



Skills for Sustainable Development

Canada's Partnership
Advantage in Building Education and
Training Systems with Developing Countries

A SUBMISSION TO THE GLOBAL AFFAIRS CANADA 2016 INTERNATIONAL ASSISTANCE
REVIEW ON BEHALF OF CANADA'S COLLEGES AND INSTITUTES

July 29, 2016

SUBMITTED BY:



Colleges and Institutes Canada
Collèges et instituts Canada

The College and Institute Approach to Development

Colleges and Institutes Canada (CICan), previously known as ACCC) is the national not-for-profit membership association of Canada's public colleges, institutes, cégeps and polytechnics. It represents its members at the national and international levels and is committed to quality education and skills development opportunities for all Canadians as a means to maximize labour market participation and support Canada's prosperity and nurture global citizenship.

Canada's colleges and institutes are major drivers of human capital development in Canada. They are found in over 3,000 communities across Canada, serving 1.5 million Canadians every year, and they offer more than 8,000 different education and training programs leading to formal qualifications tailored to the specific needs of individual learners. Internationally, they have shared this knowledge and know-how through strong and sustainable institutional partnerships with counterparts in developing countries to help them strengthen skills development capacity and create pathways to employment or self-employment in key economic sectors, including agriculture, health care, renewable energy, natural resources, construction, food processing, fisheries, logistics and tourism, to name but a few. This network of public institutions has also engaged more and more Canadians from big cities and small communities in international development assistance efforts. "Development Days" and reports back from missions in the context of institutional partnerships are routine now and educate and engage not only students and faculty but also the broader community.

For more than forty years, CICan and its member colleges and institutes have been actively engaged internationally in strengthening access to relevant, quality education and training for employment and self-employment, working in partnership with the Government of Canada to implement more than 700 development assistance projects in over 100 countries.¹ Our **Education for Employment**² approach contributes to sustainable economic and social development in our partner countries by supporting governments, institutions and the private sector to collaborate in providing learning that is relevant to local skills demand and that leads to employment and self-employment for youth, greater gender equality, green economic growth and poverty reduction.

CICan believes that the **institutional partnership approach** that grounds all of our Education for Employment (EFE) programs is an effective strategy for bringing about

comprehensive and sustainable change to education and training systems in the development context (see Fig. 3 on page 13). Setting up technical partnerships by twinning education and training institutions in Canada and developing countries has long been our core approach to ensure effective knowledge sharing and adaptation of Canadian expertise. Our EFE programs integrate further partnerships with ministries of labour, education and specific economic sectors, education and training authorities, private sector employers and associations and local community or civil society groups—all in support of the overarching goal of creating pathways to decent employment.

Institutional partnerships deliver good program management results on many fronts. They create a useful mechanism for direct private sector involvement. They allow government partners to ensure an alignment between institution-level change with broad reform policies or strategies. They create strong linkages between individuals and organizations that support effective knowledge exchange, continuous follow-up of activities and the effective coordination of a systems-based approach to education reform. We have seen how they can minimize certain project risks, such as the unexpected departure of specific key individuals. We have also observed that this approach is effective at mobilizing unforeseen institutional expertise and contributions beyond the planned and funded project outputs. Finally, in a number of countries, including Brazil, China and Senegal, initial partnerships have developed into decades-long relationships.

Because of the results of these international activities, CICan has also been selected as the **UNESCO-UNEVOC** Pan-Canadian Centre and lead for North America, and as chair of the **World Federation of Colleges and Polytechnics (WFCP)**. This is also due to the fact that the Canadian college and institute system is now viewed by many around the world as one of the two most relevant models for developing countries about how to provide relevant education and training leading to employment, along with the German/Swiss apprenticeship model.

Overview and Recommendations

Colleges and Institutes Canada welcomes the opportunity to make this contribution to the International Assistance Review initiated by Minister of International Development and La Francophonie, Marie-Claude Bibeau. The Review comes at an important time. With the ratification of the **2030 Sustainable Development Goals (SDGs)**, partners in development across the globe now have clear goals and targets to guide decisions that can help countries like Canada decide how best to focus international development assistance. Fortunately, the Government of Canada's new priorities in the areas of poverty reduction, women's equality, the inclusion of youth and vulnerable populations and clean economic growth are already well aligned with the SDGs. The challenge now is to find new ways to implement this ambitious agenda.

Based on our international experience working on poverty reduction initiatives focused on improving education for employment, we believe that Global Affairs Canada should seize the current opportunity to **renew its commitment to education and training**. Those countries that saw strong development over the past few decades invested heavily in providing relevant education and training to their citizens. Those that have sought to reduce glaring disparities between rich and poor within their borders most often combined direct social protection to the poor with greater access to skills development and employment.

If we wish to see our partners in the developing world take the lead in developing and implementing approaches to meet their SDG targets, Canada's support must come in the form of helping them build capacity in national and local social, political and economic systems. A close review of the 17 goals and specific targets of the 2030 Agenda for Sustainable Development suggests that expanding the capacity of education and training systems will be required to build the human capabilities necessary to bring about change in economies, societies and cultures (see Fig. 1 on page 5). Developing countries must increase their investment in people's knowledge and skills. Education and training systems must be transformed if these



countries are to scale up the response to many concurrent challenges—reducing poverty and inequality, creating decent employment, improving health outcomes, providing quality education, advancing women's equality, conserving the environment and adapting to and mitigating climate impacts—while continuing to support economic growth in partnership with the private sector.

