is because, for CBIE, it isn't an issue. CBIE doesn't discriminate on the basis of size and enrolment, but rather offers its services equally to all of its members. However, a small institution may benefit more from our activities and services than a large institution. The smaller institution wishing to make its reputation in the field of international education may not have the international recognition of some of the larger or more established institutions.

CBIE provides access to an array of international contacts which the small institution would otherwise not have. CBIE would be most helpful to a university at the beginning and at the end of its search for an international linkage. We would facilitate the initial contact and networking opportunities and then serve as an information clearinghouse once the linkage is created. International as well as Canadian students searching for exchange opportunities would then directly benefit from CBIE's support services, and as you will recall from my opening statement, that meshes perfectly with what CBIE is all about.

Finally, I would strongly suggest that you get in touch with other associations such as CACUSS (the Canadian Association of College and University Student Services), CAUT (the Canadian Association of University Teachers), CADE (the Canadian Association for Distance Education) etc. for the following reasons. Small universities cannot necessarily, especially at the beginning of their involvement in international education, afford a huge staff. So it becomes imperative that the staff who are available be able to

wear many hats at the same time. Their responsibilities will potentially include orientation programs, information-giving, administration of fellowships, and counselling, just to name a few. These people will need tools, so being members of associations will afford them a variety of professional development opportunities that no one organization can provide. CBIE has its particular expertise, but we recognize that others have specific knowledge and skills which are relevant to international professionals as well.

Thank you for listening.

**Mr. Bill McNeill, Executive Director
World University Service of Canada (WUSC)**

WUSC in Canada was founded as a volunteer organization 50 years ago at the University of Toronto. Its activities really began when they started to raise funds during the War Years and immediately afterwards to assist the academic community in Europe to get back on its feet.

A lot of money went for scholarships, libraries, building youth hostels and medical facilities.

WUSC brought to Canada a number of refugees and displaced persons. In fact some of you may know about the resettling of the Forestry Faculty at the University of Hungary; virtually the entire faculty and many of the students were placed at UBC. In the late 60's and early 70's, which happened to coincide with the emergence of the newly independent nations of Africa and Asia and the break-up of the British and French empires, the focus of WUSC programs began to switch from Europe to the Third World. As these countries gained independence, they were asking for more assistance to develop their own educational systems.

We had a very large program providing scholarships to the University of Rhodesia which was one of the very few institutions in the country which was officially integrated. We sent money there for scholarships for black students to train as engineers. This created a problem for the University. As black students came out trained as engineers, they would send them out to supervise construction, but the white foremen wouldn't work for them so they had to find them a desk job. After a while, they ran out of desks but they couldn't refuse to grant admission to qualified black students, so they increased the fees. This didn't matter very much to the white students, but it mattered a great deal to the black students. As they increased the fees, we increased the money that we sent into the university. A lot of this money we raised, and it was matched by CIDA funds. When Zimbabwe finally became independent, the Ministry of Education asked us if we would move from a scholarship program to assisting them with secondary school teaching program which we are still involved with.

We also have a large volunteer program overseas and we have been working in Botswana, Lesotho and Swaziland in Africa and in Bhutan and in other countries as well.

In some countries, such as Bhutan where we are working almost exclusively in the primary school sector, (that is about the only country where we are involved in primary education), we have a complementary program for bringing Bhutanese students to Canada for training. At the moment any degree training is done outside the country and most of it is done in India. The government is interested in having alternatives to having to rely on just one country.

We operate in many countries in Africa, Asia and the Americas. While our programs focus primarily on education, we also are involved in a range of other activities, such as government administration and fiscal reform, rural water and sanitation projects, and large programs with the United Nations High Commission for Refugees assisting the resettlement of refugees. To give you an idea of the kind of activities we undertake in Canada, I will just summarize our programs.

We have operated for many years now our international exchange program which basically is a summer seminar program lasting approximately 6 weeks, where we take 30 students and 3 faculty (carefully selected from across the country) and go to a country for a period of 4-6 weeks. This is to interest young Canadians in the problems of social and economic development where they see what a country decides as

its priorities, how it makes these decisions, and how it organizes to meet its objectives. By the way, the students each raise \$2000 for that project and CIDA matches the amount that they raise.

I know that we were discussing our inability to find funds this morning, and this is a special priority, but we can only take 30 although we receive well over 100 applications each year. This is a program that many of your students are involved in and indeed many of the faculty.

We have our Caravan program which is a Third World Handicraft Sale that goes across Canada during the course of the year. I think we had 46 individual sales last year.

One of our most popular programs is our student refugee program whereby the local WUSC committee on campus raises the funds to bring to Canada a student refugee to enable the student to finish his or her studies at a Canadian University. We have an agreement with Canada Immigration that if any of our committees default we will take over and see the obligation fulfilled. We act as an umbrella for them. You need a minimum of five people on campus and you sign an agreement with the local immigration office. Then we, largely through the United Nations and our offices overseas, can identify student refugees who have had to leave their country for one reason or another. The bulk of the refugees are from South Africa, but there are a number from Uganda, and now large numbers from Ethiopia, but very few from Latin America because of the language situation.

Basically the committee at the university takes responsibility to provide clothing, lodging, tuition, pocket money, etc. for the first year. After the first year, since the student comes in with landed immigrant status, he or she is eligible for bursaries, scholarships and so on. Then the committee goes on to take another one. In many universities the Student Council has had a referendum and they contribute towards a student refugee.

Then we have another, a small program which I mentioned this morning, whereby we attempt to assist faculty who wish to spend 1 or 2 years working in an academic institution in the Third World. We can provide top-up to their salary (I believe the current maximum is \$20,000). People are certainly not going to make money on this but for someone who wants to participate in this, we can make it a little easier.

We consider our constituency to be the Canadian Academic community consisting of 117 institutional members across Canada, 51 at universities. We have an annual operating budget of approximately \$25 million.

Our main source of program support is CIDA; that's not just the Special Program Branch, in fact it plays a relatively minor role in our funding. We are also a major operating partner for the United Nations High Commission for Refugees overseas. We had large programs in Zaire and Sudan. We operate scholarship programs for the Department of External Affairs. We do a lot of work with the World Bank, the Development Bank and the Commonwealth Secretariat. We have, based in Ottawa, a staff of 25 people and in our 20 offices around the world we have another 25 Canadians.

Dr. John W. Berry, Director, International Division, The Association of Universities and Colleges of Canada (AUCC)

and

Dr. Claude Lajeunesse, President The Association of Universities and Colleges of Canada (AUCC)

Dr. Berry was unfortunately unable to attend the conference but the address below, which he had prepared, was presented by Dr. Claude Lajeunesse.

THE AUCC'S PERSPECTIVE

Introduction

I want to begin by saying how much I appreciate the opportunity to be here to discuss some very important issues with you. And let me thank our colleagues at Brandon, including President Mallea and Dr. Halamandaris for taking the initiative to organize this conference. The topic is indeed a timely one. During the past year or so the special role of small universities has come up both in discussions I have had with CIDA and with the AUCC's Board of Directors. Various CIDA studies and evaluations have mentioned the need to give special thought to this area. So I must acknowledge that Brandon University has saved my Division some work: if they had not organized this conference we would perforce have had to do so. It follows that the Division will take a strong interest in the outcome and follow-up to this meeting. That is a point to which I shall return later in my remarks.

Our time is brief and I shall therefore not provide you with the general overview of what the AUCC's International Division is and what it does. I suspect that many of you are already familiar with our operations. What I propose to do instead is to first discuss, from the vantage point of our Division, some aspects of the changing international environment which touch particularly on the part which small universities can play and are playing. I will then look at some particular types of activity for which small universities are particularly qualified. Finally, I will discuss some of the constraints inherent in "smallness" and where our division can perhaps assist in helping you to overcome these.

One clarifying comment: I do not propose to define "small". I think that in each context the meaning will be sufficiently clear and that any attempt to freeze this through an arbitrary bound on enrolment, number of faculty, size of budget, or whatever, would not be helpful. Suffice it to say that for our purposes, Brandon University is small and the University of Manitoba is not, and the boundary, inherently fuzzy, lies somewhere in between. Another qualification: I am going to limit my remarks and examples to involvement in CIDA-funded activity. This is a major restriction imposed by time constraints. You will recognize that much of what I say would apply to other types of activity. I would remind you that while CIDA remains the most important funding source for international development activity, it is far from being the only one.

If there is one overall theme to my message it is this: that while in the past it may have been more difficult for small universities to play a significant role in international development activity, in comparison to large, multi-faculty institutions, this has changed. We are now in a period when smallness, far from being a barrier, is a desirable — perhaps even necessary qualification for successful involvement in a number of types of development activity.

The Changing International Environment

Time is insufficient to give a detailed historical survey of the changing nature of the Canadian universities' involvement in international development activity. I will be content to flag a few developments of recent years which bear significantly on our topic.

My first observation is that this area of activity has grown significantly in recent years. Between 1983-84 and 1987-88 the total annual funding for Canadian university international development projects grew from about 54 million to 105 million dollars — almost a doubling. Total CIDA funding also doubled: from about 35 to 70 million dollars. I expect that you all know that CIDA provides project funding through two quite different mechanisms: one is the annual ICDS competition while the other is the "bilateral" or "country focus" mechanism. It is significant that during this period the growth in CIDA funding was virtually all on the bilateral side. Since 1988 there have been some increases in the level of ICDS funding. Bilateral funds still account, however, for about 2/3 of the CIDA dollars supporting university projects each year. Given that ICDS funding is in many ways easier to access, this has significant implications for small universities — a point to which I shall return later.

Perhaps the most significant development is a shift in philosophy or paradigm which has slowly evolved over the past 30 to 40 years. I mean the abandoning of a concept of international development activity characterized as a flow of "aid" from donor to recipient, or as a transfer of technology or technical assistance in an effort to make "undeveloped" countries more like "developed" ones. The new paradigm is based on a sensitivity and respect for local conditions, cultures and policies, expressed through a sharing of power and decision making in the planning, execution and evaluation of projects. The key word is now "partnership". These ideas have been explored in many documents. "Sharing Our Future", which codifies then as CIDA policy, is but one example.

Let me just list a few aspects of international development activity which are far more apparent that, say, ten years ago, to illustrate this shift:

- The demand by officials of developing country institutions for a greater input into the design and implementation of projects. This includes a shared role in decision making and control.
- Increasing research activity on the cultural appropriateness of various types of external intervention.
- The concept of a linkage project as a shared activity between institutions (rather than a flow of aid from one to the other) with shared responsibility and mutuality of benefits.
- The requirement of agencies such as CIDA that project proposals should be jointly submitted by both partner institutions and bear clear evidence of input from both.
- The decline in numbers of sponsored undergraduate students studying in Canada. Most are now trained in their home country or in Third World countries.
- The decline of the "naked" scholarship to support graduate training in Canada of developing countries' students. Its replacement by joint training schemes delivered through linkage arrangements.
- The growth of emphasis on specific job-related training, funded through training components of larger infrastructure projects.
- Increasing concern about the relevance of training, the dangers of the "brain drain" and the need to ensure that an appropriate institutional environment exists for the training to be put into practice upon completion.
- Increasing demands, particularly from government but also from national and international funding agencies, that a university's development should be closely linked to the development priorities of its country.
- Increasing concern about the sustainability of project outputs after the formal project funding has ended.

While HRD, or human resources development, is widely accepted as the appropriate focus for development projects (as opposed to large, capital intensive "bricks and mortar" approaches), it is important to remember that this is increasingly based on institutional, rather than individual arrangements. The emphasis is on building a long term relationship between institutions, independent of the commitment of any particular individual, through which the Canadian partner can contribute to the growth of sustainable and appropriate capacity in the overseas institution. Words like "appropriateness" and "sustainability" have become rather hackneyed of late, but they do provide a useful signal that successful projects require a strong orientation and sensitivity to local conditions, areas in which the overseas partners have far greater expertise than any Canadian might possess. Thus "partnership", far from being a rather sentimental attempt at expressing "one world togetherness", becomes a very hard and practical prerequisite for success.

Another new aspect of the HRD dimension, particularly at CIDA, is the trend toward large, multi-sectoral projects. There are strong pressures for universities and community colleges to combine with the private sector to provide a broad range of educational services and environments to service different components of a single large project. It is increasingly difficult for individual institutions to mount projects in isolation.

The Role Of Small Universities

Let me observe that many universities in developing countries, particularly in Africa, would qualify as "small". I spent two years at the University of Botswana about 10 years ago: at that time it had about 1,000 students. The entire Faculty of Science numbered about 250 undergraduates. In 1988 CIDA conducted two evaluations of university linkage programs: one of the ICDS funded Educational Institutions Program, the other of linkages funded through bilateral mechanisms. Both evaluations revealed that partnership was something much easier to talk about than to achieve. They observed a direct link between the degree to which the overseas partner was involved in the early stages of planning the project and its ultimate success. While the studies didn't isolate size of the institutions as a factor, they did observe that linkage projects were more likely to achieve their objectives when the linked institutions were of comparable size.

It is easy to speculate why this should be so — clearly institutions of similar size will have grappled with similar problems during their development. One feels that, other things being equal, they are more likely to appreciate each other's situation and the importance of various constraints than representatives of universities which differ greatly in size.

Linkages are often devoted to the building of capacity in the overseas partner institution. This may involve academic planning and management, resource allocation and budgeting, timetabling, curriculum and course design, and so on. I spoke a moment ago of the "smallness" of many African universities. This leads to particular problems in academic management and planning. I submit that the small universities of Canada have special expertise of this type which is badly needed overseas. Consider, for example, the challenge of designing a coherent undergraduate chemistry program which will prepare its graduates both for practical employment and for admission to graduate schools of an international standard — with the constraint that the Chemistry Department will have a staff of four! I'm afraid that McGill or Toronto could provide little useful advice: this sort of problem is not their specialty. However, it is precisely the kind of challenge which Brandon or Lethbridge or Brock or St. Mary's have grappled with and have devised useful and creative solutions.

Smallness in Canada often correlates with youth among our universities. Many of the staff in smaller institutions have direct experience in getting departments or programs started from scratch, of creating a research environment where none existed before. Such expertise is much rarer in our large institutions, and it is badly needed overseas.

I mentioned the pressures for cooperation with community colleges. In Canada we do not have a particularly good record in this respect — there is a lot of suspicion and lack of good will between the two post-secondary sectors. But I have the strong impression that small universities can build the necessary bridges more easily. They are less threatening to the colleges, and more likely to welcome the college as an equal partner in a project.

I want to say something about the "brokerage" role of a Canadian linkage partner. Overseas institutions know that they are unlikely to have separate CIDA-funded linkages with a wide variety of Canadian institutions. With luck and perseverance they may get one — or perhaps two or three. Yet they do not wish to be limited to one institution. They would like their Canadian partner to provide an entry for them into the Canadian university system — to act as a broker on their behalf to find resources — be they professors or places for graduate students or whatever — in the most appropriate Canadian university. Now frankly, this is a role which the Canadian university would rather not assume. It is better to spend the project funds in one's own institution and save the bother of negotiating deals with other universities. For a small university, on the other hand, it may be impossible to find the appropriate resources without looking to other institutions.

What I am arguing toward is an institutional linkage of a particular kind: one which is badly needed in many small universities overseas, particularly but not exclusively in Africa, and one for which the small universities of Canada are much better qualified than their larger siblings. The linkage would be jointly planned and implemented by "small" partner institutions in Canada and overseas. The planning would capi-

talize on their similar experiences and problems of dealing with size and resource constraints, of building capacity and establishing new programs and research areas in a young institution. The delivery of graduate training would itself be a shared activity jointly planned between the two institutions. Each staff development fellow's program would be accompanied by the planning and establishment of the institutional capacity and facilities for research and teaching to ensure that the appropriate working environment would be ready for the full utilization of the trainee on completion of the program of study.

Canadian resources for the linkage would be found both in the Canadian partner university and, through a brokerage role, at other appropriate Canadian institutions. Such a linkage design addresses a number of problems cited above: sustainability and appropriateness, the brain drain, the need for genuine partnership, etc.

