

# SUMMARY REPORT

## **CANADA-EUROPE FORUM On International Academic Mobility & Partnerships**

May 30<sup>th</sup> 2009 in Charlottetown, PEI, Canada



The present report serves as a summary of the first ever Canada-Europe Forum held on international academic mobility and partnerships for colleges, polytechnics, institutes and Cégeps. This forum took place on May 30<sup>th</sup> 2009, in Charlottetown, Prince Edward Island, Canada. As detailed later in this report, more than 60 senior representatives from colleges, institutes, cégeps, technical universities as well as associations and funders, represented eight European countries and the six Canadian regions.

With an aim to stimulate greater academic mobility and institutional collaboration at the College and technical/vocational level between Canada-Europe, the Association of Canadian Community Colleges mobilized representatives from all nine countries who, as leaders, decision makers and stakeholders on the subject, can identify obstacles and success stories as well as outline an effective and committed multilateral action strategy.

The first objective was to provide an environment for exchanges and mutual learning on the various education systems, interests of participants, opportunities for partnerships and mechanisms which could support their development. While many efforts have successfully been deployed in Europe where 27 countries or so are already involved, we are just in the early stages in Canada. From the view point of Canadian employers, globalization is no longer a nice thing to have but an essential skill to perform economically. The pressure from employers to prepare internationally competent graduates is real. It is thus a true responsibility for our educational institutions to ensure that our graduates are world citizens with strong international competencies and who master intercultural communication skills, among others.

The secondary objective was to stimulate a greater college participation in the international academic mobility (IAM) program - funded by each government and having Human Resources and Skills Development Canada (HRSDC) as the Canadian counterpart. Projects funded under this program have mostly been among those submitted by universities, which is unfortunate given the large number of colleges and technical institutions that exist in each of the countries participating in this program. Furthermore, employers, colleges, students and parents alike are requesting an increased participation in international academic mobility initiatives.

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## 1. Historical context & motivating factors for this forum

### Organizers & participants' perspectives

- The current recession is an excellent moment to reflect on our post-secondary education system and to make it more relevant in contributing to a sustainable global economy.
- A declining workforce is one reason for encouraging international mobility of workers and students .
- The efficiency of focusing on specific sectors and areas of economical growth should be considered.
- Technical & vocational higher education institutions are increasingly appreciated in today's world.
- There is an increase of financial resources for applied research.
- Canada & Europe have recently launched a new joint agreement.
- The government of Quebec has been working with France for some time, and this model could be used as an inspiration for other models.
- The Bologna process brought both opportunities (credit transfer, etc.) and challenges to European institutions wanting to achieve international academic mobility. A similar action is needed in Canada, especially for shorter programs such as technical degrees.
- Growing interest within Human Resources and Skills Development Canada (HRSDC) regarding international academic mobility as a way to significantly contribute qualified human resources to the workforce.
- HRSDC aims to improve linkages between colleges and universities, and to encourage a greater involvement of smaller colleges in order to strengthen cooperation between Canada & the European Union.
- HRSDC's International academic mobility program (IAM) was launched 15 years ago with 3 components: Canada-Europe; North America; and Special Initiatives. The 2009 call for IAM proposals was the most popular ever, with twice as many proposals , including a greater involvement of smaller institutions
- The Canadian government increased its investments in higher education (for infrastructure and student loans ) to support international education more than ever before.
- The development of joint diplomas is recognized as an interesting approach to increasing employability for graduates.

- International academic mobility brings tremendous benefits: Enhances intercultural communication; supports immigrant integration; improves language skills ; and creates world citizens.

### AGENDA (8:15 am - 5:00 pm)

1. The pan-Canadian & pan-European associations
2. The SECTORAL APPROACH to international academic mobility
3. The EUROPEAN systems of education (8 countries)
4. A NETWORKING activity (Canadians → ?8 European tables)
5. (Lunch) Open-networking (Europeans ↔ Canadians)
6. The CANADIAN systems of education (6 regions)
7. A NETWORKING activity (Europeans → ?6 Canadian

### Summary of individual wishes for this forum :

- Build a community and diversify partnerships
  - i. Diversity in terms of people, regions of the world and types of partnerships ; enrich the educational programs through an international component (language skills, applied research, joint diplomas/degrees and mobility)
  - ii. What are the existing available opportunities? How to get started?
- Greater mutual understanding of systems of education (also among Canadians and among Europeans) and institutional experience.
- Increase of IAM opportunities for both faculty and students .
- Intercultural relations and communication; immigration challenges; and participation of Aboriginal Peoples.