Given their experience here and abroad, Canada's colleges and institutes can effectively support strategies to ensure that youth in vulnerable populations—young women in particular—receive relevant and quality education and training leading to employment and self-employment. The responsiveness, adaptability, flexibility and deep respect for the partnership principle that is so characteristic of the Canadian college model makes Canadian colleges and institutes strong partners in education and training for the developing world.

CICan's **Education for Employment (EFE)** approach mobilizes this expertise in developing responsive, demand-driven, and multi-stakeholder solutions to development issues across the world. EFE projects in Latin America, the Caribbean and Africa foster private sector development through student training and industry support in select sectors of the economy that lack qualified workers and entrepreneurs. Thanks to the lessons learned in these programs, we have come to strongly believe in a partnership-based approach to capacity building in education and training.

Although Canada's development assistance to education has fallen significantly over the past few years, Global Affairs Canada is in a position to once again become a global leader in education for development. If we wish to work towards the SDGs by being partners in capacity building in developing countries, education and training must once again become a priority area for Canada's international development assistance. Canada's colleges and institutes are world leaders in technical and vocational education and training. Canadian

institutions and organizations in other education sectors, from early childhood to university, are global leaders in education. Canada has a broad base from which to assert its leadership on education. Agencies like the Asian Development Bank, the Inter-American Development Bank and the UK's Department for International Development have already co-funded activities supported by Global Affairs Canada via contributions to CIGan-led initiatives, demonstrating international recognition of Canada's unique model and leadership.

In support of Canada assuming leadership in this area, we at CIGan are pleased to make the following recommendations to Global Affairs Canada in response to the International Assistance Review's call for recommendations to make Canada's development assistance and cooperation more effective in achieving sustainable results for poor and marginalized communities:

- #1** Increase support to developing countries to build capacity in their skills development systems, recognizing the critical role education and training play in achieving the 2030 Sustainable Development Goals (SDGs).
- #2** Increase Canada's assistance to women-focused education and training initiatives in recognition of the fact that skills development, leading to employment or self-employment, is a fundamental pillar of women's social and economic empowerment.
- #3** Increase support for youth and other vulnerable groups as a part of pro-poor growth, conflict prevention and de-radicalization strategies.
- #4** Grow innovation capacity in developing countries by supporting research partnerships between educational institutions with local business and community organizations, tied to curriculum.
- #5** Support green skills projects that will equip people in developing countries with skills that contribute to climate change mitigation and adaptation efforts by partnering with Canadian leaders in green skills development.
- #6** Adapt and adopt measures that optimize education and employment outcomes for vulnerable and marginalized groups in all education and training reform initiatives supported by Global Affairs Canada.
- #7** Capitalize on and invest in Canadian partnership experience to support sustainable, long-term change.

RECOMMENDATION #1

INCREASE SUPPORT TO DEVELOPING COUNTRIES TO BUILD THE CAPACITY OF THEIR SKILLS DEVELOPMENT SYSTEMS, RECOGNIZING THE CRITICAL ROLE EDUCATION AND TRAINING PLAY IN ACHIEVING THE 2030 SUSTAINABLE DEVELOPMENT GOALS (SDGS).

“If primary education is the key for development, Technical and Vocational Education and Training are the key to sustainable development.”

- *Shyamal Majumdar, UNESCO-UNEVOC Head*

Developing human capital through skills should remain a central pillar of Canada’s overall international assistance support. Investment in skills development across the lifelong learning continuum—from early childhood through to primary, secondary, technical/vocational and university education, and on through job training, retraining and adult education—drives human capital formation over the long term. Combined with economic and social opportunities allowing access to decent work or self-employment, skills are the key to lasting poverty alleviation, increased income equality and pro-poor economic growth in general ^{i,ii}.

Education, skills development and training are addressed specifically in targets 4.3, 4.4 and 4.5 of SDG 4, “Quality Education,” which seeks to ensure “inclusive and equitable quality education and promote lifelong learning opportunities for all.” ⁱⁱⁱ However, building people’s knowledge and skills will be critical if developing countries are to successfully lead the effort to attain all of the other goals for 2030. **Figures 1 and 2** illustrate the idea that education is not only one goal among others, but that it creates the conditions necessary for reaching all of the other Sustainable Development Goals. Investing in areas such as technical and vocational education and training builds workforce skills in a broad range of fields, including health care, agriculture, early childhood education, social work, law enforcement and entrepreneurship in general.

In the years to come, developing countries must increase their ability to develop self-sustaining and adaptable education and skills training systems that will enable them to **implement their own solutions** to myriad, complex and localized socio-economic problems. Canada should therefore **invest in strengthening local capacity of skills development** systems so that our partners in developing countries can develop the human capabilities necessary to arrive at solutions. This means maintaining our commitment to education and training as a key sector for international assistance.

“The success of the Canadian community college system has proven that efficient skills development models must be rooted in the context of each country and region, as well as in the values and culture of the nation as a whole.... The Canadian approach to international assistance programs holds that in order to result in a sustained, positive impact, such programs must be based on facilitation of knowledge transfer and adaptation instead of wholesale importation.”