We do not have to look far for examples of such projects. The linkage between Brandon University and the University of Swaziland comes immediately to mind. Is it possible for this kind of model to be replicated in other countries, with other Canadian universities? What role could the AUCC play in encouraging this process?

Problems And Solutions — The Role Of Aucc's International Division

As you know, the AUCC's international division is not an executing or implementing agency. We have no projects overseas. Our position has always been that the universities themselves are the sources of expertise for the design and implementation of international development projects and that role should be left to them. The division's role should be complementary: to provide a range of information and administrative services to facilitate the universities' activities.

The division plays a "matchmaking role". We receive requests for information from overseas — often requests for assistance in locating suitable resources or a linkage partner in Canada. These are distributed through the network of international liaison officers (ILO's) to the Canadian university community. Through the "microfund" which we administer for CIDA, planning missions can be funded to assist partners in finalizing project proposals. In such activities, as a national organization, it is imperative that we operate to create a "level playing field" for all our member institutions. Procedures should be transparent with equitable treatment for all.

I am concerned, however, that such a position may mask the need for some affirmative action on behalf of smaller institutions. For example, if one examines microfund applications during the past few years, it is clear that the fund has been used mainly by the "big players". How can we make the fund more attractive and accessible to smaller institutions? That is a question on which I would appreciate your thoughts and suggestions. The extent to which we should be proactive on behalf of smaller institutions is of course a sensitive one. I do think, however, that the division ought to try to keep a special look out for opportunities of the sort I have described above. For universities just getting started in international development activity, CIDA funding is clearly more accessible through ICDS than through bilateral mechanisms. Yet as I commented earlier, the growth in CIDA funding of the past decade has been primarily on the bilateral side. Does this mean that CIDA should give any special preference to small universities or those with less well established track records in the allocation of ICDS funding? While the AUCC might be unlikely to recommend such a step (it violates the "level playing field" principle) I can assure you that we would be happy to assist and encourage a greater flow of good proposals to ICDS from the smaller universities.

A more serious matter, perhaps, is the actual resource constraint problem faced by a university wishing to submit a proposal to CIDA. The process is a cumbersome and expensive one. Estimates of the real cost vary widely, but a figure of \$25,000 in direct and opportunity costs is probably not far off the mark. In addition, the odds of success are not great. This past year (admittedly a bad one because of CIDA budget cuts) only 1 in 5 proposals was selected for funding in the ICDS competition. These up front costs are clearly a big obstacle for small universities, with or without the microfund.

With the assistance of many of you, we have prepared a document which suggests a number of changes in the mechanism for submission, evaluation and selection of project proposals. This has been submitted to CIDA and we are beginning negotiations which I hope will lead to more streamlined procedures and, most important, earlier reimbursement of the up front costs of projects design. We are proposing a process which involves the submission of a brief letter of intent from the partner universities in a competitive process. Those selected would qualify for project development funding (which would replace the present microfund). This funding would be used to develop full and detailed proposals which would be subject to a peer review process. I must caution you that all of this is tentative, but CIDA's initial reaction has been fairly positive and I am optimistic that our negotiations will lead to a better system than the one currently in place.

In the area of cooperation with community colleges, our division can play a special role through our relationship with the ACCC (Association of Canadian Community Colleges). During the past five years we have cooperated with them in the administration of the SEAMEO (South East Asia Ministers of Education Organization) project, and we will be working together on the PRIMTAF program of institutional linkages in 13 francophone African countries. We are exploring with them a method of watching for useful opportunities in which combined university - community college resources are the appropriate response.

In all of these matters we can serve you better if we know you well. I have, of course, visited many of your institutions, and I hope that soon either I or my staff will have visited each one of you. I would ask you to keep the division informed as to your activities, plans, proposals, projects, and so on. And I would invite you, should you be in Ottawa, to save some time for a visit to the division. Such a visit could be used for you to make a presentation to our staff on your institution, its international activities and plans — as well as allowing us to give you a thorough briefing on the activities of the division.

The bottom line on all this is really a request to keep in touch. As an information and liaison office which exists to serve your needs, that kind of contact is the life blood of our division.

Thank you all for this opportunity to share these thoughts and ideas with you.

DISCUSSION

P.G. Halamandaris: Ms. Belisle, you mentioned that CBIE is handling about 700 scholarships. How do we find out about these scholarships and how do we get some of these scholarships? That is a direct question.

Lorraine Belisle: I will try to give you a direct answer. First of all, on the scholarships we administer for CIDA, the criteria are well stated. For the other ones (we actually have about 500 scholarships for Libyan students), there are also criteria. The first criterion is the need of the client. The institution must offer the requested program, many of which are community college programs. Secondly, we try to have a balance between our 110 members right across the country. We have requests for scholarships and we do follow a quite specific policy based on a series of very specific criteria to place the students. I don't have the specific policy here now, but I could send each of you a list of the criteria if you wish.

P.G. Halamandaris: You said you had a data base available for Canadians who want to study abroad. Do you have a data base on what scholarships are available in Canadian Universities for international students?

Lorraine Belisle: We do not have a data base, but we have prepared a brochure on awards, which we will be releasing soon.

William Shearson: I would like to ask a question of Willie Clarke-Okah, please. Under the topic of access, you said there were two sorts of bilateral access. There was contracting and contribution and you said you would come back to that distinction afterwards, but unless I missed something, I don't think you did. What is the difference between contracting and contribution?

Willie Clarke-Okah: OK. Contributions: either you or CIDA could initiate the project, it does not matter, but you enter into a contribution agreement. Up to a certain point in time, the bilateral channel did not enter a contribution agreement with institutions but contracted the institution as executing agent to implement a project. Recently, however, they have opened a facility at the Treasury Board whereby they have two means of dealing with universities. Either they go the contract route, which means their finding the best institution to do it, or they go the contribution route, where you negotiate the project that fits in with the country program and priorities and that you'd love to do, and then enter a competition for funding.

Frank Smith: I have two questions for Willie. The first one relates directly to what you have just said. In that country focused bilateral mode, is the cost sharing criterion still there? That is to say, if you submit a proposal to the country desk, has your institution got to come up with funds as well, or could this be, like the contract ones on the bilateral side, completely financed by CIDA.

Willie Clarke-Okah: They have the flexibility to negotiate terms with you, but the basic terms and conditions are the same: the 54% overhead applies, the 35% for the personnel going overseas applies, and the time limitations are the same. Cost sharing varies; sometimes they pay 100% of the costs, on others, if the project is marginal to their interest, they would want some commitment from the institution. If it's something that a bilateral desk desperately wants to do, they will probably fund it.

Frank Smith: The second question relates to the competition. You said you send out the call for submissions in April or May, but then you said that a new list of priorities within each country is currently being negotiated. Is this all going to be ready before the deadline?

Willie Clarke-Okah: No. The agency would like to move towards what our president has described as an integrated country program. In other words, rather than us going different directions supporting all kinds of projects that don't relate to the priorities that have been decided on by the two countries, this time around, that process of decision making will be shared between the two countries. Once their decision has been reached, it will filter down to the various delivery channels. We would play our part in supporting projects that meet priority requirements, but, at the same time, as I suggested earlier on, the institutions are free to make submissions outside these areas. But to answer your question directly, it is too early for us to tell how soon these lists of priorities will come out.

Jean Lengelle: To some extent I find a move towards the setting of priorities by governments appalling, in as much as it would be quite inappropriate to have development projects being put in the hands of bureaucrats to decide what is good and what isn't. The other aspect which is more damaging is that it takes at least two or three years to prepare for specific projects: first drawing up a proposal, then going and asking for the Microfund and then going again and showing that we have done all the prerequisites. Now, you tell us that within two weeks or two months, as you always do, that we have to change, and that it's only to be within that set of priorities which you have defined. That's going to be a hurdle for us. I would urge you to review this, and, if you move in that direction, that you would give us at least a year (if not two years) leadtime so that we can plan accordingly and not waste our *own* time and our *own* resources planning for projects that could not be supported. That's number one.

Willie Clarke-Okah: Ok. What you are suggesting is that right now people are developing proposals based on their past experiences, and, if this new priority movement is going to come into being, you would want an exception from the rule to allow you to go into the competition process this year at least, on the basis of that past experience and then have one year's leadtime to come back and respect whatever priorities CIDA has set.

Jean Lengelle: It is often felt that priorities which are set in a very arbitrary fashion are not usually the good ones and each agency which has set some priorities, including NSERC, has found for themselves that finally it's the people that really do the project, it's for them to pick the priorities not to some bureaucrat to decide what is good or what isn't because things change very often.

The insistence which you put on having discussions between the two institutions are going to be terribly affected by this business. You would have to choose somebody else in a different field from that of the person with whom you have already made some agreements and exchanges, and this is going to be crucial to the operations. I am warning you that if you do this, give us enough leadtime so that we can prepare for it.

Willie Clarke-Okah: That is certainly a reasonable request and I will put the request forward. But the idea of having the two countries get together and decide on priority areas, I would hope that in the process of undertaking that type of consultation, the government overseas looking at the various channels that they can bring to bear on development eventually would involve similar institutions. How can they use the local universities to address the problems they are looking at and then decide from that what the priority areas should be?

Jean Lengelle: I don't buy this, for you already have the bilateral agreements and they are the key to doing just that. But in terms of institution to institution, why don't you leave us the task of identifying their priorities and responding to them within our own capabilities?

Willie Clarke-Okah: The reasoning behind this is that up until now there hasn't been a focused coherence to Canada's development assistance overseas. The business corporation branch (which does for the private sector what we do for the university) and we move in different directions on one particular campus. If somebody came in from Mars and moved into country "x" and said, "Here is CIDA's development assistance to this country", they would have difficulty putting it together because we use different directions. What our new president is saying is that, for Christ's sake, let's put in place a program that makes sense. If agriculture is the highest priority for this country, let's concentrate our development assistance in such a way that we could make an impact. Let the bilateral program undertake the big giant projects in agricultural development; ICDS will support colleges and universities in agricultural engineering, training, etc.; business corporations will focus on agri-business, and so on, so there is some coherence to what Canada is doing for this country rather than ICDS supporting an African literature project here, a business corporation doing something else, and bilateral doing a hydroelectric project, and that sort of thing. That makes sense to me personally.

Jean Lengelle: Well, that doesn't make sense to us. Two years back you had a List A and a List B identifying a series of countries that were supposed to be the recipients of high priority aid and lower priority aid and now that has changed. I don't think that you should change things too quickly. This is my

point. One other question, the success rate was 20% and the question is, was that due to Michael Wilson's wrong doings, or was it due to the fact that the overhead costs had increased tremendously?

Willie Clarke-Okah: Partly two things: 1) it was partly due to budget cuts, not this round, but the previous round; and 2) we have the problem of existing projects not moving at the rate at which they should be moving. Monies earmarked for a particular fiscal year, which do not get disbursed by us, don't remain with us. We start a new year with a clean slate. If we have \$4,000,000, for example, that we're supposed to give to the projects this fiscal year, but it doesn't get used, we are mortgaging the next year. Starting the new fiscal year we are already \$4,000,000 in the hole. So that is partly responsible as well.

Erasmus Monu: I hope we are going to have the first part of Mr. Clarke-Okah's speech circulated to everybody. Because to me, if we are all going to move into international development, we should understand the principles and also the changing conditions in development. Otherwise, we can know all the nuts and bolts, but we are going to fail unless we take into account basic principles. That's why I find the last response rather distressful. It seems to me, that for some time CIDA was saying: Bilateral programs don't work very well so we are going to fund voluntary organizations directly, because they are the grass roots level, they know what's going on, and they will respond directly to the needs of the people. Now, you are going to have all bilateral programs (because everything is bilateral is what I am hearing from you because it is a government to government determination of objectives and once that is set everybody has to fit in). This means governments are going to decide what is to be done. We are going to come back again to a situation where governments that have no basis for knowing what the needs of the grass roots people are will set an agenda that CIDA is going to take up. I'm a little bit worried about that.

David Atkinson: Is there a concern that a proposal from a host country that is matched with the interests of a university in Canada will be out of kilter with the priorities of the country? For example, if the people in the Education Ministry in Malawi had some priorities as to what should be done and the university here worked out a way of resolving those things and they put together a proposal, but, after the proposal came through, they found out from the Malawian government that that was not one of their major priorities. After all this time and effort by both groups of people sincerely working together to do the best job they could, the thing was out of kilter. Is it a concern of CIDA's now that you are running into that kind of difficulty?

Willie Clarke-Okah: I am sure it will take a while before the various country program priorities come into place. Meanwhile if we send out call letters in April or May and we do not know what these priorities are, we will have to go with past experience and ask people to either submit the proposal that they are developing now or leave it to such a time that the priorities are known.

Workshop 3

Initiating and Maintaining International Projects:
International Liaison Officers from selected universities
will share their experiences in detail.

Chair: Mr. Bruce McFarlane, Acting Director of Extension, Brandon University

Chair: Welcome again to the conference. Just to explain the group in front of you this morning, I present the apologies of Dr. Ross McCormack from the University of Winnipeg, who is unfortunately unable to be with us today and Dr. Rampaul from the University of Manitoba, who is also unable to be with us. Dr. Rampaul has sent his comments, but in the interest of saving time I think we will distribute those to you and proceed with this morning's panel.

This morning, we are going to deal with the question of initiation and maintenance of projects. I know we have talked a great deal in the last day or so about initiation, but I am sure that the distinguished gentlemen who join me at the front of the room this morning will have a great deal to add. By way of introduction, I must express the gratitude of the conference committee to Dr. Jean Lengelle, who was gracious enough to step into the gap to replace one of the missing members. We appreciate that, Jean. Dr. Lengelle is Dean of Graduate Studies and Research at Universite du Quebec a Hull. On my immediate left is Mr. Peter Neufeldt, who is the Director of Administration and Promotion for the Summer Centre for International Languages, at the University of Regina. On my far left is Dr. Pandelis Halamandaris, who is the International Liaison Officer here at Brandon University and Director of the International Development Projects Office as well. To start this morning's proceedings I will turn this session over to Mr. Neufeldt.

**Mr. Peter Neufeldt, Director
Administration and Promotion Summer Centre for International Languages
Luther College, University of Regina**

**Summer Centre for International Languages:
A Cooperative Program of Luther College, University of Regina, Government of
Saskatchewan**

In the beginning ...

Initially generated from within the University of Regina, the concept of a Centre for intensive language study was formalized in July of 1985 as part of the Luther College Five Year Academic Plan. In the Spring of 1987 the Provincial budget speech included the announcement of funds for an intensive summer language program. The implementation of the program was, of course, subject to confirmation of the need for a Centre. This was determined by a feasibility study. The feasibility study was conducted by Steve Archer and was completed in September 1987 (Archer, S. J. *Summer Centre for International Languages*,

Feasibility Study September, 1987). The portion of this presentation describing the conceptualization and planning of the language centre is largely an excerpt of that study.

The Luther Proposal was for the establishment of a Centre at the University of Regina through which courses would be offered in a range of languages. Instruction was planned to be given in intensive sessions in the summers, and would provide a way in which individuals could obtain a working knowledge of designated foreign languages in a short time. The proposed Centre would complement the existing University services, yet would maintain both administrative and functional autonomy as an independent body. Full utilization of existing Luther College and University of Regina classroom and residence facilities was assumed, and it was also a basic assumption that if implemented, there would be full support of the overall concept within the academic community both at Luther College and the University as a whole. Courses would be of a high academic standard and would be able to be incorporated into credit programs of students of existing University academic streams.