## Profiles and contexts of participating European and Canadian Associations

### European Association of Institutions in Higher Education (EURASHE)

*Lars Lyngge Nielsen, president*

- Framework of understanding the Bologna process, a European process involving 46 countries .
- In the 80's OECD: Europe was lagging behind in becoming the society of knowledge.
- Bilateral exchange between institutions: ECTS, Erasmus
- Components: common degree system: Bachelor, Master, PhD; mobility; quality assurance; employability; from a teaching input to a student outcome paradigm ; strengthening partnerships; ranking.
- EURASHE: voice of professional higher education (internships , partnerships with labour market), endorsing life long learning (short cycled programs into the Bologna process).
- Higher level education requires quality from lower levels .
- 15 countries outside Europe were present at last Bologna meeting.
- Strengthening partnerships, recognition of lifelong learning, prior learning and information learning.
- Implement all that was achieved in Bologna process at institutional level.
- Ensure students can access higher education.

### Association of Canadian Community Colleges (ACCC)

*James Knight, president*

- No Canadian-wide system, 13 legislations (10 provinces and 3 territories).
- Colleges use many names (only a few are specifically called "community colleges").
- Extremely multicultural (100 or more ethnic groups in our campuses).
- Rooted in communities, accessible, student-focused, close connection to employers, teach advanced skills, institutions engaged internationally in many ways .

## 2. Sectoral Approach to international academic mobility

*Paul Brennan, vice-president of international partnerships, ACCC*

Canada is lagging behind other OECD countries in terms of the percentage of its post-secondary student and learner population who undertake part of their education and training outside of Canada. As a nation that depends more than most on international trade, exchanges and understanding for its prosperity, we need to make qualitative leaps in the numbers and impact of our International Education efforts, within a limited budgetary envelope.

While they contribute to increasing mobility, the current Canadian government programs are very labour-intensive to start up and manage (generally involving six institutions from three countries). They also demand a lot of negotiating beforehand, particularly in the college/institute context where there are very few electives available to learners, and where the few students who are involved are very much focused on obtaining jobs and demanding full recognition for any studies abroad.

From the perspective of the 1.5 million learners involved in Canada's 150 colleges and institutes, one of the best ways of achieving this quantitative and qualitative leap and impact would be to approach our efforts from a sectoral rather than a solely institutional linkage approach. This would involve focusing our collective efforts and investments on two or three sectors of the economy and related academic disciplines per year, rather than supporting institutional efforts in a myriad of fields every year.

Concretely, this would mean engaging a process of jointly identifying those priority areas of common interest to the countries involved every year. Once the sectors are identified by the relevant governments and partners, an expert working panel of Deans in that field from each of the countries involved would be convened and tasked with comparing college, institute and university programs in that specific area and with producing a comparative map of equivalencies and differences between the programs of that sector for all to use.

A larger joint Forum of institutions from all countries interested in exchanges in this field or sector could then be convened to present the equivalency map done by their peers and to allow the institutions to use that knowledge base to work out some exchanges and partnerships, without them having to renegotiate from point zero every time.

In addition, the employers from the sector that employs workers in all countries involved could also be invited to take part in the planning for such meetings as they have expressed an interest in having access to employees who are multilingual and have more intercultural and international trade competencies.

By providing institutions with the necessary baseline information and matchmaking support nationally, one also leverages many more institutional contributions of all sorts, as the costly front-end analysis and comparison of programs has been done for them by their peers, allowing them to focus on getting more students to take part and on ensuring that those experiences are reinvested to internationalize the institution as a whole.

ACCC has already established the networks of deans in each discipline working together with the national associations of employers (sector councils), so that moving the national collaboration to an international level would not be difficult to do. Some resources are required to support the sectoral panels and follow-ups. However, the required national investments to make such an approach happen are, in fact, quite small. There would be a very much scaled-down, but effective, approach compared to the large investment the European Union has made over the past decade to achieve its impressive results.

Finally, this approach, while not the only one that should be adopted, does have the advantage of connecting more closely to the Prosperity Agenda and to the Academic Mobility Agenda. It also facilitates linking the Corporate table to the Human Capital table within the Canada-Europe Program (for example) and situating our efforts not only within the valued goal of international student mobility and knowledge exchange, but also within our need to become a more productive, inclusive and internationalized economy and society in general, including contributing to the opening up of Canada to more potential highly-qualified immigrants from other countries.