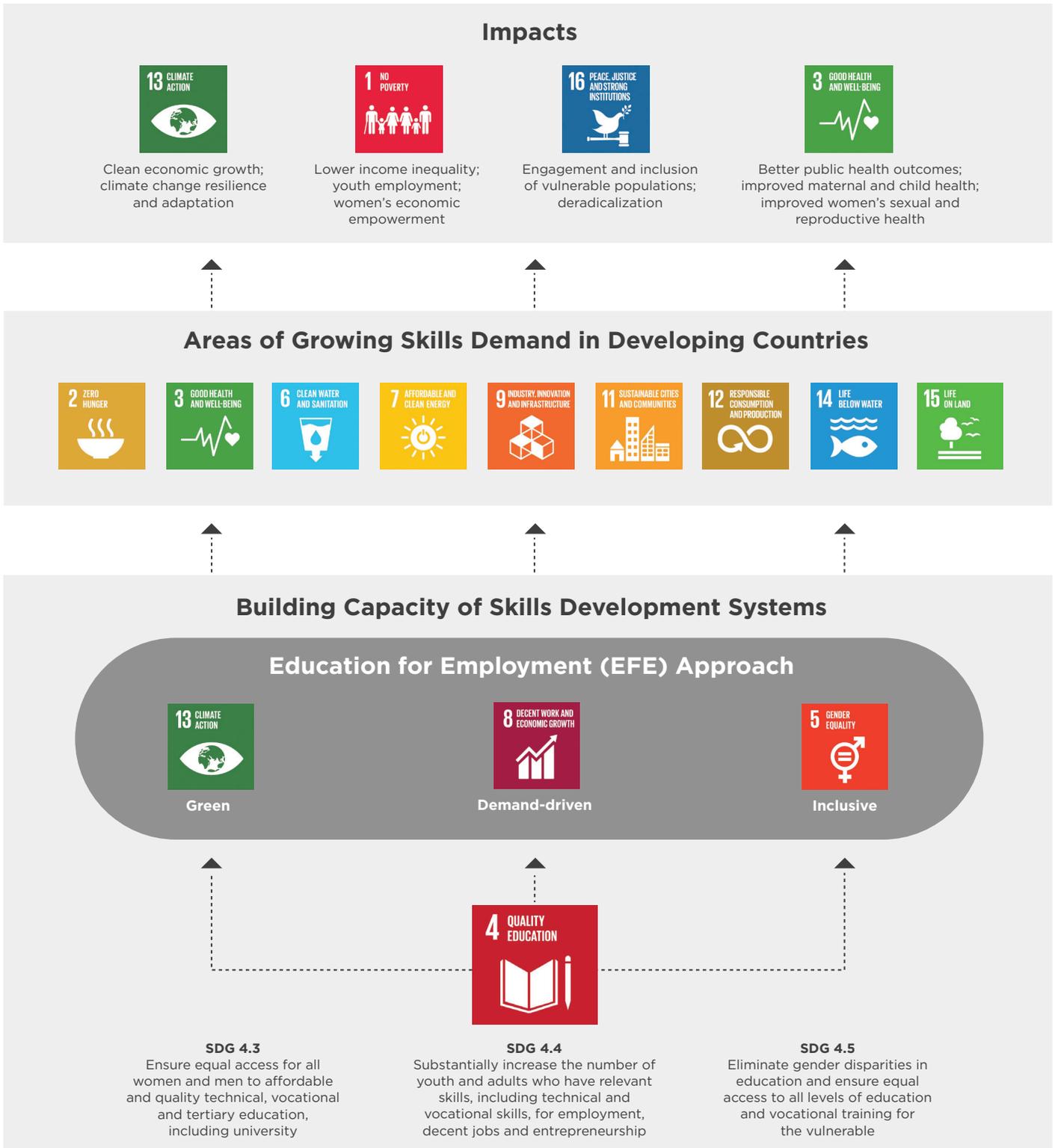
- *Asian Development Bank, 2015.*

FIGURE 1

Education and Skills Training are the Foundation for Sustainable Development



Based on the UN's 2030 Sustainable Development Goals (SDGs): 17 Goals to Transform Our World



RECOMMENDATION #2

Increase Canada's assistance to women-focused education and training initiatives in recognition of the fact that skills development, leading to employment, is a fundamental pillar of women's social and economic empowerment.

Canada's colleges and institutes are known worldwide for promoting gender equality because of their expertise in the use of education and training based approaches to enable women to acquire the knowledge and tools they need to enter the labour market or operate a small business.

Education and training institutions contribute directly to gender equality by providing entry points for delivering messages and changing the mindsets of both men and women. They act as delivery points for public health services and information, including sexual and reproductive health. With well-trained and aware faculty and leaders, training institutions are an important conduit for providing women with the skills that lead to good occupations, even ones in which they are not traditionally well-represented. With the right leadership and management strategies, these institutions can take advantage of their private sector linkages to raise employer awareness about barriers to women's participation in the workplace.

Initiatives that support change in technical and vocational education and training (TVET) institutions can address women's equality through numerous program measures. Young women and men can be exposed to gender-positive messages and be sensitized through gender-sensitive curricula and through the active support of teachers who understand the challenges women face integrating into spaces of learning and work where they have traditionally been underrepresented. Student support services aimed at ensuring student success can provide a range of health and psychosocial supports, and help raise awareness of public health and workplace health and safety issues relevant to women. And school directors and institutional leaders can be sensitized to the different needs of their students and ensure a whole-of-institution approach to the academic and professional success of women. Such initiatives provide women with the resources they need to become self-reliant and empowered, viewing themselves as agents of change for their families and countries.

With the growth of demand for skills in emerging sectors, such as those related to the green economy (see **Recommendation 6**), there is now a unique opportunity to increase women's access to occupations in emerging sectors like renewable energy and agribusiness development and occupations that are relatively new and that can still be "recast" as gender neutral. Attracting women into occupations where growing demand is expected may help to improve labour market outcomes for female graduates. This in turn can positively influence the enrollment decisions of other young women and men.