Users of the Language Centre

The Luther Proposal included objectives which would give practical help in language learning to people in a number of ways, with the following groups potentially served by the program:

- a. business people, involved with international trade,
- b. employees of various Provincial and Federal Government Departments and Agencies who are provided with foreign-language training in order to:
 - increase job efficiency and effectiveness abroad;
 - facilitate living in a foreign environment;
 - maintain already acquired skills in foreign languages;
 - assist in the performance of duties within Canada when a specific foreign-language ability is required; and
 - develop personnel with foreign-language capabilities to meet future posting requirements.
- c. church workers, engaged in extra territorial service;
- d. graduate students, who must meet language requirements of other programs,
- e. undergraduate students, who wish immersion study for credit acceptance within other programs,
- f. travellers, who require proficiency in a language, and
- g. individuals who are interested in a language heritage. The Provincial Government Initiative

The Saskatchewan provincial initiative in this area dates from a statement made at the opening of the Saskatchewan Legislature's 1985 Fall Session, in which Saskatchewan's post-secondary institutions were asked to add an emphasis on the foreign trade languages.

The statement focused on a perceived opportunity which exists to enhance the province's competitive edge in the international market place, and in this way, the Luther Proposal sought to bring together the objectives of business, industry and government in such a way that individuals would be able to get an initial, introductory level of one or more key languages. If needed, they should also have access to intermediate and senior levels of those key languages as well as exposure to the customs, culture, history and political environment of the trading countries involved.

Operational self-sufficiency

A key element in the Luther proposal was that, with the exception of the Executive Director's salary, the Centre be operationally self-sustaining after the initial five years of operation.

Facilities

Through the proposed Centre, intensive classes would be offered in summer sessions at facilities provided by Luther College and the University of Regina. High academic standards would be maintained

through Centre reference to an advisory mechanism to be established specifically to provide guidance to the Centre in academic matters. A priority of this body would be to assure that credit transference into existing academic streams within the University would be facilitated.

Course Focus

Based at the University of Regina and serving the needs of both undergraduate and graduate students, the proposed Centre would also provide a special focus on the needs of the business community as well as other user groups which have been identified within the Province of Saskatchewan. Courses taught at the Centre would emphasize spoken communication through the use of correct pronunciation, intonation, grammatical structure, comprehension in direct communication, as well as reading and writing. Cultural instruction would also be a significant component of each course.

Quality

It was felt that if the Centre was established, and if it was to be successful in attracting students from across Canada, it must be presented and maintained at the highest level. This emphasis on the overall high quality of service and facilities was considered an essential element of the success of the Centre.

Implementation and Timing

As with many business opportunities, there is often a competitive and strategic advantage to being the first to offer a particular product or service. Although it was apparent that within Canada there were no centres of the type proposed, it was likely that an emphasis on foreign language training would result in similar initiatives in other provinces in coming years. If the proposal was to be implemented, therefore, it was essential that this aspect of the opportunity be grasped and that the program commence as indicated in the summer of 1988. Potential SCIL Users

As the proposal called for the establishment of a languages centre within the Province of Saskatchewan, it was logical that an initial assessment be made of the use that the various residents of the province thought they would make of the service proposed.

Based on the experience of the Portland State University Languages Institute, it was anticipated that a significant number of the students of the proposed Centre would be drawn from academic programs within existing programs of the university student communities in Regina, Saskatoon and other western Canadian cities. As well, it was anticipated that if properly promoted, the Centre's offerings would be of interest to both undergraduate and graduate students from existing programs of study in eastern Canada.

In addition to the students drawn from existing university programs, anticipated users include (1) individuals from within the business community, (2) religious groups and organizations, and (3) various provincial and federal government departments and agencies. Another group of potential users (4) includes those who will undertake language study for personal or social reasons, including preparation for international travel, or in order to further their understanding of personal cultural heritage.

Business Community

As part of an assessment of the use a Centre such as the one proposed would receive, contact was made with senior level representatives of business and product marketing organizations in several of the significant areas of Saskatchewan's international trade. Contracts were made within the resource development sectors, including agricultural products and mining, as well as the areas of manufacturing, electronics and communications technology. Individuals were asked to respond to the concept of a local Centre offering instruction in "trade languages", and were offered the opportunity to comment generally on the proposal. Particular attention was given to the specific languages perceived as being important to Saskatchewan's international trade.

Over the last several decades, Saskatchewan has developed sophisticated networks for international marketing within several areas, especially in the areas of agricultural products and mineral resource marketing. Traditionally middlemen, such as the marketing agent or foreign trading company, have effectively "buffered" the Saskatchewan supplier from significant direct contact with the actual end-user of the product. This has been an important element in perpetuating the control of the international marketing process and, in most cases, it has been in both the buyer's and middleman's interests to isolate the producer as much as possible from the market.

This experience has resulted in many businessmen lacking the initiative to make any special efforts to assure communicative competence with foreign customers in the overseas marketing of local products or services. Instances of foreign market penetration have often been the result of the "other side" studying English, Canadian Culture and our business etiquette. "They speak English, you know" sums up the degree of enthusiasm one senior level executive expressed when asked for his comment on the usefulness of a program offering instruction in "trade languages" to help local businessmen become more competitive.

Among many likely provincial business users of the proposed languages Centre in Saskatchewan, it was not at all clear that there was even a basic understanding of the context within which the Centre would be addressing existing "needs". Similarly, many likely users had little comprehension of what the result (short or long term) of providing this service within the Province would be.

Where individuals did recognize the fundamental significance of being able to access offerings such as those proposed within the Languages Centre however, there was a great deal of enthusiasm expressed. Generally speaking, those companies that have had more than a limited amount of direct experience in the marketing of Saskatchewan's goods and services in foreign countries saw as essential that their staff be equipped not only to speak (at least some of) the language *but also* that a basic understanding of the culture and customs be included as a significant part of the process of communicating effectively.

Among those languages identified as important to businesses in Saskatchewan, Spanish, Japanese, Chinese and German were mentioned most frequently. Other languages mentioned included Korean, Portuguese and Russian.

As a general statement, and based only on an informal survey, it was apparent that only a minority of Saskatchewan's businesses saw any "need" to know a language other than English in dealing with foreign countries. Thus, although within the international business community it was generally recognized that to be successful in the increasingly interdependent world requires a willingness to integrate our self-interest with that of others, this was a view not necessarily subscribed to within Saskatchewan. Given the matters of fact, it was apparent that certain fundamental changes in attitude would have to precede or at least accompany any significant use of the proposed Centre by the private sector. The Saskatchewan business community was not expected to provide more than a handful of students for any initial language offerings, and the proposed Centre would certainly not be viable if it depended only upon this local market group.

Religious Groups/Organizations

Language Study is a significant component of the training necessary for any individual being sent to a mission field. Of all the potential user sub-groups identified, this group along with the diplomatic corps, represented users who were perhaps most aware of the importance of language study in attempting an international venture.

The summer linguistics courses offered both at TIL (Toronto) and SIL (Langley) are specifically geared to this market group. In principle, and as a general practice, most missions prefer that individuals undertake language study "in context" in a country where the language is being spoken. The proposed Centre was regarded as a less expensive alternative for some persons who might otherwise study abroad.

Ethnic Groups

The provision of instruction in heritage languages exists as an important aspect of the overall service provided. It was considered essential that attention should be paid to the marketing of the appropriate language offerings to groups and organizations that include among their objectives the furtherance of heritage languages in Canada.

Travellers to other countries (Tourism)

The desire to travel to foreign countries is not generally seen to be a sufficient motivation to undertake a course of study of the duration and type proposed. In most cases of this type, it is probably true that individuals would not be prepared to undertake a course of the intensity involved with an immersion program. Where the desired language training is not available through other programs however, it was considered possible that individuals may be interested in undertaking at least a portion of a course (for example a three week segment) within the context proposed.

University Students

Based on the experience of a similar program at Portland State University, it was anticipated that a significant percentage of the students of the Centre would be drawn from existing academic streams. The various motivations within the existing student population for language learning in intensive summer sessions were not easy to define, but included

- Students wishing to enhance future employment opportunities through the learning of a foreign language,
- Graduate students whose course requirements include a particular language,
- Undergraduate students "fast tracking" with the addition of a Summer Session equivalent course and wishing to apply for credit transfer to an existing academic stream,
- Undergraduate students requiring only a few credits for degree completion,
- Students wishing to explore the possibilities involved with the opening of a new language and culture.

Provincial Government Departments/Agencies

The Provincial Government itself was considered a potential user of the services of the proposed Languages Centre. Within the Provincial civil service, there are a number of departments and agencies that do interact internationally and would benefit from encouraging selected staff to undertake training in foreign languages.

Program Implementation

Through the Department of Education, The Government of Saskatchewan agreed to provide Luther College and the University of Regina with an annual grant of \$100,000 as initial funding for the establishment of the Summer Centre for International Languages. This grant is to continue each year for a period of five years. After five summer's of operation, the Centre should be self-sufficient, except for the Director's salary.

Upon approval of the funding, a non-profit corporation, the Summer Centre for International Languages Inc., was established. Two directors were appointed to the corporation's board from the University of Regina and three from Luther College. This board of Directors in turn appointed a Managing Committee to operationalize the proposal. In addition to representatives from Luther College and the University of Regina, this committee also included a representative of the Government of Saskatchewan's University Affairs Branch.

Though the initial concept had called for one program director, it soon became apparent during the more detailed planning phase that program development, as well as the marketing and promotion of the Centre, would require the work of more than one person. Since it is also difficult to find administrative and

promotional skills in the same person who has the qualifications and experience for developing an academic program, two directors were hired. One director was hired to work in the area of administration and promotion, and the other for development and implementation of the academic program. One secretary was hired for the implementation and operation of the program.

Languages Taught

It was determined that during the first year the following six languages should be offered for instruction: Arabic, Chinese (Mandarin), Hindi, Japanese, Russian and Spanish. It was decided that initially every language would be taught even if there was only one student who registered. In fact, Arabic, Hindi and Russian each only had two students in the first year. In total 44 students registered for six and eight week classes in July and August 1988. In the first year all classes were offered on the introductory level only. This was equivalent to the 100 – 101 level classes. The initial focus of the program was to teach all languages on the communicative basis. Appropriate levels of reading, writing and grammar were also incorporated into the instruction. All classes also included instruction in the target culture and in cross-cultural communication skills. This continues to be the emphasis of the program at this time.

In keeping with the objective of academic excellence, all instructors hired for the classes had high academic credentials and were highly recommended by their colleagues for their excellence in teaching. In addition to the highly qualified Senior Instructor for each class, a native speaker was hired for each language. The maximum class size was determined to be 15 students.

In the second year of operation of the Summer Centre for International Languages four new languages were added to the curriculum. These were Cree, German, Italian and Korean. An intermediate level of instruction was also added for each language that had been taught in the previous year.

During the second year of operation the same criteria for language instructors was applied and teachers were hired from the following Universities: McGill, Portland State University, University of British Columbia, Queen's University, St. Jerome's College, University of Waterloo, University of Toronto, Dalhousie University, University of Alberta, University Eindhoven, Netherlands, and the University of Regina.

Enrollment during the second year more than doubled. In total 109 students were enrolled. However, the Korean course had to be cancelled because no students registered.

Problems Encountered

Enrollment in each year was substantially below the level projected in the feasibility study. The number of students projected to come from the Federal Government, (particularly the Department of External Affairs), as well as the students anticipated to enroll from the private sector, did not materialize. One student registered under the sponsorship of the Provincial Government during the first year but none in the second year. The Federal Government has not registered any students at all.

However, there were a number of people who enrolled in the program for work related reasons. Some of these planned to seek employment in Pacific Rim Countries; some hoped to enhance potential for business endeavours with Pacific Rim countries and some, who were still students, planned to work internationally. Several people took the classes for reasons related to church work in other countries. Seventy percent of the students who registered for SCIL courses in 1989 registered from the academic stream (i.e. already students at the universities).

Budget Concerns

The lower than anticipated enrollment resulted in reduced revenues. The balance sheet was further negatively affected by the high cost of promotion. An extensive mail promotion, as well as continual personal promotion of the program, was conducted in major Canadian centres. The cost of this substantially exceeded the projections of the feasibility study. As a result of these two factors, it has been necessary to seek other supplementary sources of funding. Direct operating and program development funds have been

received from the Royal Bank of Canada, the Nova Corporation, the Japan Foundation and the Federal Republic of Germany. Assistance through student bursaries has been received from the Asia Pacific Foundation, the Saskatchewan Organization of Heritage Languages, Hart Kirch Travel and Marion Hangs & Associates Consulting. These have helped to increase enrollment. Further assistance has been requested from the Saskatchewan Future Corporation and from the Asia Pacific Foundation. If received, these funds will be used for special program development and implementation targeted to meet the international marketing needs of the business community and government.

Alternate Programming

A common response from the Government and private sectors for participation and enrollment in the SCIL summer program was an indication that they could not attend due to the difficulty of obtaining leave for the seven weeks of the course. There have been repeated requests for shorter programs. As a result, a program of short seminars focusing on the target culture, its business etiquette, and a very simple, limited vocabulary in the target language was developed.

The resource people for these seminars are academically qualified instructors. In addition, persons experienced in international business provide valuable cultural and business etiquette instruction. These seminars have been well received and have also provided additional revenue for the program. A further benefit of the short seminars has been their promotional value within the private and government sectors.

Present Program Status

For the summer of 1990 the following ten languages will be taught: Arabic, Chinese (Mandarin), Cree, German, Hindi, Italian, Japanese, Korean, Russian, and Spanish. Cree, Hindi, Italian and Korean will be taught only on the introductory level; the other languages will be taught on both the introductory and intermediate levels. Enrollment is anticipated to be in the neighbourhood of 175 students. Classes will be conducted from July 9 – August 24. A total of 184 contact hours will be given in each class.

Future Directions

The feasibility study projected that 20 languages would be taught within five years of the beginning of the program. Based on current enrollment and expressed interest, this is not expected to be the case. However, we have received requests to teach numerous other languages and will do so in any other language provided qualified instructors are available and sufficient numbers of students enroll to cover the cost.

Summary

There is a definite increased level of awareness in Canada of the need to develop communicative competence in order to remain competitive in today's international market. There is also a heightened interest in Canada to retain heritage languages and to develop foreign language competence for personal reasons.

However, there are high costs associated with the implementation of quality language instruction programs. The size of the potential target market on the Prairies is hardly sufficient to sustain such a program. Therefore, student recruitment from other parts of Canada is a necessity.

SCIL's reputation as a high quality language instruction institution is becoming known. Evidence of this is demonstrated by the enrollment from distant locations. Therefore, with careful program planning and financial management it is anticipated that SCIL will continue to become more firmly established and be able to meet the language learning needs of Canadians from all walks of life and all parts of the country.

**Dr. Jean G. Lengelle, Dean of Graduate Studies & Research
Universite du Quebec a Hull**

As I believe was indicated to you, I was asked last night and reminded this morning that I would be speaking to you today.

First, I will tell you what an International Project means to me. It is something which implies a foreign partner or needs to be executed at a foreign location. It therefore excludes conferences, be they of an international nature, visitors from abroad, or what people refer to as academic tourism. It may or may not require outside support, and by outside support, I mean financial support. It need not be expensive and it need not be of long-term duration, but it requires two things: 1) a peer evaluation at all levels from the inception to the conclusion of the project, and, also 2) formal agreements with the sister institution. This is the key which is asked by all granting agencies and indeed is a prerequisite, and should be such, from the universities. To give you examples of what I mean by international projects, I will go through a few which we have and I will give you the source of financing at the same time.

In terms of international development we have projects in Haiti, almost completed by now, which is the training of trainers in a normal school or in a teachers' college and is supported by CIDA. We have another training of trainers in Brazil also supported by CIDA, and another training of trainers in Togo also supported by CIDA under the ICDS. The latter doubles with a project to computerize the University and help those friends to get acquainted with managing with computer systems.

We have one which is in the process of being funded by CIDA as well, but not necessarily through ICDS, which is to set up a Master's program in the evaluation of projected programs in Costa Rica. You may recall that Aubrey yesterday referred to the decentralization of CIDA activities. This is in that direction, so that in order to train evaluators it's best to do this in situ and give to CIDA the assurance that these people will be trained in a very simple way concomitant with local events. We're trying another one now in Morocco, but this is still only projected.

