



Association of Canadian Community Colleges

COLLEGES & INSTITUTES  
AND CANADA'S INNOVATION STRATEGY



Association of Canadian Community Colleges  
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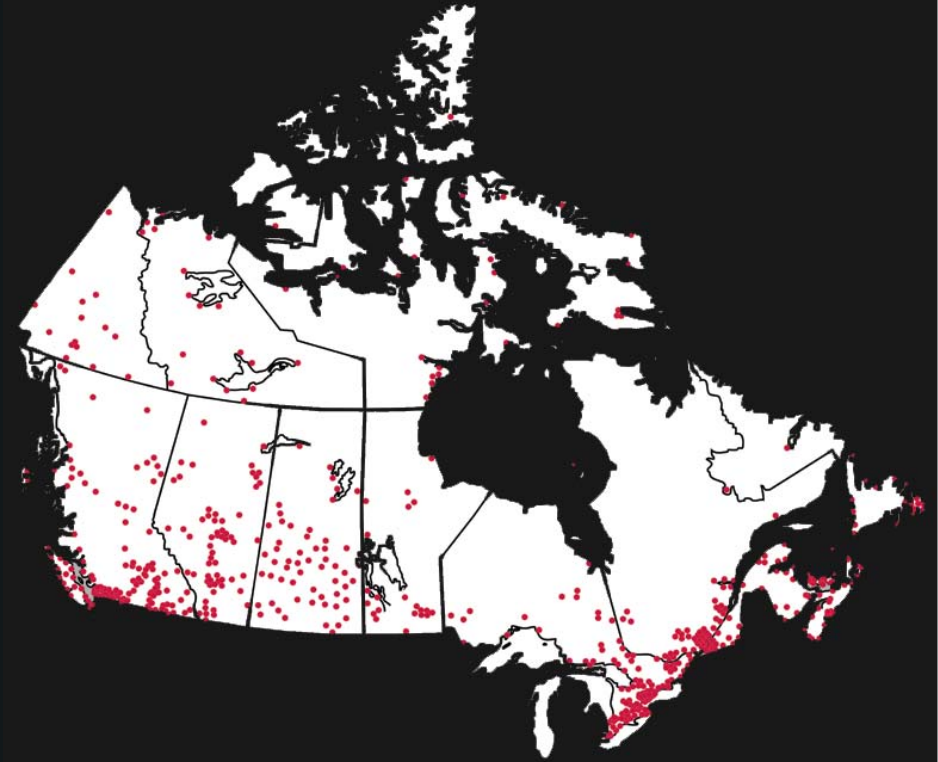
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# COLLEGES & INSTITUTES

## CANADA'S INVESTMENT FOR COMMUNITY ECONOMIC & SOCIAL DEVELOPMENT

With locations in over 900 communities throughout the country, Canada's colleges and institutes are widely accessible and well placed to support community economic, social and cultural development. Our institutions offer a variety of successful programs and services including:

- Post-Secondary Academic, University Transfer, Professional Certification and Apprenticeship Programs**
- Skills Development and Upgrading**
- Applied Research, Product Development, Commercialization and Technology Diffusion**
- Adult Basic Education**
- Public and Private Sector Partnerships and Strategic Alliances**
- Education - Industry Linkages**
- Rural and Remote Community Development**
- New Learning Technologies**
- International Export of Educational Services**
- Joint Ventures with Industry in all Sectors**
- Collaboration with Human Resource Sector Councils**
- Small and Medium Enterprise Development**
- Educational Policy Design/Infrastructure**
- Smart Communities**



The Association of Canadian Community Colleges (ACCC) is the national membership organization which links Canada's 150 post-secondary colleges, institutes, cégeps and university-colleges and represents them nationally and internationally.

As a membership association, ACCC has access to a network of over 60,000 professionals and 900 college campuses. As such, the Association is a cost-effective means of utilizing Canada's vast college resources.