In response to the International Assistance Review, CICan commissioned a review of its Education for Employment (EFE) programs in Latin America, the Caribbean and Africa to better understand how these programs have supported gender equality and women's empowerment.^{iv} The forthcoming publication observes that the EFE approach builds the capacity of individuals, training institutions, government partners, and the local private sector to implement gender equality strategies including: adapting curricula and training materials; developing gender modules for teacher training; gender-sensitive marketing campaigns; sensitizing employers and the private sector, and; developing gender supportive counseling and job placement services.

"Investment in girls' education may well be the highest return investment available in the developing world...increasing educational opportunities for girls offers the best prospect for cutting into [the] vicious cycle [where girls are not educated because they are not expected to make an economic contribution]."

- Summers, Lawrence, 1994. "Investing in All the People: Educating Women in Developing Countries." EDI Seminar Paper No. 45, Washington D.C.: World Bank

Mulheres Mil: Giving excluded women a second chance “Canadians and Brazilians [worked] together to give underprivileged women in the north and northeast of Brazil the chance to improve their skills.” “Brazilians sought out Canadian colleges as leaders in reaching marginalized and underrepresented populations.”

- *His Excellency the Rt. Hon.
David Johnston, Governor General of Canada*

CICan's EFE programs have always been well aligned with the global agenda for women's equality. We believe, however, that much more can be done in this area. We therefore encourage Global Affairs Canada to increase its support for women-focused initiatives in education and training, while maintaining its commitment to gender equality as a cross-cutting theme. Canada's support for international assistance should also reflect the principle that women and girls are important agents for development rather than simple beneficiaries.^v In the context of skills development, this could include integrating women's traditional and indigenous knowledge into technical education curricula, examining the roles of women as role models and peer leaders in education and training, and validating and certifying women's work experience and informal learning through prior learning assessment and recognition (PLAR).^{vi}

FIGURE

Building Skills for Sustainable Development



Technical and Vocational Education and Training (TVET) maximize employment opportunities, women’s equality and clean economic growth. As the examples below suggest, TVET also builds advanced skills to support sustainable development priorities in a broad range of sectors. Canada’s contribution to the 2030 Sustainable Development Goals should include investments in TVET capacity building that allows developing countries to meet their workforce requirements for sustainable development.



Agriculture & agribusiness occupations
Transportation and logistics (e.g., drivers, warehouse operators, inventory)



Entrepreneurship, SME development
Clean technology specialists
Industry-based applied research
Information technology specialists



Nurses, public health workers
Medical technicians
Workplace health & safety trainers
Social workers



Public transportation (e.g., drivers, maintenance technicians)
Green building, landscaping & infrastructure
Disaster risk management



Water conservation, water quality & supply, wastewater management and sanitation & hygiene technicians



Waste management, recycling
Sustainability education and training
Sustainable tourism/ecotourism operators
Agricultural supply chain technicians



Wind & solar installation & maintenance
Electrical technicians
Municipal solid waste-to-fuel technicians



Conservation (wetlands, coasts, forests, etc.)
Sustainable agriculture, fishing
Ecotourism (e.g., guides, facilities maintenance)
Environmental/sustainability educators
Sustainable agriculture specialists

RECOMMENDATION #3

Increase support for youth and other vulnerable groups as a part of pro-poor growth, conflict prevention and de-radicalization strategies.

Canada should invest in youth skills development to stimulate pro-poor growth so that developing countries can capture the full benefits of the **“demographic dividend”**^{vii} of their relatively young populations. Investing in skills development and the creation of pathways to employment are also key pillars in broader strategies to support at-risk groups—mostly youth—in post-conflict situations, for whom war may have significantly interrupted their education and ability to develop key social relationships that sustain positive engagement. The conditions for peace and prosperity require support for youth alternatives to crime and violence. A study in Nigeria found 92 percent of respondents in Kano state identified the high incidence of unemployment and poverty as important factors in youth choosing to engage in religious-based violence and/or join Boko Haram.^{viii}

While youth unemployment has improved globally since 2008, global recession and its aftermath in many parts of Sub-Saharan Africa, the Caribbean and Latin America, more than a third of youth in the developing world—some 169 million people—continue to face “working poverty” (living on less than \$2/day) and a further 120 million lived on less than \$4/day.^{ix} They are far from maximizing the local skills capacity developing countries need to respond to other challenges, such as climate change adaptation. By one estimate, the cost of not addressing climate change could “put up to 720 million people at risk of facing extreme poverty from 2030 to 2050.” Essential skills that reinforce social engagement (working in groups, interpersonal communication, building positive values in a workplace, etc.) are not only core elements of many technical and vocational education and training approaches; they are also key skills for youth deradicalization (or prevention).^{xi}

The connection between education and training and the “jobs and growth” agenda are clearly reflected in **SDG-8** (Decent Work & Economic Growth). Like **SDG-4**—education for all—SDG-8 makes it clear that youth are an important sociodemographic group to target in development assistance. Support for youth—people in the 15-24 year age range—is also essential to address issues related to the health and rights of women in developing countries in this age group, as Global Affairs Canada argues in its consultation discussion paper.^{xii}

“Long spells of youth unemployment or underemployment permanently lower future productive potential and earnings. Lack of economic opportunity also fuels conflict and instability. Absolute poverty, in part the result of a lack of economic opportunity, is among the most significant predictors of political violence in Sub-Saharan Africa. 40% of people who join rebel movements worldwide are motivated by a lack of jobs. In fragile states, unemployment poses an even greater risk, as unstable situations and limited social support networks increase the likelihood that frustration with lack of opportunity will translate into violence.