In terms of research, we have a project with Poland in Warsaw, funded by NSERC and by us, so that people who are dealing in the field of fibre optics may benefit from outside funding. This led to an exchange of professors and post-doctoral fellows which proved to be very rewarding indeed. We have a project in Togo, supported by IDRC this time, which means that the research was proposed and undertaken by the Togolese and they in turn required our assistance which we gladly gave. And we have another one in Peru dealing with social work. So far, it is supported only by us, i.e. the Universite du Quebec.

Finally, we have what I call 'Unclassified Encounters', which is the adaptation into the African context of a videotape on change. And even those who are not advocating change for the sake of change, are wanting people to view a two-hour video tape on what happens when you want to change things. So that's what I define as an international project and in order to undertake any of these we have to go through a series of principles. I'll go through my six principles.

The first one is that you have to keep in mind that international projects are made for and by your faculty members. It is always coming from and going to the professors. Of course, you have to have the approval of the high ranking authorities, the Presidents, the Vice-Presidents and the like, but it is your faculty that is going to do it and not the administrators. So that if you want it to be successful, you always have to have that faculty support.

Principle Two is that it has to be centrally administered by someone who has credibility (like the Dean of Graduate Studies) because that individual will know his staff capabilities. If you deal with research and graduate studies, you know what the professors are doing, who is publishing a lot, and who is doing all kinds of training. There is one thing particular with small institutions: very often (especially in education) people conduct all sorts of in-training seminar sessions. Their expertise is extremely valuable, particularly if it applies overseas, and that should not be denied to those professors who want to be active outside the university.

Another reason for having your Officer of Research Administration or Dean of Graduate Studies and Research administer the project is that they are the only people in the university able to read and decipher the forms which are provided to us by all kinds of granting agencies. We have made a specialty of reading the fine print and thank God that we know all the fads. Current fads in CIDA are women and the environment, but there are others to come as we were told yesterday. Those are the key points and you need to have someone who knows all those little points and has the necessary credibility so that if a professor submits a proposal, that someone can tell him: "Look, you are out to lunch. This is not right. It doesn't work". If you are respected by your staff they'll change the plan accordingly; if you're not, they'll send you to hell and then fail in their task. So, the Dean has some validity.

The third principle is that you have to respond to a need. It is fair enough to initiate a program from here, but if no one wants it, what's the point. You have to have a project which is first thought about by the recipient institute. And it follows that you have to identify the author and that this particular author is also officially identified by his own institution. You cannot make a project with Professor So-and-so, who's vaguely attached to the University of 'X'. You must have the agreement with the institute itself, *i.e.* you have to enter into a formal agreement. This must not be a general formula; it has to be very specific, and the agreement which you enter into about the project has to be very, very, precise and, in particular, specify the origin of funding.

The fourth Principle is that you have to have a saleable product. If you don't have this, you'll fail. If someone asks you, and this happened to me: Last year a professor came back from the Philippines and said: "Well, CIDA is ready to invest zillions of dollars in the Philippines. I was there at the university and they are dying to have a program in computer science at the Ph.D. level. We should do this, write the letter, call the people and we'll . . .". I said: "Well, we have two problems here: first, our language is French, and second, and perhaps most important, we haven't yet completed our Master's program, so how can we have the credibility to offer a Ph.D. program to others". "Oh," said the professor, "I'll wait", but I think he'll be back now that we have a Master's program. You have to be credible, *i.e.* if you want to give something to others it has to have the seal of recognition at home. Otherwise people from CIDA will check with you and say you are not giving a Ph.D. at home, how can you offer it abroad.

The fifth Principle is you have to start small. Don't get into big projects at the beginning. Start with a little plan and make it grow, and from this follows my sixth Principle which is you have to build on the pedigree of success and emulate other people and let people know that international projects are not necessarily tourism.

My next topic is how you initiate a project. The first phase is to make early contact with somebody somewhere. We heard yesterday of the notion of involving former graduates and this indeed is a key aspect of it and those people can be former graduates of any Canadian university. They are used to our system and they know how we operate. Indeed, those people who years ago trained in our institutions now have key positions in training areas and fond memories of their Canadian years.

Or, and perhaps even better, use a faculty member who happens to be from one of the countries for which you want to have a project. So far, this is one of the reasons why the projects which we have through CIDA have been successful. Each of them has one professor who is a native of that country. And this is very helpful, because what you said earlier about the notion of civilization and language is extremely important when you want to talk to people and when you want to extract from them the nonverbal. In other words, you must have someone with you to decipher all those subtleties which are completely foreign to us and that we don't understand. If you don't have this, you are going to be a complete failure. You have to appreciate that in some countries you must touch people; in others you must shy away a tremendous distance. Those things are very simple if you know them, but if you don't you are going to have all kinds of difficulties. Also, people tend to be very shy. They see us as being polygamists or whatever, and you have to establish your availability and genuine interest. This is very difficult to believe for others, that someone comes in and has no vested interest in promoting development or anything, so you have to have someone who is able to explain this.

You have to make the first contacts, by former graduates or faculty members, and you must go to that country at your own cost and at your own expense. This is where it is important and paramount that university officials be involved in the notion of international projects because they have to shell out money to send either that professor and, eventually, your dean or other senior official so that someone can talk with credibility to the others. If a simple professor meets with a president of a foreign university he will not have the same sort of equalness of discussion that an official would have. That might be interesting, in terms of contacts, for the professor, but the other university may not believe all that this person will say because he cannot commit the university and, therefore, you need someone high enough on the totem pole to commit the institution. Once you've done this and you've established the first contact, try to get something in writing so that there is at least a letter of intent or some sort of request from the recipient institution giving you the a shopping list from which you can offer some services. Again, the notion of having a high ranking official involved with the first contact allows that person to know what are the capabilities of the staff. You may recall that this was one of my original points; you must know this, otherwise you are going to get into false promises and you are going to be very deceitful with the people.

Second stage, you phone (613) 523-1326 and ask for forms from AUCC's friendly International Division as you want to use their Microfund. They send you a very nice form (it's only one page — you must be congratulated for this). On this one page you explain what you want to do. There are two or three deadlines every year for the money that they have available and you can ask for up to \$5,000 which pays for air travel, subsistence etc. One of the very interesting facts here is that before AUCC gives you money you go through a peer evaluation, so there is somebody somewhere who considers the validity of doing that particular trip while the project is merely at the initiation level. If they say 'yes', it is an encouragement to you, and if they say "no" you can tell your professor: "Look, forget it. There's no funding so we are not going to do this project." This process is a reassurance for the university that at least you have the backing of some individual.

Suppose they give it to you, then you go to the place where you wanted to go, along with your professor who initiated the project, and you write up your proposal which has to be discussed and agreed upon by the sister institution. Otherwise, it does not work. The two sides have to agree fully as to what is the nature of the project being proposed. Of course, one of the key things that you have to say is that CIDA is not generous. You tell them about cuts; you tell them about 10% success rates and all kinds of jazzy things so that you don't build false expectations, neither for yourself nor for the others. While you are doing this on AUCC money, one of the things to do is pay a little trip to your local Canadian Embassy so that you get a feeling for the situation and you get some good, or wrong, advice as to what needs to be done and what needs not to be done.

I could tell you some horror stories of contacts with Canadian officials in Haiti, in Morocco, and in other places in the world. However, you have to be aware that very often the CIDA people in the post will give an opinion on your project. If they don't like it, your chances of it going through are very limited as they will be ranking projects from one to n, according to what seems to be the priority in the country where you want to have the project. So you should be, well, say polite, and make sure that people understand your proposal. Very often the Ambassador might be your best contact. But this is a very important point. Don't, don't ever write a project that you don't have at least some sort of confidence that it will obtain full support. If you're not happy with the post you can go back to your MP and complain. Then you send your proposal to CIDA, the deadline is normally sometime in October, and wait for the result.

In this particular project, once you've got off your literature and what you want to do, you will come to a very tricky business which is called the budget. In the budget you have to be aware that you are providing a service; you are not providing money. CIDA is not a bank or a loan or finance company. You are providing a service and, regardless of how much the service costs, this is a Canadian problem; it is not our sister institution's problem. Very often people are concerned about money, about amounts, but you should shy away from going into those kinds of details. In your budget, don't forget to provide the incentive for your own faculty and the incentive for the sister institution. It was indicated to us, very clearly by Willie

yesterday, that we have to have an agreement from the recipient that they are willing to contribute. Now this contribution can be "in kind", i.e. they are going to provide the "time" of their teachers that they want to retrain, lodging for you so that you can stay there without going to a high-cost hotel, and bottled water so that you don't have to wash with beer. Toothpaste and beer don't mix. Finally, in terms of equipment in your budget, beware of CIDA's regulations that you must not exceed 25% of the total budget. Finally, to help you monitor the program and to help you think about it, CIDA has provided you with forms (which use logical framework analysis), which are very, very long to fill in but which really help you to monitor the program.

**Dr. P.G. Halamandaris, International Liaison Officer
Brandon University**

Dr. Lamba and Dr. Kunene yesterday, and Dr. Lengelle today, provided a very good background on what is required if you plan to start a project. The step-by-step procedure that Mr. Lengelle provided for us is very important to remember. It is necessary not only to assess the need of a country but the question is also how can you conceptualize that need into a project that will incorporate the priorities of CIDA. The duration of the project and its sustainability, when the project ends and the Canadian counter-parts leave, are important components. Is the project to continue? I think this is what CIDA is looking for. In three to five years, when it's completed, who is going to continue the project? I think Willie mentioned yesterday that this is a very important component. It is not simply, we are going to send two professors to Togo or we are going to have five people from that country coming here to be trained. The question is, how can the program be continued on their own without external aid? I think this is important to consider.

In some ways, my situation reminds me that, in the Middle East, there was an Imam, who went to his temple and he asked the people "Do you know what I'm going to talk about?" They said, "Yes." He packed up his notes and he walked out saying, "If you know what I'm going to talk about, I don't have to talk." The next Friday, it was a Muslim country; he asked the people "Do you know what I'm going to talk about?" They said, "No." So he said, "If you don't know what I'm going to talk about why should I talk to you about it" and he packed up his notes and he walked out. The next Friday, the people got together and half said "No" and half said "Yes" when he asked "Do you know what I'm going to talk about?" The response was: "Well, those of you that "no" can talk to those that do not know." So, I don't want to be redundant in regard to the projects. Brandon University is involved in these two projects and, I think, humbly to say, that we have been successful.

As Dr. Lengelle indicated, there are many components that make a successful project. You have to have a commitment from the university administration. It is important. You cannot just proceed with a project without some kind of commitment from the president's office, the vice-president's office, and the dean's office. If you don't have that commitment, it is very difficult to implement any project. On the other hand, I think we have reached a point with CIDA too where we have a very flexible and very supportive staff.

Suddenly, you go there and you realize that the project has to be modified within the year to attain the objectives of the project. If during the first year you realize that several things do not work, you have to be up front with CIDA. These things have to be changed in the second year. I think that we have found that we have been very lucky in that cooperation. No project ends up with the same specific objectives that it started with three years before. General objectives remain the same, yes, but implementation has to be modified. Probably, you have to get another person, or you have to move certain budgetary lines from one to the other, but, not on your own, you have to get some kind of agreement with CIDA before you do that. Don't feel that you should be rigid. If you feel, yourself, in the first year, that changes need to be made, they can be made, but always with continuous communication with a CIDA officer.

There is another thing that is important. Through the interactions that we've had in Swaziland and Malawi, we at Brandon now feel that we have a core of staff people that have almost created a club. We have also people who have been in Swaziland that get together and exchange ideas and I think this is a very healthy contribution to our institution. Because, apart from internationalizing our campus, I think if you looked at the faculty members of Brandon University, there is a very strong international presence. You can find people from Africa, from European countries, from Asia, and so forth. Exposing other people to this kind of experience overseas creates a core that often contributes to the university.

One project that we have is a bilateral agreement which is for five years starting in 1987 and ending in 1992. It is of the magnitude of 3.7 million dollars and involves human resource development in the broader sense. Under the scholarship portion, eleven people from Swaziland are studying at the Masters and PH.D. level at universities from Dalhousie to Victoria in all subject areas, from biochemistry to African history, to English literature, to religion, to political science, to law. We have Canadian Technical Assistants (CTAs) in Swaziland replacing those people who have been sent for training. The CTA's task is not only to teach, but also to support the structure and restructuring of the University of Swaziland. The University of Swaziland, a small institution of about 300 students at the time when it was part of University of Botswana, Lesotho and Swaziland (UBLS), today has over 1000 students. It is not only the increase in student numbers that necessitates restructuring, but suddenly you have more faculty, and the infrastructure of the university needs to be changed. Through the project, we offer support to UNISWA in restructuring or developing new structures. For instance, for the first time UNISWA is going to establish a French Department. It was through the Brandon project that we made a needs assessment. We then advertised the position in the *Le Devoir*, the *Globe and Mail*, and across Canada, and are now in the process of hiring the first French instructor for UNISWA.

Another instance was for a part-time and Distance Education degree. Through Brandon University we have started offering support to that. Brandon University is, what Mr. Claude Lajeunesse indicated yesterday, the brokerage type, opening the gate of Canada to UNISWA, trying to find different linkages with other institutions. As I understand from CIDA, we are the first one to have such a type of linkage and they are looking very carefully at what we are doing. We have short-term visitors from Swaziland to Canada, and also from Canada to Swaziland. We have short-term training for nonacademic areas. This kind of institutional building is the purpose of that bilateral agreement.

The MIE-BU project is an ICDS project but the emphasis of that project in Malawi, which Dr. Lamba indicated as the spot that probably needs it most, is to upgrade primary school inspectors and also school heads in terms of leadership, school organization, management, and other curriculum areas. From the graduates (approximately 300 of them right now), we have chosen 70 to train at a higher level and these will be the ones who will be assisting the existing staff of Malawi Institution Education (MIE), to enable MIE to increase the annual intake of 80 a year probably to, by the next three years, about 400 per year. What initially we thought of accomplishing in about 25 to 30 years, will be accomplished in about 7 to 8 years. Our main objective all the time is after we complete a course, who is going to take over? We have already had two people here from Malawi and a third one is here now being trained (at the M.Ed. level) to take over the project. Now we realize that support linkage with a Third World country is not always on a two year basis; it should be a long term in order to be effective. You cannot go there for two years and think you are going to change the world; you cannot do that, but you can meet your specific objectives and then you move on to a close-by area. For example, we trained 300 people initially, now we pick up 70 of them to train them at a higher level. I was discussing matters with Dr. Lamba, and we figure that now is the time to move to offering a degree for those people. This would bring primary school education to a higher level. So, the support should continue to be there, not in the same areas, but, it could be at a different level.

DISCUSSION

David Atkinson: I wonder if I can ask a very blunt question and then one that is not quite so blunt. We can assume that we are the converted around this table. We believe that somehow development projects are an appropriate kind of thing for universities to be participating in. But, I suspect, in every university you are going to have a significant portion of your faculty who are going to ask the very blunt questions, "What's in it for me?", "What's in it for the university?" and at the end of the day, "How does the university come out of it ahead?" I wonder what kind of answers you have to those questions. Any one up there can try and answer that. The second one, is particularly to Brandon University. This project of upgrading which has been going on now for a number of years demands that your resources be committed to that project summer after summer. I heard yesterday something to the effect that six to eight faculty members are going to Africa. Over the long term, does Brandon really have the resources to sustain that, or does it in some way cause an erosion of on-site resources or do you have to go outside your institution to get resources, and then I know you run into trouble with CIDA.

Dr. P.G. Halamandaris: Initially we always try to get someone from Brandon University. If we can't, we look elsewhere. For instance, we don't have Home Economics here, so we joined with the University of Manitoba. Also, we have asked people from the Manitoba Teacher's Society who are in this area to help us out. Through this approach we have established a kind of network with different universities and educational institutions. Now, to answer the question in terms of resources, we don't confine ourselves entirely to Brandon, but we try from University of Manitoba, Winnipeg if we can, or elsewhere to join us. We are also anticipating having somebody from another university, McGill, as a matter of fact, McGill is not a small university admittedly, but the person taught Testing and Evaluation at Brandon and in Malawi and now he is teaching at McGill. We have one at Prince Edward Island in English and, so this kind of network exists.