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**CERTIFIED ISO 9002**

## Community Capacity Development

Colleges and Institutes:

- are catalysts for increasing economic and educational opportunities in their communities and act as partners or agents for local innovative community development
- are anchors to local community innovation by complementing the economic and environmental assets for communities to develop local strategies
- are building community networks of employers, community groups and local/regional governments
- are creating a national dialogue on rural and remote communities socio-economic development, including aboriginal participation
- the only post-secondary presence in many Canadian communities

## Employers / Workforce

Colleges and Institutes:

- are key providers of training and skills development programs for an innovative and competitive workforce
- provide training in essential employability skills to the existing and future workforce
- work with employers to increase training and apprenticeships in trades and technical sectors
- use advanced technology to facilitate on-site training
- work with sector councils to identify and meet future requirements for human resource development within sectors and SMEs'

How Canadian  
Colleges and  
Institutes are  
responding to  
Canada's Innovation  
Strategy

## Individual Learner/Adult Learning

Colleges and Institutes:

- are the largest suppliers of advanced adult training and education in Canada with 2.5 million full- and part-time students with campuses in over 900 communities providing learning opportunities in over 3,000 communities in all regions of Canada
- the primary national network mandated to support government, industry and labour in the design and implementation of a national human resource strategy that provides Canadians both employed and unemployed with the tools required to become lifelong learners
- support the integration of immigrants in the workforce

## Applied Research & Innovation

Colleges and Institutes:

- are well positioned to spur innovation and economic revitalization within the regions they serve
- provide targeted applied research and rapid technology transfer support to regional business and industry
- strengthen capacity of SMEs and their communities to be innovative, adopt and adapt technological processes
- develop new products or processes and bring products to market rapidly



## HOW COLLEGES AND INSTITUTES CAN RESPOND TO CANADA'S INNOVATION STRATEGY CHALLENGES

### KNOWLEDGE MATTERS AND ACHIEVING EXCELLENCE

THE INNOVATION STRATEGY SAYS:	UNIQUE CAPACITY OF COLLEGES & INSTITUTES	HOW GOVERNMENT, COLLEGES/INSTITUTES AND THE PRIVATE SECTOR CAN WORK TOGETHER TO MEET THESE CHALLENGES:
<p>We need a Canada-wide skills and learning agenda so that:</p> <ul style="list-style-type: none"> <li>• our existing workforce has ongoing opportunities to upgrade its skills and acquire new ones</li> <li>• our learning system can develop a world-class labour force to meet Canada's current and future skills needs; and,</li> <li>• our supply of skilled workers continues to grow: by improving the level of skills of those now in, as well as those entering, the labour force; by raising participation rates of those facing particular barriers; and, by attracting highly skilled immigrants</li> </ul>	<p>They are:</p> <ul style="list-style-type: none"> <li>&lt; the largest suppliers of post-secondary and adult education and training. With 2.5 million full- and part-time students and with campuses and learning centres in over 900 communities, they provide learning opportunities in over 3,000 communities in all regions of the country</li> <li>&lt; the primary national network mandated to support government, business, industry and labour in the design and implementation of a national human resource strategy that provides Canadians, both employed and unemployed, with the tools required to become lifelong learners offering career/vocational diplomas, professional certification and diplomas, applied degrees, university transfer, post-graduate diplomas, apprenticeship, adult basic education, advanced and applied technology education</li> <li>&lt; based on five pillars - accessible, learner focussed, industry-based, community-based and global</li> <li>&lt; producing graduates who get jobs and who form a large productive part of the work force</li> <li>&lt; ideally suited to respond to the learning needs of designated population groups such as aboriginals, immigrants, unemployed and at-risk workers</li> <li>&lt; delivering programs which respond to current economic, skills and learning requirements. At the core of a college or institute are business/ industry linkages and employability skills training which are the economic basics required for Canada's prosperity</li> </ul>	<p>During the last federal election, colleges and institutes released a call for a National Skills Agenda which would seek a solution to the skills and innovation demands imposed by globalization as well as traditional and knowledge-based economies. The issues requiring a major national policy initiative include upgrading the current workforce, accelerating the provision of skilled trades training, facilitating the application of new technologies and the skills inclusion of those without post-secondary education, targeting the wasted productivity of the unemployed and the older displaced workers who lack the necessary skills to successfully re-enter job markets and the untapped pool of skilled women in non-traditional roles.</p> <p>Canada's 150 colleges and institutes are ready to be a major partner in Canada's Innovation Strategy.</p> <p><b>Accessibility</b></p> <ul style="list-style-type: none"> <li>&lt; by creating and supporting <b>College/Institute Access Centres</b> which would provide ongoing and multi-faceted services, programs and tools to support the delivery of learning and training for designated population groups such as aboriginals, immigrants, single parents, unemployed and at-risk workers</li> <li>&lt; by expanding capacity and access to distance learning with the goal of eliminating the gap between the have and have nots; especially those individuals living in remote or isolated communities</li> <li>&lt; by enhancing the adoption, adaption and application of learning technologies in colleges and institutes and to capitalize upon their key partnerships with communities and labour and hence facilitate learning for all types of learners</li> <li>&lt; by integrating learning access into other services critical to community well-being such as health and other social services</li> <li>&lt; by enhancing the collaborative efforts of aboriginal post-secondary institutions and public colleges and institutes to expand preparatory programs and access to post-secondary education</li> <li>&lt; by enhancing student success support mechanisms in colleges and institutes which are grounded in aboriginal values and reflect aboriginal culture and tradition</li> </ul> <p><b>Awareness</b></p> <ul style="list-style-type: none"> <li>&lt; by creating and supporting a national awareness campaign to promote careers in technologies and trades as first choice options for students</li> </ul>
<p><b>STRENGTHENING ACCESSIBILITY AND EXCELLENCE IN POST-SECONDARY EDUCATION:</b></p> <p><b>Goal:</b> All qualified Canadians have access to high-quality post-secondary education</p> <p><b>Specific Milestones:</b></p> <ul style="list-style-type: none"> <li>&lt; One hundred percent of high school graduates have the opportunity to participate in some form of post-secondary education</li> <li>&lt; Over the next decade, 50 percent of 25-64 year olds, including an increased proportion of individuals from at-risk groups, have a post-secondary credential (up from the current 39 percent)</li> </ul>		