- African Development Bank, 2016

Much is at stake if developing countries are not able to provide better pathways for youth to obtain education and training for employment. By improving pathways to employment or self-employment, through improved technical and vocational education and training systems, developing countries can:

- promote **social inclusion** and provide alternatives to participation in violent extremism and organized crime;^{xiii}
- provide young parents with the material conditions to support the healthier **development of children**;
- increase the autonomy of young women, allowing them to delay family formation and avoid **early marriage**;^{xiv}
- allow people to acquire the skills to become **successful entrepreneurs** who are able to thrive in the formal or informal sector.

RECOMMENDATION #4

Grow innovation capacity in developing countries by supporting research partnerships between educational institutions with local business and community organizations, tied to curriculum.

As vulnerable communities in developing countries mobilize to respond to emerging environmental and socio-economic problems, community resilience can be reinforced by local capacity to investigate problems (e.g., desertification and drought, deforestation, overfishing, natural disasters), develop solutions in collaboration with SMEs or civil society, and build education and skills training to create the human capital to implement solutions locally and to replicate them in other communities.

Canada can **help build local innovation capacity by integrating community- or industry-based support for small-scale, incremental innovation** into its sponsorship of skills development initiatives. Even small-scale projects can provide powerful mechanisms for building local responsiveness to emerging social, ecological and economic needs.

Employment for Education in Africa: Finding innovative solutions to drive economic growth and protect the environment and people's health. The mechanical engineering technology program at Cégep de Sherbrooke worked closely with the Mining Institute of Kédougou in Senegal to develop new crushing and filtering machines for ore that significantly reduced the use and negative consequences of mercury in the gold-panning process.

In Canada, colleges and institutes are tapped by companies and community organizations to help them find solutions to commercialization and social development problems through research and development (R&D) partnerships where colleges or institutes provide the infrastructure for conducting commercial or community-based applied research and involve students and faculty directly in these projects. ^{xv}

This model confers a number of key advantages. Because it is a “partnered innovation” approach, applied research becomes a mechanism for building and consolidating relationships with local employers or community and civil society groups that turn to a local institution for solutions of a practical and technical nature. Applied research can integrate local and indigenous knowledge with technological solutions. Above all, it strengthens education quality by involving teachers and students in entrepreneurial, hands-on, problem-based learning.

A 2016 environmental scan of pan-Canadian college activity identified 1,450 areas of research specialization and 763 specialized research centres and labs, engaging nearly 32,000 students. In 2014-15, research projects included 6,040 business/industry partnerships with a growing number of social innovation projects. Environmental science and technologies, natural resources, and energy and clean tech sectors were strongly represented, with projects in areas such as mine remediation, clean water, and organic food production. ^{xvi}

Canadian colleges develop applied research initiatives in many different sectors, ^{xvii} but it is in **areas such as environmental management, renewable energy and community social innovation** where we see a real opportunity to work with our developing country partners on developing TVET institutions as solution providers. CIGan is confident that scalable approaches in which Education for Employment projects incorporate **small-scale innovation support activities** will provide solid proof-of-concept for a broader implementation.

RECOMMENDATION #5

Support green skills projects that will equip people in developing countries with skills that contribute to climate change mitigation and adaptation efforts by partnering with Canadian leaders in green skills development.

Decision makers should neither underestimate the mobilization of resources that will be needed if developing countries are to successfully cope with climate change, nor the urgency. Resilience—the ability of communities to respond to the negative impacts of climate change while avoiding economic stagnation and worsening social inequality—should be developed by increasing local or community capacity to assess problems (e.g., climate change impacts), identify solutions (e.g., adaptation), integrate local, indigenous and globalized knowledge, and strengthen response systems (i.e., innovation) in sectors such as health, social protection, agriculture, conservation, disaster risk reduction and management, natural resources management and many others. **Skills, green skills in particular, are the mechanism to align the economy with these priorities.**

CICan's Education for Employment programs have introduced innovative new programs in line with Global Affairs Canada's cross-cutting theme of environmental sustainability. Canadian colleges and institutes have worked with developing countries to develop technical education programs in renewable energy, to work with local partners to develop clean technologies in mineral processing, and are currently working to introduce green certification systems for TVET institutions.

However, given the urgency of climate change and the stronger global commitment to combat it enshrined in the Paris climate change agreement, CIIcan believes that **Canada must set its sights higher and use its “green skills” advantage by supporting green skills capacity development projects** in developing countries.

CIcan recognized the importance of the “clean economic growth” and responded by commissioning a research study to review and assess the capabilities of Canada's college system in developing a “green skilled” workforce capable of supporting the transition to a sustainable growth framework and the green economy. The study found that Canada's colleges and institutes have developed a wealth of approaches to environmental education, to integrating sustainability across all educational programs, to greening campus infrastructures

and developing applied research in areas such as conservation, renewable energy and clean technology. The research concluded that:

Canadian colleges and institutes have been anticipatory, responsive and innovative in transitioning to supporting the greening of the workforce and developing an institutional culture of sustainability. They are able to mobilize quickly, adapt systems and processes on-the-fly, engage stakeholders effectively, build project teams, manage complex partnerships, engage in applied research, and adapt programs and curriculum to meet new and emergent learner needs and contexts. ^{xviii}

We believe the knowledge that Canada's colleges possess in green skills development would meet the needs of our partners in developing countries in areas such as renewable energy, clean technology, green building, sustainable agriculture, environmental management, conservation, disaster risk reduction and ecotourism. Our recent research on this issue also suggests that these capabilities are fairly unique among the developed countries. In addition, Canadian colleges have extensive experience in integrating green skills and sustainability concepts into education and training programs that develop skills for sectors that will remain critical to economic growth such as logistics and transportation, natural resources manufacturing and many others.