The participants of this Canada-Europe forum identified the following sectors of which some will need to be prioritized and selected:

- |                               |                           |
|-------------------------------|---------------------------|
| € Healthcare & nursing.       | € Social services.        |
| € Biotechnologies.            | € Indigenous populations. |
| € Advanced technologies.      | € Music.                  |
| € Media & electronics.        | € Global citizenship.     |
| € Engineering & construction. | € Language skills.        |
| € Environmental sciences.     | € Trade & business.       |

### 3. Wide diversity of educational systems (summaries herein presented in the language of their presentation)

#### European Systems of Education

##### Belgique francophone

*Jean Chappelle, directeur du bureau international de la Haute École Charlemagne*

- Une vingtaine de hautes écoles : 9 dans la communauté française de Bruxelles; 11 dans la Wallonie.
- Hautes écoles : hors de l'éducation universitaire (même niveau).
- Couvrent environ tous les secteurs de l'éducation supérieure.
- Enseignants et professionnels avec stages pratiques en entreprises.
- Recherche appliquée et service à la collectivité locale.
- Impliquée dans le Processus de Bologne et Erasmus.
- Utilisent l'ECTS (European Credit Transfer System).
- CEPES, un système facile à appliquer.
- Court terme (de 3 ans) et long terme (de 5 ans).
- Seules à offrir un bachelier professionnalisant (de 3 ans).
- Certains cours techniques sont offerts en anglais alors que les autres cours le sont en français.
- Limitation: pas de temps; deux différentes langues; fusions en cours.
- Partenariat aisé entre le Canada et la Belgique (système fédéralisé).
- Recherche des partenaires anglophones et francophones.

##### Denmark

*Lars Nielson, president of EURASHE*

- Only once had a majority government.
- There is some tension and lack of coordination because educational institutions are spread throughout different ministries according to themes or levels: artistic institutions are with the Ministry of Culture; universities belong to the Ministry of Sciences and Technology Innovation; colleges are with the Ministry of Education; while the Bachelor degree pertains to one and the Masters degree to another.
- Professional Bachelor degree (3-5 years).
- Universities have a monopoly in Masters Programs.

- Many fusions occurred in the past few years.
- Universities and colleges are likely to merge by 2010.
- By 2015 at least 50% of young people should have completed higher education.
- Denmark provides stipends to students in addition to free tuition.
- University colleges and academies are closest to Canadian community college system.

### **Finland**

*Harri Tuomola, faculty at the HAMK University of Applied Sciences*

- Secondary education system overlaps somewhat, many go from general education to vocational education.
- Higher education: university students usually go directly to the Master's program while polytechnic students usually end with a Bachelor's degree.
- Cooperation with both universities and colleges in Canada.
- Regional development is required for helping small rural communities.
- It is common that students change to a vocational program after having started in the mainstream high school.
- Students choose between the 20 universities with 176 000 students (were students go for a Master degree) and the 26 universities of applied degrees with 133 000 students (very few Master degrees)
- More students do their internships abroad.
- Several programs offered in English – up to 400.
- 2007 – 11,300 foreign students + 8400 exchange programs or independently
- Would be interested in receiving more students from Canada.

### **Ireland**

*Dr. Richard Thorn, director of Flexible Learning & Research at the Institutes of Technology of Ireland*

- Mission: Vocational and professional higher education.
- Institutes have programs from level 6 to 10.
- They have been a long and active participant in student mobility.
- Although Ireland made education free, it is too early to observe a subsequent increase in participation.

### **The Netherlands**

*Joris Paulussen, senior policy advisor for the Netherlands Association of Universities of Applied Sciences*

- Universities of Applied Sciences: Associate and Bachelor degrees
- Similar system with Finland.
- Number of professional Masters will increase because of the economic crisis.
- Main export subject: Agriculture.
- Excellent students may get a grant from the government (possibilities for Canadian students to participate).

### **Scotland**

*John McCann, deputy chief executive of Scottish Further Education Unit*

- 43 colleges in Scotland.
- Average age in colleges is 28 years old.
- After high school, 28% of students go to universities, 20% to colleges and 34% straight to employment.
- Merely vocational skills are no longer enough.
- Employability is part of the curriculum development process.
- Universities want to have stronger links with economy.
- Over the past few years, colleges have become central in delivering lifelong learning programs.
- Very strong employer focus with a system of national qualifications.
- Curriculum reform, a constant process (skills have become a necessity).
- The international agenda is a new market for colleges.
- Articulation is problematic.
- The popularity of part-time studies over full-time (with a 3/1 ratio) is explained in two ways: students want to work part-time; or employers are limiting to part-time their support to continuing education.