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<p><b>STRENGTHENING ACCESSIBILITY AND EXCELLENCE IN POST-SECONDARY EDUCATION: (cont'd)</b></p> <ul style="list-style-type: none"> <li>&lt; Over the next decade, the number of apprentices completing a certification program doubles (to 37,000)</li> </ul> <p><b>What We Need To Do:</b></p> <ul style="list-style-type: none"> <li>&lt; Canada needs more people to complete education through universities, colleges, and apprenticeship learning</li> <li>&lt; Make post-secondary education more financially accessible to low income Canadians</li> <li>&lt; Encourage low income to moderate income Canadians currently in the workforce to participate in post-secondary education</li> <li>&lt; Facilitate mobility and access to post secondary education for adult learners and students</li> <li>&lt; Encourage Canadians to look to skilled trades for employment</li> <li>&lt; Build on the expertise of community colleges</li> </ul>	<p><b>They are:</b></p> <ul style="list-style-type: none"> <li>&lt; working together to maximize the recognition and transfer of learning acquired through formal education, workplace training and work and life experience. Over 107 colleges/institutes have signed the Association of Canadian Community Colleges' pan-Canadian protocol for the transferability of learning</li> <li>&lt; working with ACCC, their national organization, to develop strong relationships with national human resource development sector councils and establish national "affinity networks" to enhance work with respective sectors</li> <li>&lt; favoured with institutional linkages and collaborative initiatives in over 80 countries and with excellent, although limited study abroad programs for Canadian college/institute students</li> </ul>	<p><b>Student Debt</b></p> <ul style="list-style-type: none"> <li>&lt; by supporting ACCC's Student Debt Task Group's recommendations to develop a new learner support system to meet the diverse needs of post-secondary students which is shaped on the principles of universality, responsibility, portability, simplicity, rationality and flexibility</li> <li>&lt; by providing a significant grant to learners, particularly in years one and two of their training program</li> <li>&lt; by alleviating existing student debt through initiatives such as increasing tax deductions for loan payments, freezing debt and interest charges during periods of unemployment or underemployment, setting interest ceilings for interest charged on education loans and eliminating discriminatory treatment of student bankruptcy</li> <li>&lt; by eliminating inequalities in various financial programs and addressing factors such as regional costs of living, transportation costs, and including supplementary health care and dental insurance for learners</li> </ul> <p><b>Sectoral</b></p> <ul style="list-style-type: none"> <li>&lt; by collaborative development of national occupational standards on a sector by sector basis</li> <li>&lt; by broadening and increasing linkages with sector councils, sectoral initiatives, college personnel, college advisory committees and SMEs</li> </ul> <p><b>Recognition of Learning</b></p> <ul style="list-style-type: none"> <li>&lt; by creating national recognition of learning centres with nodes in colleges/institutes with a focus on individuals, workplace learning and international credentials</li> </ul> <p><b>Apprenticeship</b></p> <ul style="list-style-type: none"> <li>&lt; by leveraging college/institute capacity to support apprenticeship careers in Canada</li> <li>&lt; by enabling colleges to work in collaboration with local industries and businesses in supporting the on-the-job portion of apprenticeship</li> </ul> <p><b>Deferred Maintenance/Equipment</b></p> <ul style="list-style-type: none"> <li>&lt; by alleviating systematic barriers between federal/provincial/territorial regulations and ensuring that colleges and institutes have sufficient funding to address the accumulated deferred maintenance challenges and ensure the necessary technical equipment to accommodate the anticipated increase in enrolment</li> </ul> <p><b>Student Mobility</b></p> <ul style="list-style-type: none"> <li>&lt; by expanding existing international mobility programs and partnerships to encourage students to study and work abroad and hence increase the percentage of Canadian students studying abroad from one percent to at least four percent - the standard for other OECD countries</li> <li>&lt; by supporting the creation of a needs-based fund for post-secondary students in study abroad programs</li> </ul> <p><b>Digital Copyright</b></p> <ul style="list-style-type: none"> <li>&lt; by amending the Copyright Act to allow students and educators to make effective and legal use of publicly available Internet materials as part of a program of learning and hence removing barriers to the educational use of the Internet</li> </ul>