We believe that the Education for Employment partnership-based capacity building approach can be a sound foundation for building projects focused on developing skills and knowledge for clean, sustainable growth in partner countries, with approaches that are responsive to local needs, that build capacity to research and develop appropriate strategies, and above all, that are implemented in close collaboration with local partners. This approach allows for a significant scaling up of activity related to climate change adaptation and clean economic growth based on a model that already works well for the dimensions of “sustainability” related to engaging vulnerable populations, addressing poverty and advancing women's equality.

RECOMMENDATION #6

Adapt and adopt measures that optimize education and employment outcomes for vulnerable and marginalized groups in all education and training reform initiatives supported by Global Affairs Canada.

To effectively implement **Recommendation 3** above, Canada's support for education and training projects should require that specific supports are in place to address the needs of **vulnerable and marginalized populations**. These must be incorporated into broader efforts at reforming education and training systems.

Vulnerable groups such as young women and youth from rural areas or indigenous communities—groups whose needs CIGan has addressed in its Education for Employment programs—are more likely to suffer inequalities that lead to poor education outcomes and early school leaving. The academic requirements needed to complete modern technical and vocational education and training programs are increasing in step with the rapid rate of technological change in actual workplaces. ^{xix} People from disadvantaged groups are therefore at **greater risk of being further excluded from educational pathways that lead to employment** or business ownership.

In Canada, **colleges have long championed inclusive education** for learners from equity-seeking groups of all sorts—people with disabilities, First Nations and Métis people, immigrants and refugees, displaced workers—and have integrated numerous pedagogical approaches and support services with traditional academic offerings in order to make education and training more accessible. ^{xx} Such services are well suited and readily adaptable to education and training systems in developing countries. In Education for Employment programs, Canadian colleges and institutes have shared their expertise with developing country partners in areas such as:

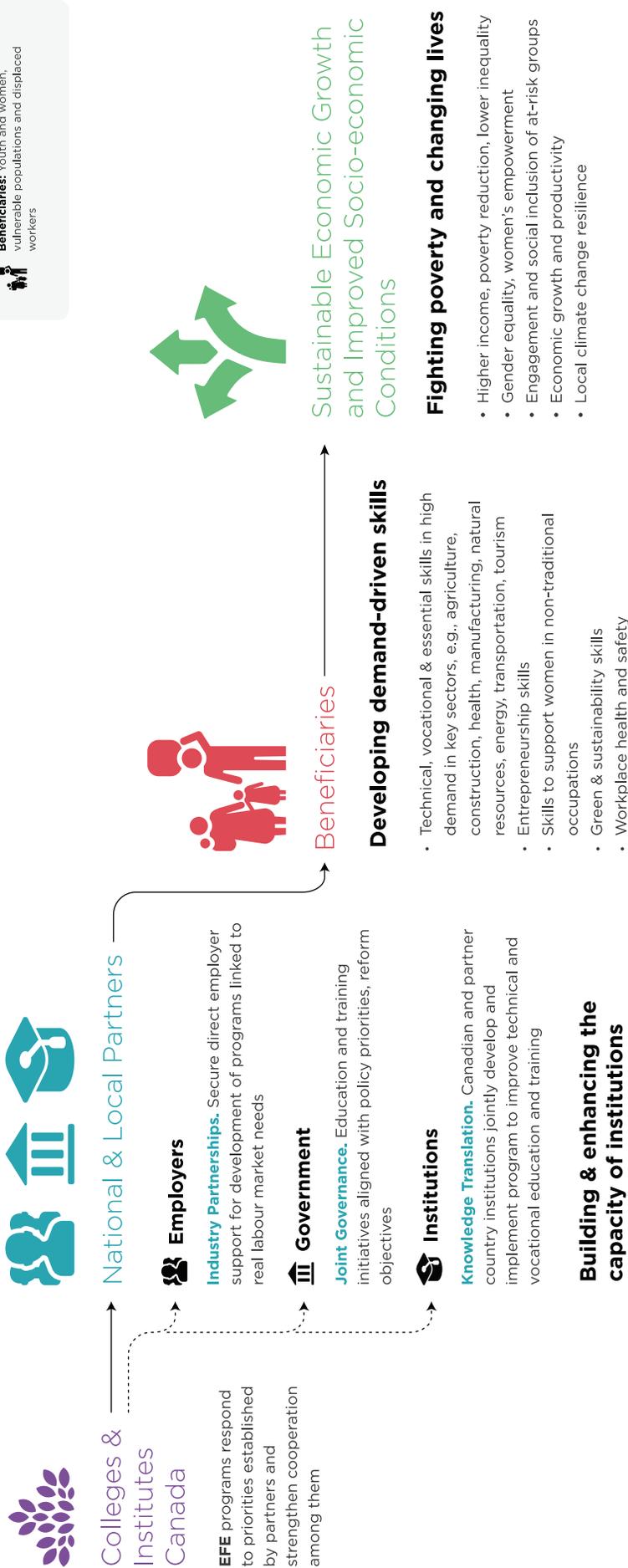
- **Prior learning assessment and recognition (PLAR)** that recognize the certifiable skills and experience that individuals acquire through informal learning and employment; this was the primary tool used in the Mulheres Mil (One Thousand Women) project.
- **Pre-technology preparatory bridging programs** that address literacy, numeracy, digital literacy, science deficits allowing traditionally excluded groups to access vocational and technical education and training.
- **Student support services** that provide all students, but particularly learners from equity seeking groups, with a range of psychosocial and supplementary academic supports that specifically address the barriers they face.