Dr. David Atkinson: To get back to my first question, if you are using resources outside your own institution in these projects, then in fact, the return coming back to your own campus in terms of heightened international awareness or what have you, simply will not be there.

Dr. Halamandaris: It is but a small percentage that is not from Brandon University.

Dr. Jean Lengelle: The incentive is clear and is indeed present. What you do is assemble a team of perhaps seven, eight or nine professors, but you have to think in terms of the design. I didn't get into this because of lack of time, but in terms of design you can divide up your program or whatever training program. You have to think of going to two or three sessions during the year not exceeding one month each, taking any of the normal sessions which you have during the year. The benefit for the staff member is that he spends one month, not more, abroad, so that there are no difficulties in terms of health insurance or families, and the people are on their toes and work very well and intensely for a four week period. They give one course which is part of their normal teaching load, *i.e.* this is a course that they also give at home and also they get an additional free course so that they can spend the remainder of the term, three months, doing research and writing. This is where the Dean of Research comes in and asks that in addition to doing this, you get your free time, you do your research and write your papers. Now, people can also initiate research projects there which will be supported by other resources. So this is really where the return is in terms of all faculties. And the building of our teams which are based on the experience they have, allows them to make comparative studies of student behaviour, student learning patterns, abroad and at home.

Now, just one little point though, to do this takes a long time and yesterday when I was asking pointed questions to Willie about priorities, I was referring to this. It takes about two or three years, but your point is right, you should not have more than say two or three projects on-going per year because you are going to shrink your staff and you are going to export your best resources, so that your own students are going to suffer. However, if you do what I said earlier, which is to have a team and only have one or two professors gone every year, then the benefit comes back to you.

Unidentified Speaker: There has been some excellent advice given. One other piece of advice that I think I would like to pass on and that is that inevitably you underestimate the time involved in these things both abroad and at home. I think that is something very important. I happen to be running a computer centre in my spare time right now and in computer development they say: "Take your initial time estimate, double it, and raise it to the next level", i.e. instead of saying that it's going to take two weeks — you say no, it's going to take four months. I think that probably applies in these cases as well.

Mr. Willie Clarke-Okah: My contribution is in the nature of a comment rather than a question. Aubrey mentioned yesterday the evaluation that was done on our program. I just wanted to draw to your attention some of the comments that were made that are relevant. One, the evaluation found that Canadian support that is given must be appropriate to the developing country needs. In developing proposals it is very important to zero in on this particular area. That is the "why" of undertaking the project. That will lead you to sorting out the needs.

The personnel that you field overseas should be experienced in development and available over a sufficient period of time rather than shuffling back and forth for short periods of time. There are some cases where that would make sense, but over the long haul the transference of the knowledge that you are trying to undertake really doesn't consolidate in that fashion. Because you are sending different people at different times, going in for two weeks, three weeks, they are not there for sufficient time to understand the particularities of the local situation.

Local support is very important. They suggest that the active interest and support of the appropriate host government ministry or technical agency is often critical, as indeed is the support of the chief executive officer of the local institution. If research is involved, in some projects research is not a focus of the project, but along with the component of the project activities is a research angle, and if that is the case, its requirements must be addressed at the very beginning. Sometimes in project planning the research component, because it's minor, is not given sufficient attention, it's vague, but when it comes time to actually implement it, you run into all kinds of trouble. So no matter how insignificant it may seem to you at that time, try to get as much detail as possible.

Women in development is a critical issue for donor agencies, for CIDA particularly. It is an area that we are giving more and more attention to, so proposals should try and address that issue. It is not enough to say, "Look, we can't find women in this institution". Why aren't there women in this institution? Questions like that should be asked. Take into consideration, in particular countries, you may find that some areas have a greater need than other areas. In Brazil, for example, there is a greater need in the eastern region than in the south. That type of consideration comes into play here.

The evaluation also suggested that more detailed planning be undertaken, and that a realistic assessment of the capabilities of both institutions, both the Canadian and the developing country institution be truly assessed because sometimes they overplay the capabilities that reside in both institutions and when the project comes on board, we find that the resources really aren't there to back up this project implementation.

Two of the most critical causes of difficulties in achieving planned outputs or objectives are inadequate local resources and on the other side, the same problem for the Canadian institutions. You start with a situation where you thought you had all the means and processes in place to undertake this project; six months into the project you find that you can't meet your commitments. The factors that are detrimental to the effectiveness of the linkage projects are poor planning or project design, inadequate management, poor communication and insufficient money to run a program. You have to be in a position to constantly oversee the project to make sure what is working. The evaluators believe that strong linkages depend on the strength and professionalism of the contact person from each institution. You have contact person here and contact person over there. It takes the dynamics of those two individuals to get the institutions' support on either side to get this project going. Projects in areas of priority concern to local governments and universities produce more sustainable long term impacts and have more resources and local support available to the project. If you have someone like Dr. Lamba backing your project, the MIE chief fully behind your

project, it follows that it is in their own best interest to make sure the project succeeds and it makes your work a little lighter.

Finally, to address the question that was raised here about faculty members or even institutions that may raise the question, "What's in this project for us?" They found, in this evaluation, that it does help in development education research within Canadian Institutions, broadening our horizons and as one colleague in CIDA put it, we haven't yet begun to exploit a comparative advantage, that is bilingualism and multi-culturalism. It's abundant in this country. You just mentioned it, with the variety of people that you have from around the world on your faculty on your campuses. If you begin to harness that resource, it's not only for the benefit of your universities, but for the business community, teaching Japanese, Chinese, etc. We have these people/resources in this country; we are just not exploiting them enough. This evaluation found that this is one critical channel for bringing that experience back not only for our students but for the faculty.

Workshop 4

Student/Trainees' Support Systems in a Small University: Student Liaison Officers and Advisors from selected universities will discuss International students' experiences

Chair: Doug Macintyre, International Student Advisor, Brandon University

Chair: With all this talk of international projects and internationalizing campuses, I think we have to remember that the grass roots of any international program is the students.

Presenting this morning we have Dr. David Atkinson, Dean of Student Affairs at Lethbridge; Karanja Njoroge, Director, International Programs, Trent University, and on my far left Faye Douglas, the Director of Admissions and International Student Advisor on campus in Brandon. I think we will proceed in the order that I just listed.

**Dr. David Atkinson, Dean of Student Affairs
Lethbridge University**

The International Student vs Internationalizing The Student

No one questions that international education has become an issue of increasing importance in Canadian universities. At the same time, however, international education, especially at the student level, poses its own set of problems, particularly for small institutions struggling with problems of scale. While I realize that this session focuses on the problems of international students coming to Canada, I wish to stress that the internationalization of the university for students is dependent as much on sending our own students abroad, as it is with bringing international students to Canada. I make this point because it is crucial when one comes to commit already stretched university resources to international education. What, in other words, is more important and what is more beneficial to the institution? Is it the case that we should be committing what limited resources we have to developing programs for Canadian students, or should we be committing these resources to a general internationalization of the campus, which may or may not occur, given the particular problems international students have in integrating into the Canadian university environment.

At the University of Lethbridge, we have tried to do both, and as a result perhaps tried to do too much. The University has specified as its first priority the development of academic exchanges that send both faculty and students overseas, as well as bring visitors to campus. Examples include our relationship with Hokkaido University in Sapporo, Japan; Harbin Education University in Harbin, China; and Bretton Hall College in England. These linkages, which began as faculty exchanges, have developed to include students, and there is no question they have benefited the international profile of the institution. Of these, the Japanese exchange is most certainly the most successful. Groups of about twenty students travel in each

direction for five-week student exchanges that focus on elementary language study, as well as general cultural studies. The benefits for students, both Canadian and Japanese are obvious: the introduction of a radically different culture, the breaking down of cultural stereotypes, tolerance for different life-styles. Indeed a number of our students have since returned to Japan to travel, or for the inevitable teaching of English position. At the same time, however, such programs are not without problems. Most obvious is that there is no direct relationship between the exchange and either university's curriculum. At Lethbridge, for example, the Hokkaigakuen program exists in isolation, and therefore whatever our students gain from going to Japan has no real chance to develop when the student returns to campus. Despite its eight-year history, and the many faculty members that have travelled to Japan, Asian Studies remains in an embryonic state. What this means is that these exchanges, while no doubt enriching for the students who participate, tend to be seen as a boon doggie, and not part of the central academic thrust of either institution. We have brought a large number of Japanese students to Lethbridge, and, while these students have no doubt had a wonderful time, the academic focus inevitably takes second place to the social: Banff and Lake Louise are far more interesting than the dangling participle. This again raises the question whether the commitment of resources is justified. A program for twenty Japanese students on-campus costs about \$50,000/year, which is just about the cost of one Assistant Professor; yet we must spend this amount of money if we want our own students to have a similar opportunity in Japan. And even this is problematic, for, as most of you know, any kind of relationship with a Japanese institution is especially stressful, given that no matter what one does on this side of the Pacific Ocean, our Japanese friends do us one better.

A major initiative at the University of Lethbridge for our own students concerns study tours during the summer. In addition to Japan and Israel, we have this summer students travelling to Mexico with the Geography department, Italy with the Art department, Australia with the Faculty of Education, and England, also with the Faculty of Education. Here the problem for students is obvious; it is one of finances. While the University has been fortunate in acquiring grants for students going to Japan and Israel, this has not been the case with other similar activities. To rectify the situation, the University has committed \$2,500 to each project going from the University, but this barely scratches the surface for groups with fifteen or twenty students. The costs of such ventures are high, even when costs are cut to the bone. What this means is that the University is indirectly catering to better-off students who do not have to work during the summer and who have the finances to go abroad. The inequity is obvious.

We have also recognized the importance of students taking their own initiative in going abroad, and to this end, we have committed some of the University's scholarship funds to sending students abroad during the summer. Students have travelled to the West Bank, to India, to China, and to Latin America to complete independent field studies. While these awards are scholarships, they are not awarded solely on the basis of Grade Point Average. Rather each applicant must submit a written statement describing the nature of the program in which he or she wishes to participate, and indicating how this program will contribute to his or her overall degree program at the University of Lethbridge. Students are eligible for return airfare to a maximum of \$1,500. The success of this program has been its downfall, because there are simply insufficient funds available to fund all eligible projects.

These programs again point to the central issue: programs for students to go international or international programs for students to come to Lethbridge. Approximately \$20,000 is committed to our international award programs, which is a sum well on its way to funding an international student officer, which is what we all recognize as central to any programming for international students. But, at the same time, the University is committed to excellence and to attracting the best possible students. As a small university, it must offer programs that distinguish it as a valid alternative to the large institution, which in the minds of many students is better because it is bigger. We present these programs allowing students to travel as a special part of our total package, and indeed stress that because we are small, students have a better chance of cutting themselves a piece of the pie. From a recruitment point of view, this is an important issue. Should we, then, cut these programs to develop the other side for international students coming to Lethbridge? Is the presence of these international students on-campus an attractive feature for Canadian students? This

may seem like a cynical question, especially for those committed to the internationalization of Canadian campuses. But one must remember that not everyone on campus is equally committed to such internationalization; and, therefore the question in this context is not an illegitimate one. It would be wrong of me to leave you with the impression that the University of Lethbridge is not fully committed to attracting international students, but I am going to remain cynical enough to stress that commitment in principle and commitment in cash are two different things. Several years ago, General Faculties Council affirmed the importance of international students to the general cultural milieu of the campus, and specified 7% as a goal for international students (this at a time when it was about 3%). It did not, of course, commit any additional resources, although I am pleased to report that we have reached our goal, with the current international student population hovering slightly over 7%. There seems to be no apparent reason for this increase—we are not, for example, actively recruiting overseas. At the same time, we know, especially with Chinese students, that there is a significant unofficial network, and that we have gained from this network. While it is true that many international students are attracted to the urban centers, not only because they see them as exciting places, but because there is likely an ethnic population which would welcome them, there are at least some international students attracted by the small city environment of Lethbridge (although, at the same time, as soon as there is a long weekend, they are on the first plane to Vancouver), and by the small university because they feel they will get more personal attention (which, I believe, they do). At the same time, one ought not to overlook the financial reality that Alberta, even with its differential fees, still has one of the lowest tuition structures in Canada. For many of our international students, their entrance to the University is through our English as a Second Language Program, which offers ESL at the Junior Intermediate, Senior Intermediate, and Advanced Levels. If a student passes Advanced ESL, the University does not require TOEFL. Noteworthy is that 90% of our ESL students complete at least one year of university-level work; the recruit potential of ESL is obvious. It would be misleading, however, to suggest that these students are prepared to take credit courses delivered in English, and because of this we are discussing the possibility of introducing a further course that will bridge the ESL Program, and what is required in university-level courses. Indeed discussion has got to the stage of requiring such a course of all students whose first language is not English. The TOEFL is totally inadequate as a mechanism for determining whether a student is prepared for university studies in English.

The inadequacy of TOEFL points to a concomitant problem. As our international student population has grown, so has faculty concern about their lack of preparation for university work; what is meant here is their lack of language skills. There is the inevitable backlash, albeit from a small group of faculty members, who, already facing the stress of larger classes, increased teaching time, and a reward system they see as inadequate, are often unwilling to go the extra mile for international students. Moreover, faculty members often do not appreciate what lies behind the concern for grades exhibited by many international students because they do not realize the sacrifice that many are making. What they very often cite is the student from Hong Kong who wears the very best of designer clothes, and drives a better car than a faculty member could ever afford. What all this points to is the necessity of educating faculty, and no one would argue that this is a huge job, especially as many faculty members are already suspicious of anything labelled student services or having to do with student development. That international students often struggle to get through their courses does not really help with their case. While one can put on study skills workshops and seminars on taking examinations, most international students do not attend, not because they don't want to, but because they simply do not have the time, given the demands of their other courses, which are inevitably greater than for native English-speaking students who do not encounter the same language difficulties. An ongoing problem continues to be that of assimilating international students into the general student population. Because the majority of our international students are from either Hong Kong or Malaysia/Singapore, they tend to ghettoise, staying exclusively to themselves. In doing so, they only encourage Canadian students to leave them alone. The problem is further compounded by the concern many international students have with academic success, and they simply refuse to recognize that a university education goes beyond what happens in a lab or a classroom. In what I expect is a common problem for many of you, the

preponderance of Chinese students on campus makes the creation of an international student community problematic, especially when the Chinese students from Hong Kong and those from Singapore do not generally get along. Of course, the University could rectify the situation by aggressively recruiting other nationalities; indeed, we are with our English as a Second Language Program by marketing the program in Europe, and especially Scandinavia. But even this is compounded by the kind of institution the University of Lethbridge is. While we have some professional programs, namely education, management, and nursing, the University is predominantly a liberal arts institution that has very limited drawing power for international students from Third World countries, who are usually directed into very applied areas. Here, though, it should be mentioned that our international students, whether Chinese or not, can be divided into two quite distinct groups: those who have come through our English as a Second Language Program, and those who have not. Those who have gained university entrance through ESL are quite clearly better prepared for university-level work, and interact much better with other students on campus. There is an obvious reason. The ESL Program includes a mandatory "immersion" component committed to culture and "living in Canada". It includes all the expected things: an introduction to the history and culture of Canada, and especially southern Alberta. As well, it is designed to introduce international students to the expectations of university education, and in this regard there is no question that they get a better orientation to the university than any regular student. A large part of the immersion component is going out to meet people, both in the University and the community; they must, for example, interview a local businessman. Given the insularity of Lethbridge and southern Alberta, and that it is radically different from anything these students have experienced before, this is an important introduction to Canadian life. What is striking is that we have tried to offer the same immersion program on a volunteer basis to international students directly entering university, but without success. The pattern in this regard seems constant: a student will come to Lethbridge because a friend is already here; this friend, in turn, meets the student and introduces him to other students of similar ethnic background. Thus the new student never really gets a chance to meet Canadian students.