## England

*John Bingham, chair of the Association of Colleges*

- 363 colleges are members of the association.
- Different types of colleges exist.
- Movement for self-regulation, peer assessment and peer review.
- Several regulations and complexity of system.
- Synergy potential between Canadian and UK colleges.
- Specialist colleges: Agriculture, Environment.
- Honour's degrees awarded by universities.
- Recognition in UK of Canadian colleges that have a great deal of synergy with the UK colleges.
- Interested in developing an international charter to help identify partners.

## Basque Region

*José Luis Fernandez Maure, international project manager for Ikaflan*

- Member of EFVET<sup>1</sup>
- Teknika: vocational institute for innovation, created in 2005
- Ikaflan<sup>2</sup>: 8 % of students go abroad for practical training.
- They are developing a network of technical colleges with different countries. Based on a long tradition of association with Canada, they would like Canadian colleges to participate.

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<sup>1</sup> EFVET is a unique European-wide professional association which has been created by and for providers of technical and vocational education and training (TVET) in all European countries. Its mission is to champion and enrich technical and vocational education and training through transnational co-operation by building a pan-European network of institutions and practitioners which will promote quality and innovation in Technical and Vocational Education and Training throughout Europe ; develop collaboration, mutual co-operation and sharing of good practice ; give colleges a platform of influence in European TVET policy

<sup>2</sup> Centro de formación cooperativo donde los alumnos de grado medio y superior realizan prácticas adaptadas al mundo profesional.

## **Canadian Systems of Education**

*(See individual presentations for details)*

### Atlantic

*Joan McArthur-Blair, president of Nova Scotia Community College*

- Bilingual system.
- 50 very diverse campuses (the smallest has 75 students while the largest has 2000 students).
- Mostly government funded.
- Broad range of programs: 17 degree granting institutions.
- Colleges do all the subjects that are needed by industry (Nova Scotia 66% of programs).
- One of the biggest innovations was applied research, 23 M \$ last year.

### Québec

*Hervé Pilon, directeur général du Cégep André-Laurendeau and board member of Cégep international*

- La majorité des institutions collégiales sont francophones et 5 sont anglophones.
- Particularité du Québec : 2 années préuniversitaires obligatoires = 8 programmes.
- 129 programmes de l'enseignement technique.
- 180,000 étudiants dans tous les collèges (privés inclus).
- 20% des étudiants des programmes techniques poursuivent ensuite vers les universités.
- 1.5 milliard \$ en financement publique.
- Fort partenariat avec le marché de travail.
- Tous les collèges sont membres de Cégep international qui aide les collèges avec leur internationalisation.
- Particularité : l'approche par compétences ainsi que les programmes de mobilité étudiante et mobilité enseignante.

### **Ontario**

*Anne Buller, president and CEO of Centennial College of Applied Arts & Technology*

- 24 institutions in Ontario.
- Social inclusion mandate.
- Emphasis on the apprenticeship system.
- Market driven, with employers mostly very satisfied of graduates.
- Government funding at 50% while the rest comes from other means (tuition fees being a fundamental part of budget).
- 6700 international students across Ontario.
- Many institutions have articulation agreements with Europe.

### **Manitoba – Saskatchewan – Nunavut**

*Joel Ward, president and CEO of Assiniboine Community College*

- 75.000 students in the region.
- Large urban colleges with several small rural colleges throughout the region.
- Focus on economic and social development with applied approach.
- Focus on Aboriginal learning with big partnerships with First Nations – provide learning where the learners are.
- Challenges due to weather and seasonal activities (especially true with First Nations populations).
- A lot of opportunities in Nunavut (environmental sector).

### **Alberta – Northwest Territories**

*Sharon Carry, president & CEO of Bow Valley College*

- This region comprises 10% of all Canadians.
- 18 institutions in 141 communities: 4 comprehensive institutions that do research, 2 polytechnics, 20 comprehensive colleges.
- Majority of students study in colleges.
- Community service mission.
- Changes are occurring in Alberta: expand the access across the province.
- Moving from resource base to next generation economy.
- System is definitely at the planning stage.
- 50% of funding from government, 30% tuitions, 20% from other means.
- Issues: enhanced access, lifelong learning, fiscal restraint, research and innovation (commercialization), collaboration and partnerships.