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<p><b>BUILDING A WORLD CLASS WORKFORCE:</b></p> <p><b>Goal:</b> To ensure Canada's current and emerging workforce is more highly skilled and adaptable</p> <p><b>Specific Milestones:</b></p> <ul style="list-style-type: none"> <li>&lt; Within five years, the number of adult learners increases by one million men and women throughout all segments of society</li> <li>&lt; Within five years, businesses increase by one-third their annual investment in training per employee; and</li> <li>&lt; The number of adult Canadians with low literacy skills is reduced by 25 percent over the next decade</li> </ul> <p><b>What We Need To Do:</b></p> <ul style="list-style-type: none"> <li>&lt; Ensure Canada's emerging workforce is more highly skilled and adaptable</li> <li>&lt; Increase the reach and scope of Sector Council activities</li> <li>&lt; Support the development and dissemination of knowledge and information on adult learning</li> <li>&lt; Encourage work-based learning and opportunities for workers to learn while they earn</li> <li>&lt; Ensure the best use of resources for active labour market measures</li> <li>&lt; Encourage the participation of those facing barriers to labour market participation</li> </ul>	<p><b>They are:</b></p> <ul style="list-style-type: none"> <li>&lt; closely linked with business and industry and hence integrated into economic development</li> <li>&lt; strategically positioned to respond to HRDC's forecast which states that 72 % of the 1.3 million new jobs expected to be created between 1999-2004 will require some form of post-secondary education, of which the largest percentage of new job creation will require a college diploma or a trade certificate</li> <li>&lt; producing graduates who get jobs and form a large, productive part of the workforce</li> <li>&lt; key partners to industry providing advice and training to small firms in areas such as e-commerce, e-business, website planning, etc.</li> <li>&lt; developing collective solutions to common practices</li> <li>&lt; contributing to social and economic development by providing accessible, quality career education and training programs to Canadians</li> <li>&lt; rooted within the communities they serve and are the primary community vehicle for adult education and employee upgrading</li> <li>&lt; developing skills and adapting curricula to future needs to build community capacity and enable Canadians to make the transition from educational institutions to the labour market</li> <li>&lt; taking on a more direct role in economic development by participating in local economic planning</li> </ul>	<ul style="list-style-type: none"> <li>&lt; by building and expanding on the role of colleges in economic development by providing training and technical assistance to local firms and industries</li> <li>&lt; by working closely with governments, businesses, associations and sector councils to identify the current and future requirements for human resource development that will enable sectors to become more globally competitive and by expanding human resources planning and skills development within sectors and within small-sized and medium-sized businesses</li> <li>&lt; by supporting the creation of a <b>College/Institute SME Development Initiative</b> which would enable colleges and institutes to work with SMEs in identifying educational and training needs of employees and developing flexible delivery modes that respond to specific industry needs</li> <li>&lt; by developing sectoral national occupational standards and enhancing educational and training programs from educational institutions which are responsive to the needs of Canadian industry</li> <li>&lt; increasing federal and provincial government cooperation to ensure better coordination and funding assistance for workplace training and skills upgrading to national standards, and for enhanced training programs from colleges and institutes which are responsive to the needs of Canadian industry</li> <li>&lt; by creating a national initiative/partnership through colleges and institutes to enable local communities to mobilize socio-economic opportunities and enhance the innovative capacity of communities</li> <li>&lt; by providing more tax incentives to employers for skills upgrading of workers</li> <li>&lt; by expanding access to EI benefits to include skills updating for those in the workforce and for those who are self-employed</li> <li>&lt; by expanding the Lifelong Learning Plan to allow part-time learners to access funds from their RRSPs</li> <li>&lt; by creating a <b>College/Institute Net</b> to enhance the adoption, adaption and application of learning technologies in colleges and institutes and to capitalize upon their key partnerships with communities, business and labour</li> </ul>