The role these approaches play in ensuring equitable education and employment outcomes also demonstrates the **need to support comprehensive and systemic approaches to education and training reform** that emphasize the complementarity between core activities like program/curriculum development and teacher training on the one hand and, on the other, pedagogical and psychosocial supports that give students from disadvantaged backgrounds the best prospect of success at school and in the transition to employment.

FIGURE 3

Integrated Partnerships for Skills Development

The **Education for Employment (EFE)** approach strengthens national and local skills development capacity by supporting transfer of knowledge and know-how between local education and training institutions and Canadian colleges and institutes, ministries of education and labour, sectoral ministries, training authorities, etc.



Employers: Private and public sector firms in priority economic sectors, industry associations, informal sector groups

Government: Ministries of education and labour, sectoral ministries, training authorities, etc.

Institutions: National, public education and training institutions

Beneficiaries: Youth and women, vulnerable populations and displaced workers

RECOMMENDATION #7

Capitalize on and invest in Canadian partnership experience to support sustainable, long-term change.

Canada's development assistance approach should emphasize partnerships, realistic timeframes, and system-wide approaches. In order to allow for an evidence-based development agenda driven by the needs of individual developing countries, it is essential that Global Affairs Canada consider the following recommendations.

1. Canadian organizations working in developing countries and Global Affairs Canada personnel based there should drive project development. Canadian organizations have built vast networks of partners throughout the world, but the advantages of these relationships cannot be fully realized unless Global Affairs Canada allows **development partnerships to be conceived of, designed, and ultimately driven by Canadian and local organizations on the ground**, and the local missions. The Unsolicited Proposal mechanism fosters creativity, partnership, and local ownership in the project development process. Maximizing the effectiveness of this mechanism implies a reform in the selection process of projects. This also implies a reform in the selection process of projects; Global Affairs Canada should make it easier for organizations to propose project ideas by cutting the excessively bureaucratic project proposal processes, and implement business standards for proposal approval or rejection.

2. Bringing about systemic change and educational reform takes time. The effective creation and coordination of broad-based partnerships and the sequencing of interventions can be difficult to manage within a five-year time span. Often, education projects funded by Global Affairs Canada forego good evaluation data because projects wrap up before enough cohorts can go through the educational programs targeted in the Education for Employment initiatives. CIGan would like to work with GAC on **longer implementation timelines** that would allow us to see systemic transformation through to its conclusion and establish with greater certainty the effectiveness of the interventions made.

3. Global Affairs Canada should **develop a coordination and collaboration platform between Canadian implementing partners** to re-establish itself as an effective knowledge organization. It should facilitate regular meetings of agencies working in the same countries and sectors in order to facilitate knowledge exchange, collaboration and sharing of resources. Its personnel should play a central role in convening Canadian implementing partners to leverage their diverse expertise and experience. As a part of this effort, Global Affairs Canada should also fund implementing partners to conduct research and knowledge dissemination so that international development partners globally can use these insights to improve policy and practice. In so doing, Canada can affirm once again its reputation as a thought leader in international development.

4. A **systems-based approach** is needed to ensure lasting change. Developing countries need multifaceted cooperation strategies that transfer knowledge in areas such as curriculum design, teacher training, school leadership and management, employer engagement, the development of student psychosocial and employment support services and in other areas relevant to the wholesale transformation of educational institutions and systems. This allows developing country partners to oversee strategies for the reform of their skills development systems. The process of change is incremental, and requires close follow-up by the Canadian colleges and institutes who act as the primary Canadian technical partners.

Further Reading

Readers interested in learning more about Canada's colleges and institutes and the roles they play internationally may consult the following online publications.

Asian Development Bank. The role of community colleges in skills development: Lessons from the Canadian experience for developing Asia. Mandaluyong City, Philippines: Asian Development Bank, 2015. URL <http://www.adb.org/sites/default/files/publication/177058/role-community-colleges-skills-development.pdf>

Association of Canadian Community Colleges (2012). Education for Employment: A 40 Year History of ACCC International Partnerships. URL <http://www.collegesinstitutes.ca/file/education-for-employment-a-40-year-history-of-accc-international-partnerships/>.

Brennan, Paul. "Raising the quality and image of TVET: Lower-level training or motor for inclusive and sustainable growth," Prospects: Quarterly Review of Comparative Education 169, XLIV (1), March 2014. URL <http://www.collegesinstitutes.ca/file/raising-the-quality-and-image-of-tvet-lower-level-training-or-motor-for-inclusive-and-sustainable-growth/?wpdmdl=12914>

Colleges and Institutes Canada (2016). Applied Research: Partnered Innovation for Businesses and Communities. Ottawa. URL: <http://www.collegesinstitutes.ca/file/applied-researchpartnered-innovation-for-businesses-and-communities/?wpdmdl=34065>

Colleges and Institutes Canada (2014). Maximizing Opportunities for Disadvantaged and Low-skilled Learners: Exemplary Practices of College and Institute Programs and Support Services. Ottawa. URL <http://www.collegesinstitutes.ca/file/maximizing-opportunities-for-disadvantaged-and-low-skilled-learners/?wpdmdl=14452>

Collier, Edda. Integrating gender equality in TVET: towards TVET as a means for women's empowerment. Ottawa: Colleges and Institutes Canada, 2016 [forthcoming publication]