### **British Columbia – Yukon**

*Jim Hamilton, president of Okanagan College*

- 26 publicly funded institutions (12 colleges, 7 teaching universities, 4 research universities and 3 institutes).
- Offering more than 1900 programs.
- Teaching universities have proliferated.
- Primarily funded by government.
- International education provides substantial sources of revenue.
- Student and faculty exchanges with 16 countries (mainly 1 semester/year study abroad).
- Scholarships available for students wishing to study abroad.
- Opportunities: applied skills training, post-graduate diplomas and certificates, applied research, increased staff and student exchanges, greater variety of joint international opportunities.

#### 4. Outlining a PLAN to move forward as a group

##### Identification of a 5 year VISION and objectives

###### Results envisioned

- To reach 1000 Canadian students sent offshore per year.
- Greater mobility between Canada and the European Union.
- Staff and students have a greater understanding of the importance of international education.
- Greater awareness of existing opportunities .
- Engaged and participating faculty.
- Greater appreciation of multi-language skill acquisition .
- Reduced international bureaucracy.
- Easier credit recognition.
- Easier immigration procedures for student and faculty mobility.
- Increased diversity of opportunities available to students for global citizenship (learning several languages and how to do business in various countries).
- A college equivalent of the University Student Exchange programs held by the CRÉPUQ<sup>3</sup> (in the province of Quebec).
- Internationalization of curriculum through teacher mobility.

###### Types of mobility envisioned

- Short term placements or internships (weeks or months).
- Applied research.
- Exchange programs with students : Full semesters abroad, paying tuitions to the home institution which grants the credits.
- Re-imagining the concept of joint-diplomas as a single diploma while being part-time in two different countries or as a double diploma while being full time in a country abroad.
- Project based learning.
- Teacher or professional short term mobility (with or without students).
- Not only one-way, but two-way exchange initiatives.
- Coop programs .
- Exchange programs with teachers (although in shorter duration due to union requirements).
- Online courses .
- Entrepreneurship components to IAM are currently developing and highly appreciated.

###### Financial situation envisioned

- Tax breaks on international education costs .
- Funding mechanisms to support students .
- Corporately funded internships .
- Financially accessible to all students .
- Financially sustainable for institutions .

<sup>3</sup> To foster relations with people and cultures in different countries, Québec's universities, through the Conference of Rectors and Principals of Québec Universities (CREPUQ), have set up student exchange programs with universities outside Canada. Student exchange agreements have been signed with over 500 universities or university consortiums in the following countries: Argentina, Brazil, Belgium, Chile, China, Colombia, Czech Republic, Denmark, Finland, France (including Île de la Réunion, Guadeloupe, French Guiana and Martinique), Germany, Iceland, Italy, Japan, Lithuania, Mexico, Spain, Sweden, Switzerland, Taiwan, United Kingdom, and United States. These programs allow students who are registered at a university (the home institution) to complete part of their program at another university (the host institution) for a semester, but not more than one academic year. When participating in a CREPUQ exchange program, students: continue to be registered at their home institution; pay the usual tuition of their home institution and not the tuition of the host institution; earn credits from the host institution towards their degree from the home institution; and if applicable, continue to receive financial aid for which they are eligible as students of their home institution.

Identification of ways to achieve the vision and to make it happen

**INSTITUTION level strategies**

Ways to MOBILIZE STUDENT & STAFF in a variety of international initiatives:

- Have focus groups or complete surveys on the barriers encountered by students .
- Build student's interest in international mobility through online technology.
- Start with multi-media communication to increase interest and comfort level with international interactions .
- Develop procedures within the college for students and faculty to facilitate international experiences .
- Imbed international education into the core values of the institution (embracing internationalization as a value).
- Build international activities into the class curriculum .
- Begin with faculty staff going abroad to provide leadership, mentorship and motivation within their institution.

Ways to build sustainable PARTNERSHIPS:

- Start with a few institutions rather than several (develop relationships with 1 or 2 institutions).
- Invest time to build partnerships .
- Be flexible and do not use a one-size-fits-all approach.
- Be creative and use a variety of strategies to implement international connections .
- Focus on mutually beneficial activities .
- Use a strategic and pragmatic focus (matching common needs and interests).
- Start with faculty mobility or exchange to initiate a positive international experience .
- Promote working trilaterally (or within a consortium approach).