Until this year, we had no one person responsible for international students, but with the increase in number, it has become obvious that a single individual was needed. Thus we redeployed an Admissions and Recruitment Officer to this task, which he carries out along with a number of other activities. The advantage of having one person is obvious: International Students like to have one person to whom they can go. And in Lethbridge, there is no question that international students do need this person. We have been able to mount a welcome service for international students, and operate an emergency hotline for international students at the beginning of each semester. These services are not, however, widely used, for reasons I have already indicated — this leads back to the question of whether resources should be committed to something that is at best a marginal operation.

One must not place blame for the segregation of international students entirely on their shoulders. Lethbridge is, to put matters bluntly, a very parochial town — what could one expect in southern Alberta? (If you don't like your food brown, there is nothing for you to eat.) Outsiders are not especially welcomed by the community — it is not a matter of antagonism so much as indifference. People who live in Lethbridge have always lived in Lethbridge; 80% of our students are from southern Alberta. Ours is not a multicultural population, and few southern Albertans have ever had to grasp the reality of multiculturalism. It is hardly surprising that the greatest resistance to Sikhs wearing turbans in the RCMP came from southern Alberta. Given these circumstances, it is hardly surprising that our Chinese students tend to stick together. The situation we currently have is not the best. It does not work to have a part time international affairs officer, simply because he is not available all the time to the students he is supposed to be serving. It remains a priority for Student Affairs staffing, but, given other demands, it is unlikely it will ever become No. 1. There is no question that our international students need more, especially in coming to southern Alberta. At the same time, however, the fact that our international student numbers are increasing suggests that the university's small size and friendly environment is attractive enough that international students will come without having a specific program for them.

**Mr. Karanja Njoroge, Director
International Programs, Trent University**

Trent University is unusual among small universities because it has a very high proportion of international students and scholars, almost like Lethbridge, compared to other small universities. There are 297 registered international students, two visiting scholars or researchers and three visiting professors with us this year. There are only about 3600 full-time students at Trent and that translates to about 12% of our total student population being international students. Trent is primarily an undergraduate institution. It believes in the essence of a broad-based generalist approach to the teaching of arts and sciences, and although several specialized programs have sort of mushroomed in the last few years, the university still remains primarily an arts and science institution. We believe in a high quality undergraduate education, and it's because of that belief that Trent, in 1981, began an experiment of putting together a broad-based internationalization of our own university community. Trent's commitment to excellence in undergraduate education has propelled it into the international arena, not primarily in terms of securing projects and development initiatives or activities, but in trying to see what we can offer to our own student population by way of increasing global awareness as they pursue their various undergraduate programs. Our education system must be responsive to the imperatives of an ever increasingly interdependent world: a world in which we must become players if the very survival of our nation in Canada is to be ensured.

At Trent we recognize that internationalizing our campus, i.e. receiving international students, sending Canadians abroad and hosting a variety of collaborations between our own and overseas faculty is important and, in fact, is a mandate of the university. In 1982 a formal policy was approved by senate, establishing the International Education component as a mandate of the institution. In terms of nitty-gritty arrangements, the senate then recognized the need to formulate a program that would ensure the establishment of a process of internationalizing both our students (the population) and also the curricula that Trent was offering its own students. We began by establishing an International program that was primarily focused on bringing together students from across this country who are interested in living, working, and learning along side of students from all over the world, from various backgrounds and from various cultures. We believed that there was that need — that there were students out there, in high school, who would come to a university because it had an international environment; it gives undergraduate education that much of an edge. Our strategy, therefore, was to create a university environment that nurtured and propagated not just international awareness but that created interactive activities between our own national students and international students, making sure that these happened within a framework that was productive and ensured cross-cultural learning.

This program therefore, went out in search of ways and means of recruiting international students and also Canadian students who would be interested in this type of a program. The problem that we faced in 1982 was that the majority (42%) of the international students then at Trent were from Malaysia or Hong Kong and the rest were derived from a variety of other countries. Every time people talked about international students the picture they got was of Hong Kong or Malaysian students, and we wanted to do away with that sort of conception. The second problem we faced was that the only available means of bringing students to Trent was through project submissions where we would be able to bring in students, but that then exacerbated the problem we were trying to get away from because projects are very specific and they bring only one type of student. We would go to CBIE, but CBIE had only Libyan students; we turn around and go to some other program and we find the same problem. We came up with an idea of raising funds to bring in students from all over the world regardless of their particular nationality. At first we went to a foundation and we were fortunate to get about \$250,000 to be able to bring students from all over the world. With this we were able to recruit the first bunch of about twenty-five students, most of them from developing countries. Most of them were recruited specifically to gain support from the rest of the university community and convince them that the International Program was a viable and good thing for the university. We specifically recruited only the best and two years later we were receiving calls from departments and

professors who were saying, "Can we get another student who is just as good as the one we have in our department?" We were beginning to be seen as a program that was enriching departments by bringing in quality students who were somehow enhancing the academic discussions taking place in seminars and classrooms at Trent. We went out then on an all-out campaign to raise more funds and we were able to recruit from other sources another \$250,000 to bring in about 40 new students, and this time we recruited very specifically the least developed countries because they are the least represented by-and-large in our own institutions. In 1984, through the offices of the UISP program, we were able to sign a contribution agreement (contract) with CIDA by which we would raise a certain amount of money and CIDA would give us a certain contribution. We were able then to bring in even more students between 1984 and 1988. In 1988 we signed an agreement with a foundation giving us \$50,000 every year and we also signed another agreement with the Singapore International Chamber of Commerce that would support us for a further \$40,000 every year. We also made it clear that the university had to contribute in real terms, in real financial money, so that we could convince CIDA to sign another agreement. And at that point, after a lot of fighting, the university committed itself to contributing real money (\$20,000). Therefore we had about \$110,000 to go to CIDA with as our contribution and CIDA was able to top it up. We now have \$490,000.00 every year to support international students, primarily those from Third World countries. We currently have students from sixty-three different countries of the world; we hope to improve this, and we do this primarily to escape the problem of categorization.

Another problem was to make sure that the experience that our own Canadian students were getting, was not an experience that was biased or European centered because our exchange programs, for example, are primarily in Europe. We have eleven signed agreements and they are all in Europe. Most of them are in Britain, but we also have agreements in France, Spain and West Germany. We needed to put in place a facility to allow us to have students from Botswana, as well as students from Britain and the exchange program allows us to bring in students from the so-called developed economies.

So we go into the same things, the problem of support services for these students. When you bring students from all walks of life, you also then have a problem of making them feel at home in the small community of Peterborough which is also a fairly parochial city, just like Lethbridge. We would like to be involved; we felt that the mandate of the university was also to create an environment outside our community that was supportive of these students. So we put together a mechanism of support services for these students. I am proud to say that the university commits to my office (the International Program) roughly about \$10,000 per year for the orientation camp. We insist that all international students, regardless of whether they're supported by us through scholarships or whether they are coming on their own steam, arrive here on the 30th of August. We then take them to an intensive four day camp where we orient them to Canadian culture, to the Canadian way of life, and we give them pre-academic learning and tell them about our own education system. Students find that extremely useful. We do not take them to the camp by themselves, but we also take an equal number of our Canadian students who are coming to Trent for the first time. These are students from Quebec, British Columbia, and Alberta who need that orientation, in some cases, just as much as some foreign students need it, and we find that this is very useful. Secondly, we try to tap into existing Canadian students who come from different ethnic backgrounds, because, as someone mentioned here, we are a multicultural society. We want to introduce the idea to our students that Canada consists of more than just white Anglo-Saxons or French and that there are multicultural groupings all across this country, so we do bring that aspect of Canada into play during the orientation camp.

The other program that we put together, in terms of integration, is a cultural outreach program. Contrary to what happens in most other campuses, we do not have Chinese cultural performances performed by Chinese students. We insist that the best cultural show is when Canadians, in association with their Chinese counterparts, learn how to do a Chinese dance and during that evening it will be the Canadians showing us what they have learned from their being together with Chinese students. We thus refrain from making our international students mere showcases for culture. We insist on the participation of all our students. We also have a program called the languages program. If we are going to play an important role in making

Canadians aware of international affairs, they must first and foremost learn another language. We insist that if they want to be associated with the international program, they must learn another language. We have various language programs that students may take: Spanish, French, Greek, and whatever else is offered. For all our scholarship students (those supported financially), it is mandatory to take a second language. Then, we have a community outreach program where we insist that students must give of themselves and their time to the community. We find ways of plugging our students into community organizations, or schools, or games, or the local theatre company, or wherever the students' interests may lie. We, as a program, seek out to plug them into these community groups. This is very important if the community is going to be supportive of our programs. We also have a community initiated program called the Post-International, where students on an ongoing basis register their names in a bank and families in the community register their names in the bank. Every month each family must be willing to take a student for a social evening in their own home, whether it's a dinner, a night out, or whatever. These we find very popular for different reasons, but nevertheless, an instrument of interaction between our students and the community.

And finally, all our Honours Program students who are supported by our own finances must take their third year in a different university. We insist that we are not the only institution that knows everything, and we need our students to go out, either in another institution in Canada or get away out of Canada, and then they come back for their fourth year to complete their program. As a matter of fact, an important part of our program is to make sure that Canadian students have an opportunity to go outside Canada. What we have done is create two programs: one is the Trent/Equador program where we take Canadian students to Equador with our own faculty to have an experiential learning experience working and learning in Equador. Our program is centered in Ibarra, at the Technical University in Ibarra, Ecuador. It is a very popular program. Normally we have about one hundred applications and we can only take fifteen at a time and that is a very popular program and a very important program for taking our Canadians abroad.

The other program we have, of course, is our summer programs. We have a Belizean program, that we have signed with a college in Belize, where our students go there for an archaeological dig. One particular professor is involved in this particular program and the students are in the care of the professor while they are there. We are establishing another one with McMaster in Nairobi for Environmental Science students who will be visiting there every summer. We have a Japanese program which is again supported by Nissan. We send two students to a Japanese university on an annual basis and there are then other opportunities that come to us by way of study and exchange programs. Students are encouraged to investigate various opportunities and we then assist them in going there. I am also proud to say that WUSC, for instance, has been very supportive of our students that apply through the WUSC seminar and in the last three or four years we have had one student at least from our university going on the WUSC seminar program.

What does this do to the university population, because I think that is important. Three things have happened in five years that I think are significant for small universities. In 1988 the Student Union at Trent voted to support our program. Fourteen thousand dollars of Student Union money goes in support of internationalization of the campus every year. That tells us how much support we have.

Secondly, the student union voted to support Oxfam, that means \$3.00 per student every year for Oxfam activities abroad.

Thirdly, the Student Union also has a program that supports a project of our choice every year in a Third World institution. Two years ago we supported a Nicaraguan project. This year we are supporting a different project. Every year the students vote on which project to support. In total, it means that the student population contributes close to \$30,000 every year for international programs: that's an excellent performance. That, in a nut shell, is what these types of programs do to the general population of the university. By the way, last year someone tried to rescind the decision by the Student Union and there was a referendum on whether to maintain this level or not. I can tell you now that the vote was almost 93% to continue it and, in fact, increased the level by \$0.50, so it's an amazing story.

**Ms. Faye Douglas, International Student Advisor
Brandon University**

The focus of what I am going to talk about this morning will be a little bit different in that I am going to talk about international students on campus in a place like Brandon, some of the personal things that happen while they're here and some of the supports that are in place at this university to help students.

I am going to zero in on a particular project and a certain group of students for this purpose but many of the things can be generalized beyond this particular group. Beginning in 1987, Brandon University, in conjunction with the Brandon General Hospital School of Nursing and WUSC, began a project to bring registered nurses from Botswana into our Bachelor of Science in Nursing Program. Because these nurses did not have the regular basis of admission for the university — that is they didn't have a CGE Certificate with two "A" levels and two "O" levels plus a TOEFL score of 550, they were admitted with a non-credit status and they were allowed to take up to a maximum of 24 credit hours on that status. While they were first admitted, they were required to study for the TOEFL. Once they achieved a TOEFL of 550, they were moved on to a mature status. I'm not sure how it works in your universities, but here, mature status is for students who are Canadians or landed immigrants only, so these people could not automatically be admitted as mature students.

The preparation of these students, while it did not include the CGE and the TOEFL, was obvious in their nursing preparation. They all had a Diploma in Nursing, a certificate in midwifery and were registered with the Botswana Nursing Council. They had had varied nursing practice experience in both hospital and community nursing stations as well as primary health care posts in some of the more remote areas of their country.

In their first year in Canada, these students were studying at the Brandon General Hospital in the second year of the RN Program. They were placed into the second year along with the regular nursing students. At the conclusion of the first year of study, they were required to sit for the Canadian Nursing Association National Registrar's Examination, as passing the exams is a requirement for getting into our Bachelor of Science in Nursing Program. Here we have all these requirements for these new students in addition to personal adjustment, culture shock, etc. that they are having to deal with. I am just giving you a bit of background on that because I think it's important to recognize that sometimes when we set up programs for students in a particular situation like this, not only do students have to meet the requirements that the Canadian students do, in terms of success in their programs, but also they have all these other things piled on.

One of the difficulties that was faced by some of these students, as we've found, is a question about the relevance of the course work they're doing here, given what they already had in terms of preparation at home. They are nurses; they see themselves, and certainly are qualified in their home country, so it is difficult sometimes to make sure that the programs that we offer here really do have relevance for what we know they will be doing when they go back home. Some felt that they were being singled out, some felt they were being kind of "Put through the meat grinder" because of these extra requirements. We have had to do quite a bit of work in trying to make sure students do understand why the regulations are in place and why they must meet these requirements.

A second problem that's unique to this particular group of students is the work load. Most university students come to university; these people were being expected to be at the School of Nursing, to come to university and take courses, to study for TOEFL, and study for their Nursing exams.

The third factor these students must deal with is the fact that most of them are married and have left young families at home. Some are leaving one or two year olds with Grandmothers and the Grandmother is doing the mothering. This pressure and the tie to home is different from the 18 or 19 year old coming from Hong Kong or Singapore, who certainly has family ties but they are to parents and siblings and not to husbands and infants. Homesickness is one of the major problems that our students have faced. Last year a group went home for the summer. Many found it very difficult when it came time to return to Canada. It

was very difficult for them to return because they were reminded about the children at home and the things they were missing.

Where I see international advisors like Doug and myself, and an operation like student services fitting in is to be a support for international students. Initially we found students were a bit hesitant to come to a Student Services building, but over time that really has changed. People do feel comfortable coming and talking about their concerns. We have staff members in study skills who do labs and special workshops. Doug does a lot of work with students around "Anatomy & Physiology". When we've made contact with students in a non-counselling setting there is real comfort in being able to come and talk about issues and resolve some problems.

Thank you.

DISCUSSION

John Mallea: Faye, could you give the participants a sense of just what support services exist, the Learning Skills Centre, the Mature Student Centre, etc., that operate across the university but that international students access just as much or more than Canadian students.

Faye Douglas: In Student Services our complement of staff revolves around a number of particular areas of expertise. We have three people in learning skills who do workshops but also a whole lot of individual work. They do far more individual work than group work, related to particular content in courses, as well as approaches to learning: learning how to learn, making sure that assignments are done appropriately, proof reading of work that is to be submitted, helping students with that kind of thing on a one to one basis. There is a Mature Student Centre also where there is a group of staff whose particular focus or particular interest is the student who is 21 or older and have a recognition and expertise in the area of people with families and the concerns that they have that are different from those of an eighteen or nineteen year old. We also have a staff of counsellors who do personal counselling. While the personal counsellors are not necessarily the first people that students contact (more often it is one of the rest of us), we may have to refer them to the personal counsellors for certain issues. But the staff team works very well in that respect as well.

I think some of the things that we do in terms of outreach for non-academic reasons, many of them are social reasons, to go and have coffee with the students and that sort of thing, give us a linkage when there is a need for the students to approach us.

Beth Westfall: What Faye was describing there was how we try to help the students climb over the obstacles that we ourselves have erected to prevent them from accessing our university. I would like to follow-up Dave's comment regarding TOEFL. I was interested to hear that you have abandoned the TOEFL, you were saying that is not a useful instrument at all. Do you have ...