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<p><b>HELPING IMMIGRANTS ACHIEVE THEIR FULL POTENTIAL:</b></p> <p><b>Goal:</b> To ensure that Canada continues to attract the highly skilled immigrants it needs and help them to achieve their full potential in Canadian society and the labour market</p> <p><b>Specific Milestones:</b></p> <ul style="list-style-type: none"> <li>&lt; By 2010, 65 percent (up from 58 percent in 2000) of adult immigrants have post-secondary education; and</li> <li>&lt; The income gap between immigrants in the workforce and Canadian-born workers with comparable skills and education is reduced by 50 percent.</li> </ul> <p><b>What We Need To Do:</b></p> <ul style="list-style-type: none"> <li>&lt; Ensure that Canada continues to attract the highly skilled immigrants it needs and helps them to achieve their full potential in Canadian society and the labour market</li> <li>&lt; Develop an integrated and transparent approach to the recognition of foreign credentials</li> <li>&lt; Better supporting the integration of immigrants into Canada's labour market</li> <li>&lt; Help immigrants achieve their full potential over the course of their working lives</li> </ul>	<p><b>They are:</b></p> <ul style="list-style-type: none"> <li>&lt; able to partner and to attract new immigrants to smaller cities, rural and remote communities and provide skills and training</li> <li>&lt; are working closely with government, community partners, occupational regulatory bodies and community agencies to develop ways to assess the experience and prior learning of individuals trained in other countries</li> <li>&lt; are developing programs which integrate language instruction with employment preparation</li> <li>&lt; offering career/vocational diplomas, professional certification and diplomas, applied degrees, university transfer, post-graduate diplomas, apprenticeship and adult technology education approaches to attract the highly skilled immigrants to fulfill the labour market needs</li> <li>&lt; experts in the provision of English and French as second language programs</li> <li>&lt; experts in providing training for dependants of skilled immigrants, particularly those lacking basic literacy and/or employability skills</li> </ul>	<ul style="list-style-type: none"> <li>&lt; by developing policies which facilitate a more open and less restricted process in attracting immigrants to post-secondary education</li> <li>&lt; by facilitating assessment and recognition of foreign qualifications by post-secondary institutions, industry and employers</li> <li>&lt; by providing greater funding for the expansion of language and cultural integration centres across the country</li> <li>&lt; by increasing awareness of the value of immigrants to employers and to the Canadian economy</li> <li>&lt; by developing fair, transparent and consistent processes to assess and recognize foreign qualifications before and after arrival for those in regulated professions and trades</li> <li>&lt; by offering various levels of language training to ensure that immigrants are adequately equipped to communicate in the workplace</li> <li>&lt; by encouraging and assisting employers to hire immigrants through programs such as internships, coop, mentorship, etc.</li> <li>&lt; by offering shorter diploma/degree or certificate courses to immigrants who require re-certification in their field on the basis of their educational credentials</li> <li>&lt; by promoting new opportunities for immigrants in small cities, rural and remote communities and by providing language and acculturation programs to support the transition into their communities</li> <li>&lt; by providing seasonal immigrant workers and their families with opportunities for academic and skills upgrading</li> </ul>