Jurkovic, L. and P. Brennan (2014). "Growing vocational talent in Africa," The Global Talent Competitiveness Index 2014. Bruno Lanvin and Paul Evans, eds., 97-104. URL www.collegesinstitutes.ca/file/the-global-talent-competitiveness-index-2014/?wpdmdl=12910

Knibb, Helen. Climate Change Impacts, Mitigation, and Adaptation: Building the Capacity and Alliances of Canada's Colleges and Institutes in a Post-2015, Global GTVET Community. Ottawa: Colleges and Institutes Canada, 2016 [forthcoming publication]

Notes

- ⁱ UNDP (2016). *Multidimensional Progress: well-being beyond income*, Regional Human Development Report for Latin America and the Caribbean, pp 2-3.
- ⁱⁱ I. Granoff et al. (2015), *Zero poverty, zero emissions: Eradicating extreme poverty in the climate crisis*, Overseas Development Institute. p.4.
- ⁱⁱⁱ United Nations, "Transforming our World: the 2030 Agenda for Sustainable Development," Resolution 70/1 of the United Nations General Assembly, 25 September 2015, p. 14/35.
- ^{iv} Edda Collier, *Integrating gender equality in TVET: towards TVET as a means for women's empowerment*, Ottawa: Colleges and Institutes Canada, 2016. [forthcoming publication]
- ^v This recognition is consistent, for example, with the literature on the interconnectedness of women's equality and successful climate change adaptation and mitigation. See, for example, the UN Fact Sheet "Women, Gender Equality and Climate Change," URL www.un.org/womenwatch/feature/climate_change/downloads/Women_and_Climate_Change_Factsheet.ppd. 4.
- ^{vi} See ACCC (2011) *Transferability and Post-secondary Pathways: The Role of Canadian Colleges and Institutes*. "Prior Learning Assessment and Recognition (PLAR), also known as Recognition of Prior Learning (RPL), is defined as a systematic process that involves the identification, documentation, assessment and recognition of learning (i.e. skills, knowledge and values). This learning may be acquired through formal and informal study including work and life experience, training, independent study, volunteer work, travel, hobbies and family experiences. Recognition of prior learning can be used toward the requirements of education and training programs; occupational and/or professional certification, labour market entry, and organizational and human resource capacity building." (p.22)
- ^{vii} See Paulo Drummond, Vimal Thakoor, and Shu Yu (2014), *Africa Rising: Harnessing the Demographic Dividend*, IMF Working Paper WP/14/143, p. 5. Available at www.imf.org/external/pubs/ft/wp/2014/wp14143.pdf.
- ^{viii} https://www.usip.org/sites/default/files/SR348-Why_do_Youth_Join_Boko_Haram.pdf
- ^{ix} ILO, *Global Employment Trends for Youth 2015*.
- ^x I. Granoff et al. (2015).
- ^{xi} R. Lange, U. Reich and M. Rithaa, *Social (Re-)Integration in (Post-)Conflict Situations by TVET and EmploymentPromotion: Results and Results-based Monitoring*. GIZ, 2014. Available at URL http://www.enterprise-development.org/wp-content/uploads/ReIntegrationPostKonflikt_en_GIZ_2014.pdf.
- ^{xii} Global Affairs Canada (2016), *International Assistance Review: Discussion Paper*, p. 12.
- ^{xiii} The African Development Bank, quoting World Bank research, maintains that the "lack of economic opportunity also fuels conflict and instability. Absolute poverty, in part the result of a lack of economic opportunity, is among the most significant predictors of political violence in Sub-Saharan Africa. 40% of people who join rebel movements worldwide are motivated by a lack of jobs." See ADB (2016), *Bank Group Strategy for Jobs for Youth in Africa, 2016-2025*, available at URL: http://www.afdb.org/fileadmin/uploads/afdb/Documents/Boards-Documents/Bank_Group_Strategy_for_Jobs_for_Youth_in_Africa_2016-2025_Rev_2.pdf.
- ^{xiv} GSDRC (2011), *Helpdesk Research Report: Evidence-based strategies for preventing child/early marriage* [<http://www.gsdrc.org/docs/open/hd753.pdf> accessed June 29, 2016]; (2)
- ^{xv} Government of Canada, *Innovation Canada: A Call to Action. Review of Federal Support to Research and Development—Expert Panel Report*, Ch. 2, p. 12.
- ^{xvi} ACCC, 2014.
- ^{xvii} Colleges and institute applied research is profiled in the report of CICan's 2014-15 applied research survey, *Applied Research: Partnered Innovation for Businesses and Communities* available at <http://www.collegesinstitutes.ca/file/applied-researchpartnered-innovation-for-businesses-and-communities/>.
- ^{xviii} Helen Knibb, *Climate Change Impacts, Mitigation, and Adaptation: Building the Capacity and Alliances of Canada's Colleges and Institutes in a Post-2015*, Global GTVET Community. Ottawa: Colleges and Institutes Canada, 2016 [forthcoming publication]
- ^{xix} See P.T.M. Marope, B. Chakroun and K.P. Holmes (2015), *Unleashing the Potential: Transforming Technical and Vocational Education and Training*, UNESCO: pp. 57-57.
- ^{xx} The CICan publication *Maximizing Opportunities for Disadvantaged and Low-skilled Learners: Exemplary Practices of College and Institute Programs and Support Services* (2014) provides an extensive discussion on this issue. URL: http://www.collegesinstitutes.ca/wp-content/uploads/2014/10/disadv_report_2014_Eng_Final.pdf