David Atkinson: No, we haven't abandoned TOEFL . . . yet. There is a groundswell of support, in fact, amongst our faculty that we should increase the TOEFL. I have been trying to argue that increasing the TOEFL is going to accomplish nothing. Increasing the level of an inadequate mechanism doesn't improve the situation. It's just that it's the only mechanism that we have. Right now, if we manage to get hold of a potential student early enough, we are encouraging them to try to come into university through our ESL program. For two obvious reasons: 1) they don't have to write the TOEFL, and 2) they are further ahead coming in a semester early and using that mechanism for access.

Karanja Njoroge: Dr. Atkinson, who pays for the students to come to Lethbridge to study ESL?

David Atkinson: The students. I should follow that up. That is problematic, because it extends the life of the student at university by another semester which costs money. The flip side of that, though, is that there are students who simply cannot get over TOEFL. They write it and rewrite and rewrite it, so they are being delayed one way or another in the system.

P.G. Halamandaris: A question for Karanja Njoroge: What portion of the total cost is paid by Canadian students who go overseas, to Belize and other places, under the Trent Program? The remainder is covered by whom, or how?

Karanja Njoroge: In our Trent and Equador programs, the students pay 60% of the cost, the University pays about 20% and a foundation pays about 20%. Don't forget that these students actually do register in the University and they are actually doing a program for which they will get a credit.

P.G. Halamandaris: This question is addressed to both Lethbridge and Trent: What infrastructure do you have in terms of support services, how many people do you have supporting student services and so forth?

David Atkinson: Our Student Affairs operation at the University of Lethbridge operates quite differently perhaps than most institutions in the country: a) because it's much larger, and b) because it incorporates myself as Dean of Student Affairs. I am responsible for all academic programs in the first two

years. The intention in forming our Student Affairs operation was to try to push the academic and non-academic sides together. We found that Student Services was going one way and the academic staff was going another, and every time there was a budget cut, Student Services got hammered in order to protect the academic program. The total Student Affairs staff right now is 53. As far as international students are concerned, we have one half of one position for international students.

Karanja Njoroge: We have a Director of Student Services, where naturally most of the counselling services and study skills training occur. Our students do access that, but we found that, in order to offer better services to international students here from abroad and also to multicultural students who face similar problems, it is best that we offer that service through the International Programs Department. The International Programs Department, although we do not offer courses, is considered by senate as an academic program. Through my program, I have one person, designated as the International Advisor, who does a lot of advising/counselling. We also have another person who acts in the exchange programs and she does quite a bit of counselling too. In total, there are three of us in the Department, plus a secretary.

Bill McNeill: *[NB. The microphone seems to have been working only intermittently during the following comments by Mr. McNeill.]* I have a comment with regard to the TOEFL scores. We, particularly with our students from China, have found that TOEFL can be very unreliable. We also have a large number of Indonesians based in Canada and we have our own language school there. We have been working with Ottawa University in developing a new test. We have been using it in conjunction with our program in China and in Indonesia. We are now at the point of having to do more research on our results. However, we find it a much more reliable indicator to us of the likely success of the candidate.

Meir Serfaty: I am interested in Trent's experiment enhancing the student body as a central focus of internationalization of the university, which I think is tremendous. You have given us a little bit of a static assessment and I would like to ask you a question regarding the dynamics of it. What specific impact have you seen in the intellectual and cultural life of the university in relations with other students and the faculty? You know, those kind of dynamic relationships that develop as a result of internationalization of the university. Could you tell us a little about what things you see now as opposed to 1982?

Karanja Njoroge: Prior to 1982 the bringing of students into Trent from foreign lands was seen primarily as something that happened by accident; it was not a well-articulated policy or well thought out program. It was a knee-jerk reaction most of the time. For example, someone from CBIE calls and says, can you place two Libyan students and we will pay you \$500.00 per student for administrative costs. I could make do with that \$1,000.00, so we would jump at it. However, there was no real thinking into: Are we offering these students a decent program? What does it mean to us? or, Where will they fit into the mosaic of the institution? and so forth. What we have seen happen, and we are far from the perfect ideal goal that we tried to create, is an increase in the sensitivity of both faculty and administration: in their need to think about what those students actually need, what is it that we can offer them, and what will they become when they are here, how can we benefit from their being at Trent.

The other thing that has changed almost dramatically is the way the teachers prepare; this is what I call curriculum development. We realized from the beginning that there was no way that we were going to tell the faculty that "You have to teach differently" and, "You have to be sensitive to the needs of Malaysia", etc. etc. Professors or teachers are very sensitive about being told what to do, and it is just not the right way to do it. By having students who mingle very well and excel in their particular disciplines, slowly you begin to find them proding and being very critical of what they are learning, and slowly you see an improvement in the delivery of programs and also in the preparation of materials. We are beginning to see departments coming to our program and asking me how they can participate in, for example, the World Affairs Colloquium. Which is, by the way, an institutional arrangement where every Friday afternoon, 3:30 to 5:00 is left open for students to come to our World Affairs Colloquium. The university gives me \$8,000 to organize it every year, and we get people from everywhere. When opportunities arise, departments want to hire someone with some international experience. Right now we have two departments hiring and they

all came requesting me to be involved in a way in the selection. So, this is what in real terms the program has been able to do.

Aubrey Morantz: I too would like to ask questions about the Trent experiment. I think it's probably an experiment that large universities, as well as small universities, can probably learn a good deal from. You have spoken about using students as a resource to internationalize the university and you also mentioned about a number of very successful programs to try and impact on the community at large. You described Peterborough as a very conservative community; do you have any ideas as to what effect you are having on the community?

Karanja Njoroge: I can only speak very generally here because we have only had this program since 1982, and it takes a longer time than that to change a broader community. First of all, I think politically we have seen a movement towards much more globalization of local issues. For instance, Peterborough is now on the record as being one of the first cities in Ontario to develop an articulate environmental program with an international perspective: looking at local issues of environment, planning, etc. and taking that to the rim of international and so forth. Second thing is that we have been able to bring in a fairly liberal international-minded professor at Trent as our MLA; that's progress. And we have been able to interest the Rotary Club in supporting some of our local programs. For instance, we have a program called "Discovering our Future" which brings a variety of students and young people into Trent for a intensive summer seminar on environment and development. Local Rotarians help support that. We also have an annual program with local church groups called "Interfaith Coalition" and they have begun to utilize our students as a resource for making their congregations aware of a sense of interfaith collaboration and so forth. I think that is an indication of some movement there, but I am afraid I can't be more specific than that.

Doug Macintyre: I would like to thank our panel this morning and I would like to open the meeting up for a few minutes now for questions to anyone about any session.

P.G. Halamandaris: We have a few minutes and we realize that we were pressed for time and some of the questions were not answered. So we will have questions at large and also we would like to give Claude Lajeunesse an opportunity to tell us about the Lacost-Matthews proposal. Is that possible?

Claude Lajeunesse: Sure. Well, very briefly you may remember that the Lacost-Matthews Report made the suggestion of forming an independent entity called CUI (Canadian University International). This suggestion was contingent on three most important conditions. The first condition was that CIDA agree to increase the number of umbrella programs that it would divest itself of to the university environment. Second that CIDA agree to convey to that CUI entity the administration of its International ICDS program related to universities. Thirdly that CIDA agree to divest itself of a reasonable level of decision making in these projects.

The report was considered very carefully apparently at CIDA, and perhaps Mr. Morantz could comment on it, but my understanding, and this is what I referred to in the presentation yesterday, was that CIDA could not agree to the three conditions for the following reasons: First of all the partnership aspect of preparing international projects, i.e. the involvement of the recipient country in preparing the project rather than adding the Canadian universities sort of proposed projects that sometimes fit and sometimes don't fit. This whole issue has to be considered more carefully than before and certainly Mr. Masse, the new president of CIDA, indicated that to them this was a crucial point. Second, he also indicated that in his view he could not commit to giving CUI the responsibility of all these new programs, that would possibly be developed because in his view the developing countries needs were not only at the university level, but perhaps were more and more at the community college level, and that he felt that certainly the issue should be looked at, not only in the university environment, but jointly by the university and community college environment. He then suggested that the community college people, AUCC, and CIDA get together to try to explore these issues and perhaps come up with a solution that would correspond to the wishes of the new prospective organization, keeping in mind the fact that the money comes from CIDA. We now have a meeting scheduled; four university presidents plus myself will be attending a meeting at CIDA on April 10th and at that time we should have a better idea of where we will go from here.

P.G. Halamandaris: We will open the session for questions across the board. Please feel free to ask any member questions that you might have.

John Mallea: Do you find such a kind of conference on small universities worthwhile to be pursued at another time, at another place? I was wondering if any discussion has taken place among the organizers of this conference with respect to a decision as to whether or not there should be another? For example, we started a number of years ago with Research in Small Universities and now it just goes on from university to university. On the first morning there were two indications, I thought, of other institutions picking up on this idea and sponsoring it at their institution at a future date. The question is a) whether or not it is worthwhile doing, and b) if it is, how do you keep any momentum of sharing and cooperation that might have developed here?

Karanja Njoroge: I personally feel that this is a very worthwhile experience, at least for me and if we are going to be innovative in the way we deliver our education programs, not just international programs, we need to talk to one another and learn from one another, and I certainly have learned from being here and finding out what is happening elsewhere. I think its a useful experience for most of us working in isolation with small resources and so forth, when we come together and hear how other people are dealing with their own particular situations. I think we empower ourselves and perhaps rededicate our efforts to do even better.

I would be open to a suggestion if I could carry back home a request for us to host it next time; I would be willing to do this.

Jack Jones: I think that the interest is definitely there because I know Nipissing as well is willing to fund such a venture. So I am sure that in the next few weeks we will have to have some type of dialogue, either on the telephone or the fax machine or Canada Post or whatever, in such a way so we can establish soon our next venture so to speak.

P.G. Halamandaris: As part of that question that was raised by Dr. Mallea and I think we have indicated that if you could send to the International Office right here the activities or projects that you might have and strengths in terms of disciplines or in area, we can try to act initially as a clearing house and possibly help with communications with the other small universities. So we would appreciate that information.

Karanja Njoroge: I would like to know from Bill if there are any situations; I know you talked about yesterday the kind of requests sometimes you get and that you look for an appropriate person, but I would like to know where WUSC sees itself moving in the next little while as eastern Europe becomes much more open. We know that we are at a disadvantage but we are not really taking the ball there and maybe we might lag behind other European and maybe the U.S. in the way they are responding to the needs of eastern Europe. Is there something that WUSC is doing in that respect and is there a place for some of our small institutions?

Bill McNeill: I think the short answer to that is that perhaps it is a little too soon to say. As I mentioned, I think one of the reasons why we were asked to become involved with the current program is that we were hired before by External Affairs. We administer the Government of Canada Awards Program for the Department of External Affairs and they know that we pursue our work with diligence and we have experience with the monitoring, so I think that is the reason why they asked for us. Also, through the Government of Canada Awards program there have been, over the last several years, a few scholarships awards to Eastern Europe so we have placed scholars from Hungary and Poland etc. in various Canadian institutions. As well, there are a couple of WUSC committees in Eastern Europe, so we have contacts there. We will certainly be following developments and as soon as I have a better answer I shall keep you informed. Most small universities tend more to a liberal arts focus while a number of the programs with which we are involved tend to have a stronger technical focus. That is not exclusive, but of the about 500 students and trainees we have in Canada, just over 100 (20%) are trades orientated and many of the others have their focus in computer science programs, a lot of them at the post-graduate level. My suspicion is that the kinds of programs that will be asked for will be in the technical areas.

Closing Session

Small Universities and International Education in the 1990's and Beyond

Chair: Dr. P.G. Halamandaris, International Liaison Officer, Brandon University

As you can see from your agenda, we have the pleasure of having a first hand presentation from CIDA on Small Universities and International Education in the 1990's and beyond. As we approach the end of our conference/workshop, we should now make some projections about what it will be like for us in the future, so, this will be the topic for Mr. Aubrey Morantz, Director of ICDS.

**Mr. Aubrey Morantz, Director-General
Institutional Cooperation & Development Services Division (ICDS), CIDA**

1. I am delighted to be back in my native province and to experience once more spring on the Prairies (-10 Celsius and snowing). If there was any doubt about the important role that small universities have to play in international development, it was dispelled by the initiative and imagination taken by Brandon in organizing this meeting. This is the sort of leadership that ensures that the role of universities will continue to be vital and relevant. The high quality of the discussion thus far confirms my view that excellence does not equate with size.
2. I am pleased to pass on regards from Lewis Perinbam - a great admirer of the role of universities in society and in development — who sends his regrets at being unable to participate. He has asked me in his place to address the future of universities and international education which quite frankly I do with great diffidence. Federal public officials are understandably wary about pronouncing themselves on future policy approaches, particularly in education!
3. My predicament in addressing this topic reminds me of the perambulating charlatans I encountered in Brasilia who advertised themselves on street corners with placards as bombistas (plumbers) or electricistas (electricians) — interchangeably, one suspects. If you hired an electricista and he electrocuted himself, you knew he was really a bombista. I hope I'm not about to give myself a jolt!
4. I intend to get around my dilemma by plagiarizing from the wisdom of others, and by extrapolating on the basis of present trends.
5. First, my plagiat. In his opening remarks to the AUCC annual meeting last October focussing on the role of universities in international development, the CIDA President Marcel Masse affirmed that "the most important contribution that universities could make to development was to educate their students to a modern understanding of global interdependence". What I think he meant was that the effectiveness and sustainability of Canada's international development effort ultimately depends upon the attitudes which the next generation of Canadian leaders — opinion-formers and policy-makers — take away from their university experience. So, offering a good broad education is the primary role that universities play in development. It is certain that all universities are much better equipped to do so now than 30 years ago.

6. Dr. Norma Walmsley in an AUCC study on international activities of universities indicated that at the beginning of the 60's, there were only some half dozen universities in Canada with course content on the cultures, civilizations or languages of Asia and Africa.
7. How different is today's panorama! The last edition of Canadian Universities Resources in International Development was 352 pages long! So universities are now in a much better position to convey understanding of a Third World which is not composed of cardboard cutouts of undifferentiated poor countries — passive receptacles for our largesse. Instead, we are dealing with vibrant cultures and civilizations of great intrinsic worth, which are now regaining their stature among the leading economic and political players of this planet.
8. Today's universities are the crucibles in which are fashioned the humanistic values, as well as the tough minded strategies, to enable Canadians to deal successfully with the external environment in a closed-loop global ecosystem.
9. It is no doubt an outrageous generalization, but small universities, rooted in their communities, with fewer segmentations, may have a comparative advantage conveying to their students an integrated humanistic appreciation of the reality of interdependence on a finite and shrinking planet.
10. Universities traditionally define their role in terms of their contribution to teaching, research, and community service. Their impact on development in each of those areas has been inestimable, but I'd like to draw attention here to the "reverse flows" from these activities. For example in the past 25 years, some 60,000 students from developing countries have attended Canadian universities funded by government scholarships. They have benefited greatly from this experience. So have we.
11. Dr. Mallea yesterday focussed on the reciprocal advantage of these scholarship programs to Canada and to the communities in which the students reside. We have gained economic advantages to the Canadian community, close political ties deriving from relationships established with the upcoming generation of leaders in the developing countries, and above all benefits to the host Canadian universities.
12. Jack Jones put it yesterday in a most felicitous way. He said "A university without international students is an incomplete school of thought". That exactly captures it. Intellectually, universities would be hardly worth the name without the stimulation and effervescence of other modes of thought, other cultural perspectives, and a different experiential base brought by international students.
13. I don't think their contribution has been adequately recognized. I question whether we're making adequate use of international students in university outreach programs in the community — particularly in small communities, where their active presence could be a breath of fresh air.
14. The benefits flowing back to Canadian universities from their exemplary involvement in international institutional cooperation programs have also gone largely unnoticed. Certainly the contribution made by faculty members to international development has gone largely unrewarded under current schemes for recognizing academic effort. I pose the question whether international cooperation should not be regarded as a discrete and separate function of universities and as an addition to the tradition trilogy of teaching, research, and community service which defines the university's vocation.
15. I am begging the question here of whether universities should recognize an international development mandate. This is not merely a matter of funding. It is a matter of acknowledging not only a moral obligation, but also a reciprocal benefit. The internationalization or de-Europeanization of the university owes a great deal to the involvement of its faculty members in international development activities.