**HOW COLLEGES AND INSTITUTES CAN RESPOND TO CANADA'S INNOVATION STRATEGY CHALLENGES**  
**ACHIEVING EXCELLENCE: INVESTING IN PEOPLE, KNOWLEDGE AND OPPORTUNITY**

THE INNOVATION STRATEGY SAYS:	UNIQUE CAPACITY OF COLLEGES AND INSTITUTES	HOW GOVERNMENT, COLLEGES/INSTITUTES AND THE PRIVATE SECTOR CAN WORK TOGETHER TO MEET THESE CHALLENGES:
<p><b>ADDRESSING THE KNOWLEDGE PERFORMANCE CHALLENGE:</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>&lt; Vastly increase public and private investments in knowledge infrastructure to improve Canada's R&amp;D performance</li> <li>&lt; Ensure that a growing number of firms benefit from the commercial application of knowledge</li> </ul> <p><b>Government of Canada Priorities:</b></p> <ul style="list-style-type: none"> <li>&lt; Leverage the commercialization potential of publicly funded academic research</li> <li>&lt; Provide internationally competitive research opportunities in Canada</li> <li>&lt; Renew the Government of Canada's science and technology capacity to respond to emerging public policy, stewardship and economic challenges and opportunities</li> <li>&lt; Encourage innovation and the commercialization of knowledge in the private sector</li> <li>&lt; Provide greater incentives for the commercialization of world-first innovations</li> <li>&lt; Provide more incentives to small- and medium-sized enterprises (SMEs) to adopt and develop leading-edge innovation</li> <li>&lt; Reward Canada's innovators</li> <li>&lt; Increase the supply of venture capital in Canada</li> </ul> <p><b>Government of Canada Targets:</b></p> <ul style="list-style-type: none"> <li>&lt; By 2010, rank among the top five countries in the world in terms of R&amp;D performance</li> <li>&lt; By 2010, at least double the Government of Canada's current investments in R&amp;D</li> </ul>	<p>They are:</p> <ul style="list-style-type: none"> <li>&lt; powerful economic engines that help regions across Canada achieve and sustain economies that are vital to their future prosperity</li> <li>&lt; closely connected with regional business and industry and form a direct technology link between university-based fundamental research and the application of this research by small- and medium-sized enterprises and their communities</li> <li>&lt; the applied research and testing ground for Canada's small- and medium-sized enterprises</li> <li>&lt; key players in community and regional innovation and technology transfer through the application and commercialization of new knowledge</li> <li>&lt; responding to industry needs and goals, leading to rapid economic impact</li> <li>&lt; fostering centres for innovation to provide a setting for incubation of ideas and businesses from concepts to commercialization, on-line consultations and applied research and development</li> <li>&lt; advancing innovation through industry-led research</li> <li>&lt; developing prototypes, testing and analysing products and processes, developing marketing strategies, developing and incubating new businesses and providing industry access to expert staff, new technologies and equipment</li> <li>&lt; well suited to assist with human resource planning and to assess the training needs of SMEs.</li> <li>&lt; highly responsive to industrial and technological changes and are flexible in meeting the training requirements of local industry</li> </ul>	<ul style="list-style-type: none"> <li>&lt; by recognizing the unique contribution of colleges and institutes in R&amp;D and including these institutions as an integral part of federal granting council policies and programs</li> <li>&lt; by supporting a <b>National Alliance of College/Institute Regional Innovation and Technology Commercialization Centres</b> which would stimulate the growth of SMEs and which would develop highly skilled and innovative employees for new technologies or applications of new knowledge, strengthen the capacity of SMEs and their communities by bringing existing innovative products, processes and new knowledge to market rapidly</li> <li>&lt; by recognizing the role of colleges in regional and economic development and their links with industry</li> <li>&lt; by providing fellowships/internships which would enable college faculty and students to keep on the leading edge of developments in order to ensure the transfer of knowledge between industry and institutions and hence contribute to Canada's small and medium enterprise sector expertise and productivity</li> <li>&lt; by ensuring that legislative and regulatory frameworks support the leveraging of college/institute research, product development and technology transfer capacity</li> <li>&lt; by creating a college/institute program which provides for a 40% reimbursement of institutional indirect costs of federally-sponsored research both at the federal and provincial/territorial levels</li> <li>&lt; by providing research network grants to college researchers and students to ensure the training of highly qualified personnel</li> </ul>