- Use frequent communication (which will lead to success, sustainability and growth).
- Use low cost IT (like Visio conferences ) to learn about each other and to establish the parameters of the collaboration.
- Personal interactions are important to build a significant and sustainable institutional relationship.
- Focusing on pragmatic projects to obtain concrete actions and results .
- Start with an internal assessment of available expertise and interest (within own institution).
- Start with knowledge exchange .

**ASSOCIATION or consortium level strategies**

Ways to ensure LEADERSHIP and follow-up:

- Use (but enable) the already existing national "umbrella" structures .
- Since Canadian education is not within the federal jurisdiction, identify what needs to take place at a provincial or regional level.
- It was unanimous among Forum participants that ACCC and EURASHE could provide leadership and coordination.
- Create a Steering Committee (with 3 presidents from Canada and 3 from Europe).
- Create sectoral sub-committees (sectors to be identified by ACCC and EURASHE).
- Example of North American Trilateral process which brings together Mexican, American and Canadian partners on a Steering Committee and into two Sectoral Working Groups of Deans .
- ACCC and EURASHE should facilitate networking among institutions .
- College presidents need to be involved.
- Invitation for colleges to manifest their interest in all selected sectors .

Ways to enable us to NETWORK efficiently:

- Publish best practices for internationalization.
- Create an established system (or equivalency table) for credit transfer & recognition.
- Create a new website with partnership opportunities .
- Create an inventory of special interests or expertise.
- Create and facilitate affinity groups with a sectoral approach .
- Share the “trends” in other countries which support student/faculty/college international experiences .
- Create an inventory of international initiatives .
- Conduct and gather research and disseminate the relevant strategies developed by the European associations of regional local authorities (who have a mobility strategy) .
- Create or publicize existing opportunities for Canadian and European colleges to meet (ex. NAFSA is good – the European equivalent EAIE will next be in Madrid).
- Develop a system that collects and promotes ongoing international mobility projects and applied research for cross-pollination.
- Share lessons learned – a forum/publication/dissemination of results .
- Share incubator business support strategies (40+ now in Basque).
- Share knowledge about foreign educational systems .
- Create a bank of Inter-institution agreements and articulation models .

Ways to ensure efficient TIME MANAGEMENT and momentum:

- May-June time framework is better for students .
- Use videoconference to meet and to establish political agreements .
- Compendium in one year on our progress and achievements .
- Hold a Europe-Canada joint meeting at Niagara Falls (May 2010) and later in Europe
- The Basque region will hold the annual conference of FVET (2009-10-21 until the 24<sup>th</sup>).

Ways to better mobilize the PRIVATE SECTOR:

- Use a joint strategy to increase number of students involved in industries (reaching critical mass).
- Work with international companies that have multiple sites in different countries .
- Challenge important issues , ex. how our countries can do better socioeconomically; and how we can prepare our students to better contribute.
- Focus on business trade and sustainable development.
- Being Northern countries, we should partner with colleges of the North to match Northern business interests .
- Mobilize the private sector through skill shortages (starting with multi-national and global corporations working in both Canada and in Europe).

Ways to get concrete support from GOVERNMENT partners:

- ACCC and EURASHE should advocate for changes in government policies .
- Joint lobbying at both ends (Canada-Europe) to improve mobility programs .

Ways to better access additionnal FUNDING:

- Formulate a strong statement of intent with clear goals supported by government.
- Our associations should make available to colleges some “seed money” to support infrastructure costs .
- Partnering with the private sector.
- Building on IAM program although it should be reworked (to be less difficult and with additional money).

Ways to facilitate ADMINISTRATIVE CHALLENGES (proposal writing, visa, permit, etc):

- Organize yearly training.
- Facilitate mentoring.
- Advocate for simplification of process directly at the source .

## **5. Closing remarks**

### Association of Canadian Community Colleges

- Preparing the next generation for a more connected world.
- Only 1,6 % of Canadian full-time and part-time students have out-of-country learning experiences , compared to approximately 10% in Europe.
- Based on many student and teacher testimonies, learning experiences abroad are not only important and successful but are perceived as the highlight of their studies or career.
- Trust is important.
- ACCC is currently working on a new website.
- Need for greater resources .

### European Association of Institutions in Higher Education

- Europe celebrates the year of innovation.
- Internationalization is not a new thing.
- “Species that will survive will not be the strongest but those that can adapt to change.”

### Human Resources and Skills Development Canada

- The reason why this exchange program (IAM) is so important is to better prepare the new generation.
- Institutions need to invest in international activities .
- Everybody needs to come together from all walks of life.

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