16. CIDA in my view can take some modest credit for the internationalization of Canadian universities. Without the \$70 million of ODA which is channelled annually through universities, opening a whole new dimension of activities and contacts and research and travel in the Third World, our universities would be less vital, less competent, less contemporary.
17. At this point I wish to take special note of the eloquent appreciation of the role of small universities in international development made yesterday by Claude Lajeunesse. He presented a compelling case that institutional cooperation projects were more effective when the scale and resources of the partner institutions were closely matched, and that many universities in developing countries could be considered "small" either in terms of student enrolment or resources.
18. But even a small Canadian university would be hard put to appreciate the magnitude of problems confronted by many universities in the developing world. Few Canadian universities have tried running physics laboratories without electricity; performing biology and zoology experiments without water; operating a civil engineering department with 1950's equipment; doing without recent books or periodicals in the library.
19. Even for small Canadian universities, special powers of understanding, innovation and above all special efforts at consultation and communication will be needed to promote successful projects with developing country universities. Nor will such efforts necessarily succeed unless the projects are given priority status by the host country university, and unless they benefit from the allocation of scarce host country resources. This underscores why we in CIDA see need for greater coherence in university projects to ensure that projects will be sustainable in the long term.
20. This leads me to the second portion of my presentation.
21. I have been asked to look slightly over the horizon at the role of small universities "in the 90's and beyond". Let me extrapolate first about the development scene in the 90's.
22. It will be a much changed multipolar world. A number of dynamic developing countries are already emerging as major players in the world economy. Led by the tigers and cubs of East and Southeast Asia, the Asian and Pacific rim countries by the year 2000 will be producing half the world's goods and services from an industrial base more diversified than that of Europe and North America combined.
23. The simplifying concept of a "Third World" of poor developing countries will have become obsolete. With world population pushing past 6 billion by the year 2000, there will indeed be great disparities in the world of the not too distant future, but the line of cleavage will no longer run neatly between north and south. Greater differentiation may be expected among developing countries. Africa, in particular, is unlikely to share in growth trends visible in other regions.
24. The Canadian Government, after an ample public consultation through a Parliamentary committee, recommitted the development program to poverty alleviation. Enhancing the self-reliance of the poor will remain the major orientation of the development program in the 90's, with human resource development as the principal tool or mechanism.
25. But as well, the aid program of tomorrow will be characterized by a concern for sustainability. It must be sustainable not only in terms of the physical environment (ecology and population) but also in terms of the socio-economic environment (need for structural adjustment) and the social environment (concern for democracy, pluralism and human rights). This could lead to a growing portion of development assistance tied to policy reforms in these areas, and coordinated with the inputs of other major donors.
26. Tomorrow's aid program will also require a mind-shift in attitudes. Canadians must increasingly recognize that development is not only a matter of humanitarian concern, but also of necessary self-interest. The catalytic role of aid is helping to fashion a world we can live with, and relationships

established through this program will be important in enabling Canadians to cope with the world of the 21st century.

27. Universities can be essential motors in driving this new vision of development. They will, as already noted, be required to educate Canadians to a realistic understanding of interdependence and the need for aid. This means as well, internationalizing the universities.
28. A growing problem will be maintaining an adequate mix of international students at the undergraduate level. Since CIDA is increasingly moving to support post-graduate level education, there will be need for active recruiting of international students at undergraduate level. The consortium of CBIE, WUSC, AUCC and ACCC in Malaysia may be a model for marketing Canadian educational services in other developing countries.
29. The university cooperation (ICDS) program, while remaining responsive to the initiatives of Canadian universities, will have to ensure that projects are in tune with priorities of the host country and institution, and thus are sustainable. At the same time, the responsive program should remain one in which the "wild card" of serendipity continues to allow the good non-conformist project to be funded. All projects should not necessarily have to fit the rigid procrustean bed of country planning frameworks.
30. For small universities, the ICDS responsive program is likely to remain an accessible and friendly route for breaking into project implementation requiring a much smaller mobilization of resources than for bilateral projects.
31. Small universities may be better placed than large ones in putting together multi-model training "packages", increasingly being sought in programs of institutional reinforcement. They can, for example, seek to make use of their associations with community colleges in structuring training programs.
32. Small universities may also enjoy an advantage in occupying other niches. Mount St. Vincent's specialization in Women's Programs, for example, is a marketable commodity. Distance Education is likely to be the area with greatest growth potential in the 1990's in terms of the educational needs for LDC's; here, too, small universities are by no means at a disadvantage. Another relevant skill would be the competence of several small universities, for example, Brandon and Lakehead, in putting together programs which build on experience in working with Canada's Native peoples.
33. In unity lies great strength, especially for smaller members. The small universities may wish to make use of their associations such as AUCC, CBIE, and WUSC, to promote their interests.
34. In closing, let me underline how useful this meeting has been to me in learning about the advantages, as well as the special needs of small institutions in international development. You have been able to explore opportunities, exchange experience, build synergy, and make known your enthusiasm and commitment for responding to the challenges of the 1990's and beyond. I leave with the conviction that the future is in good hands.

DISCUSSION

P.G. Halamandaris: Questions or comments please.

John Kaethler: Have the events in Eastern Europe had any effect on CIDA's planning for the future?

Aubrey Morantz: I think the answer to that would probably be no. Thus far, the events of Eastern Europe haven't really impinged much on CIDA because official development assistance is considered to be only for countries that are eligible which excludes countries of Eastern Europe.

John Kaethler: Yes, but there is the fear that money is going quietly from the so-called development countries to Eastern Europe.

Aubrey Morantz: Thus far the Canadian development program has been very well protected. As you know, the aid program didn't increase as rapidly as we would have wanted this year though it has gone up by about 5% over last year. It is now somewhere around 2.8 or 2.9 billion dollars and I don't think that events in Eastern Europe had any effect on the size of the Canadian development budgets. The reasons for constraint on the budget were obviously general budgetary reasons, not that resources were siphoned off for Eastern Europe. So thus far, in terms of the Canadian development program, I would say there haven't been any consequences of that sort.

Meir Serfaty: I was wondering if you could elaborate on the relationship between the community colleges and the universities. Could you elaborate a little more on how you see that relationship being established or in what specific areas? You spoke a bit about human resource development but specifically why are you concentrating on that aspect for the university/community college relationship.

Aubrey Morantz: This arises from the proposed education/training sector strategy that is basically, as well, human resource development's strategy on sharing our future. We at CIDA feel we have to give more attention to the needs of poor developing countries for middle manpower requirements and their needs for vocational training which often can be done better at the college level than at the university level. This doesn't exclude universities, as obviously you need a full range of competencies and expertise in developing countries if you want to concentrate on improving the technical and vocational resources of that country. What that does suggest is that, in looking at the precise manpower requirements for the developing country, you may want to associate the vocational training needs which can best be met through a community college level with those that can best be met through a university linkage. In a number of cases now that is the approach taken by CIDA where we are looking at human resource development packages which include both technical (community college level) as well as university level educational components. If a small university already has an association or establishes an association with a community college, it could benefit that university in obtaining a particular project with CIDA funding.

Karanja Njoroge: I wonder whether you can tell us the ICDS policy in connection with situations which might arise in the post-project era. If, to use the Brandon example, our friends in Malawi find themselves in a situation where they can now run the program in Malawi, i.e. they will no longer need Brandon, as such, but never the less they still require continuing Canadian financial assistance, does ICDS have a mechanism to support a program such as the one in Malawi and allow the Malawians to execute the program themselves? Is this possible?

Aubrey Morantz: Yes, it is. But I hesitate to be too affirmative in response to that question because there is only a very small facility in place right now to allow for some type of linkage to continue after the project officially comes to an end. There is another Microfund, besides the Microfund allowing for project planning, which has been set up through AUCC. I call it the after-sales service Microfund because it allows for some small inputs to be made through the Canadian institution and the developing country institution two or three years after the project officially ends. The amount of money is not very large. The type of input that can be provided would perhaps be in the nature of a visit back and forth or perhaps some books or a piece of equipment. I am not sure that this would fully meet the needs of an institution in a developing country.

John Kaethler: Is there any policy towards helping countries in Africa to catch up?

Aubrey Morantz: Yes, very much so. Africa is not going to share in the rapid growth, according to the projections, as much as other countries, which is not to say that growth isn't taking place. Unfortunately, what is happening is that population growth is outstripping growth in material terms. But yes, there is very much a very special emphasis both in Canadian aid programs and programs in a number of other major agencies dealing with special problems of Africa. In the case of Canada, something like 45% of our bilateral program resources are going to Africa right now. More and more we are recognizing that the challenges of the future, especially with respect to dealing with the problems of poverty, are going to reside in Africa.

John Kaethler: Does it mean that linkages with African universities could have a better chance of getting funding than linkages with other universities?

Aubrey Morantz: Under the bilateral program, that is quite likely to be the case; that linkages with African universities will be favoured over those with other continents, not to the exclusion of linkages with other continents, but, there might be a shift with the bilateral program to a greater support of linkages with African universities. In terms of the ICDS responsive program, we do not have any categorization of target countries or target regions so that there will not be, within that program, a deliberate shift to one continent as opposed to another continent.

P.G. Halamandaris: I would like to thank Mr. Morantz for his time and his presentation. I would now like to ask Dr. Mallea to come forward to present his closing remarks.

Closing Remarks

To pick up on Dr. Serfaty's remarks at dinner last night, I would like to say that I think all of the hard work has paid off greatly. Personally I've learned a great deal from people that I now regard as friends. My two days have been enriched by listening to your ideas and having the opportunity to meet and talk with you.

I hope very much that when you return to your campuses you will take the time to write to your Presidents indicating what you have learned at this conference. There is a growing sense among small universities that we have much to offer not only to others but also to ourselves. I am delighted to have played a small part in creating this opportunity for dialogue. And this morning I asked where might the next conference be held. I would like to attend it. I had to go to another meeting at lunch today but my mind kept coming back to this conference. And one of the thoughts I had was that there might be a similar type of workshop organized overseas. Our colleagues, Drs. Kunene and Lamba, for example, might be interested in having smaller universities overseas get together to share ideas. We have certainly benefited from their presentations, and again, I thank them for coming so far. And, if I might be personal for a moment, for saying such supportive things about our university and the work of my colleagues.

One reason I hope there will be a second conference is that there are a number of areas which I would be excited about exploring with colleagues. For example, I believe that Aubrey clearly indicated that there will be an opportunity for colleges and universities to get together on short-term training projects I feel sure that the relationship between Assiniboine Community College and Brandon University will hold us in good stead in terms of thinking through how we might best do that. What I am suggesting is that this might be an issue to be addressed in the next workshop. The other area, which seems to me we didn't address but that we might in the future, is that of outreach programs. I would be very interested to learn from you whether or not you're involved in consortia whereby, for example, first year undergraduate programs are offered overseas. A number of colleges and universities in the United States are doing this and the Australians are either thinking about it or also doing something along those lines. I simply don't know which institutions in Canada, particularly smaller institutions, are involved in this kind of activity. It seems to me no accident that Bruce McFarlane, our Acting Director of Extension, has attended this conference for two days. In Manitoba, we have Inter-Universities North, with the three universities offering credit courses above the 53rd parallel. And, in September of this year, we will be providing, in five different locations outside of Winnipeg and Brandon, a first year distance education program whereby students in communities like Thompson and The Pas will be able to take a full first-year university program through a variety of distance education mechanisms. Thus we might want to talk about how smaller universities might develop such collaborative efforts overseas.

I could continue, but I know a number of you have planes to catch and other meetings to attend. Let me close then by saying on behalf of Brandon University: thank you for coming, thank you for your participation, and thank you for your ideas. I opened this conference with a sentence or two of French and a sentence or two of Japanese, let me finish in the same way. (Sentences in French and Japanese.)

Dr. John Mallea, President
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Appendix A

International Education And Small Universities' Conference/Workshop Registration List

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Conference Committee — Brandon University

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Dr. Meir Serfaty
Vice-President, Academic & Research

Dr. P. G. Halamandaris
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Director, IDP Office

Ms. Beth Westfall
Dean of Student Services

Mr. Bruce McFarlane
Acting Director of Extension

Mr. Doug Macintyre
International Student Advisor

Ms. Faye Douglas
Director of Admissions

Mrs. Dorothy (Dot) Sholdice
Executive Assistant, IDP Office

Appendix B

International Education And Small Universities' Conference/Workshop

March 20 – 22, 1990

Private Dining Room

Brandon University, Brandon, Manitoba

AGENDA

Tuesday, March 20

8:00 pm - 9:30 pm

REGISTRATION and RECEPTION

Victoria Inn, Room 244

Wednesday, March 21

8:30 am - 9:00 am

REGISTRATION

9:00 am - 9:15 am

OPENING REMARKS

Introduction to the conference

Dr. John R. Mallea, President

Brandon University

9:15 am - 10:15 pm

ROUNDTABLE: Current Scene in International Education

Chair: Dr. John R. Mallea, President

Brandon University

Introductory sharing of ideas and experiences in international education by all small university participants.

10:15 am - 10:30 am

NUTRITION BREAK

10:30 am - 12:00 pm

Sharing of ideas continued

12:00 pm - 1:00 pm

LUNCH

1:00 pm - 2:45 pm

WORKSHOP 1: Third World Perspective

Chair: Dr. M. Serfaty, Vice-President (Academic & Research)

Brandon University

Third World participants will be discussing existing linkages in their countries, areas of need, and suggestions for improving project linkages.

Dr. Isaac Lamba, Principal Secretary

Ministry of Education & Culture of Malawi

Dr. Lwandle Kunene, Dean of Humanities

University of Swaziland

2:45 pm - 3:00 pm

NUTRITION BREAK

3:00 pm - 4:30 pm

WORKSHOP 2: Sponsoring Agencies' Perspective

Chair: Beth Westfall, Dean of Student Services
Brandon University

CIDA, CBIE, WUSC, AUCC will provide suggestions for initiating project linkages.

CIDA: Mr. Willie Clarke-Okah, Acting Director
Educational Institutions Program – ICDS

CBIE: Mrs. Lorraine Belisle, Director of Institution & Student Services

WUSC: Mr. Bill McNeill, Executive Director

AUCC: Dr. John Berry, Director, International Division

6:00 pm - 6:30 pm

Cocktails

6:30 pm - 8:00 pm

Dinner

8:00 pm -

International Program, Knowles Douglas Mingling Area

Thursday, March 22

THE SMALL UNIVERSITIES' PERSPECTIVE

9:00 am - 10:15 am

WORKSHOP 3: Initiating and Maintaining International Projects

Chair: Bruce McFarlane, Acting Director of Extension
Brandon University

International Liaison Officers from selected universities will share their experiences in detail.

Dr. Winston Rampaul	University of Manitoba
Dr. A. Ross McCormack	University of Winnipeg
Dr. Peter Neufeldt	University of Regina
Dr. P.G. Haramandaris	Brandon University

10:15 am - 10:45 am

NUTRITION BREAK

10:45 am - 12:00 pm

WORKSHOP 4: Student /Trainees' Support Systems in a Small University

Chair: Doug Macintyre, International Student Advisor
Brandon University

Student Liaison Officers and Advisors from selected universities will discuss International students' experiences: implications, benefits and pitfalls.

Dr. David Atkinson	Lethbridge University
Dr. Karanja Njoroge	Trent University
Ms. Suzanne Martin	University of Winnipeg
Ms. Faye Douglas	Brandon University

12:15 pm - 1:30 pm

LUNCH

1:30 pm - /2:30 pm

Small Universities and International Education in the 1990's and Beyond.

Speaker: Mr. Aubrey Morantz ICDS-CIDA

2:30 pm

CLOSING REMARKS

Dr. John Mallea