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<p><b>ADDRESSING COMMUNITY-BASED INNOVATION CHALLENGES:</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>&lt; Governments at all levels work together to stimulate more clusters of innovation at the community level</li> <li>&lt; Federal, provincial/territorial and municipal governments cooperate and supplement their current efforts to unleash the full innovation potential of communities across Canada, guided by community-based assessments of local strengths, weaknesses and opportunities</li> </ul> <p><b>Government of Canada Priorities:</b></p> <ul style="list-style-type: none"> <li>&lt; Support the development of globally competitive industrial clusters</li> <li>&lt; Strengthen the innovation performance of communities</li> <li>&lt; Consider providing funding to smaller communities to enable them to develop innovation strategies tailored to their unique circumstances</li> <li>&lt; Engage local leaders from the academic, private and public sectors in formulating their innovation strategies</li> <li>&lt; Will work with the industry, the provinces and territories, communities and the public to advance a private sector solution to further the deployment of broadband, particularly for rural and remote areas</li> </ul> <p><b>Government of Canada Targets:</b></p> <ul style="list-style-type: none"> <li>&lt; By 2010, develop at least 10 internationally recognized technology clusters</li> <li>&lt; By 2010, significantly improve the innovation performance of communities across Canada</li> <li>&lt; By 2005, ensure that high speed broadband is widely available to Canadian communities</li> </ul>	<p><b>They are:</b></p> <ul style="list-style-type: none"> <li>&lt; uniquely positioned to be catalysts for increasing economic and educational opportunities in their communities and act as agents or partners for local innovative community development</li> <li>&lt; anchors to local community innovation by complementing the economic and environmental assets of communities to develop and adapt local strategies which are attractive to local business development, new investment and draw new investors and labour</li> <li>&lt; providing "bricks and mortar" facilities which often double as community service centres</li> <li>&lt; able to monitor economic shifts, prepare their students accordingly and use various sensors to determine development opportunities</li> <li>&lt; leaders of new educational applications based on information and communication technologies</li> <li>&lt; key partners with the Federal Government in the creation of entities such as Schoolnet, Canarie and the Office of Learning Technologies</li> <li>&lt; active participants on the Advisory Committee on Online Learning and the Broadband Task Group</li> <li>&lt; creating a national dialogue on rural and remote communities' socio-economic development, including aboriginal participation</li> <li>&lt; working in collaboration with the National Rural Secretariat and Agriculture and Agri-Food Canada to design and deliver federal policies and programs</li> </ul>	<ul style="list-style-type: none"> <li>&lt; by creating a <b>National Alliance of Regional Innovation and Technology Commercialization Centres</b> with regionally-based and regionally-determined structures, of which a college or a college consortium would form an anchor. The core functions of the centre would include market intelligence, applied research, business development support, commercialization support, product and process development, financing, market entry support, skills development and knowledge/skill transfer to employees, and community support</li> <li>&lt; by encouraging greater cooperation and collaboration across all sectors (colleges, industry and universities) in the development of the government's targeted ten new technology innovation clusters</li> <li>&lt; by supporting the establishment of college/institute business incubation sites which would provide a variety of services with the intent of fostering early stage companies and helping them to survive and thrive.</li> <li>&lt; by ensuring that teaching and research capacities of faculty are maintained and expanded in light of anticipated retirements and worldwide competition for highly skilled researchers</li> <li>&lt; by creating a <b>College/Institute Net</b> to enhance the adoption, adaption and application of learning technologies in colleges and institutes and to capitalize upon their key partnerships with communities, business and labour</li> </ul>

<p style="text-align: center;"><b>THE INNOVATION STRATEGY SAYS:</b></p>	<p style="text-align: center;"><b>UNIQUE CAPACITY OF COLLEGES AND INSTITUTES</b></p>	<p style="text-align: center;"><b>HOW GOVERNMENT, COLLEGES/INSTITUTES AND THE PRIVATE SECTOR CAN WORK TOGETHER TO MEET THESE CHALLENGES:</b></p>
<p><b>ADDRESSING THE INNOVATION ENVIRONMENT CHALLENGE:</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>&lt; Address potential public and business confidence challenges before they develop</li> <li>&lt; Ensure that Canada's stewardship regimes and marketplace framework policies are world-class</li> <li>&lt; Improve incentives for innovation</li> <li>&lt; ensure that Canada is recognized as a leading innovation country</li> </ul> <p><b>Government of Canada Priorities:</b></p> <ul style="list-style-type: none"> <li>&lt; Ensure effective decision making for new and existing policies and regulatory priorities</li> <li>&lt; Ensure that Canada's business taxation regime is internationally competitive</li> <li>&lt; Brand Canada as a location of choice</li> </ul> <p><b>Government of Canada Targets:</b></p> <ul style="list-style-type: none"> <li>&lt; By 2004, fully implement a Council of Science and Technology Advisors guidelines to ensure the effective use of science and technology in government decision making</li> <li>&lt; By 2010, complete systematic expert reviews of Canada's most important stewardship regimes</li> <li>&lt; Ensure Canada's business taxation regime continues to be competitive with those of other G7 countries</li> <li>&lt; By 2005, substantially improve Canada's ranking in international investment intention surveys</li> </ul>	<p><b>They are:</b></p> <ul style="list-style-type: none"> <li>&lt; mandated to actively participate in their communities, economic development and social and cultural environment</li> <li>&lt; creating local and regional partnerships with the private sector</li> <li>&lt; challenged in keeping up with current and future requirements of the community and the needs of the population</li> <li>&lt; developing coherent and effective mechanisms to ensure that they more closely respond to the rapidly changing needs of the various sectors and to encourage greater support from the sectors for the educational and lifelong learning system</li> <li>&lt; expanding their training programs and offering applied degrees in e-commerce, and are creating centres for global entrepreneurship and e-business</li> <li>&lt; represented by senior college/institute representatives on the Canadian E-Business Opportunities Roundtable</li> <li>&lt; internationalized institutions in terms of their mandate and curriculum that work jointly with local business and overseas partners</li> <li>&lt; role models in stewardship capacity. Colleges and institutes participated in a pan-Canadian program to improve the energy efficiency of equipment, systems, buildings, transportation, etc. They also produced, in collaboration with the National Roundtable on the Environment and the Economy, the green guide for creating an environmentally sustainable college</li> </ul>	<ul style="list-style-type: none"> <li>&lt; by appointing two senior college/institute officials to the Council of Science and Technology Advisory Committee</li> <li>&lt; by collaborating with businesses and the college/institute sector in developing training programs that meet the current needs and challenges of Canada in e-commerce</li> <li>&lt; by working together in developing and increasing capacity of stewardship regimes</li> </ul>