



Internationalizing Canadian Colleges and Institutes

The First National Report on International Education and Mobility

June 5, 2010



**Association of Canadian
Community Colleges**

Canada 

1. Background and Methodology

In 2009, the Association of Canadian Community Colleges (ACCC), with the support of Human Resources and Skills Development Canada (HRSDC) and the Department of Foreign Affairs and International Trade (DFAIT), launched the first national survey on international education and mobility at Canadian colleges. This will act as a baseline study, allowing for more accurate assessment of changes in the degree of internationalization in the coming years. Individual colleges will also be able to use the data as a benchmark on how they are doing in comparison to their peers, and to inform the development and implementation of their internationalization policies. It is also meant to encourage the exchange of innovative and successful practices amongst ACCC member institutions.

Of the 146 colleges surveyed, 108 completed the survey¹. The overall response rate of 74% is an excellent rate that ensures the overall accuracy of the results, and that is representative of the diversity in size, location and mandate of the network.

The survey was divided into seven sections representing the various facets of an institution's internationalization activities:

1. Institutional Internationalization Policy
2. Internationalization of Curriculum
3. Delivery of Programs and Services Abroad
4. International Mobility for Canadian Faculty and Staff
5. International Mobility for Canadian students
6. International Students in Canada
7. International Cooperation Projects

Where no activity had been undertaken, respondents were asked to indicate that. And where illustrative examples were available, these were added to the narrative to explain or contextualize the answers.

In order to allow for aggregated and comparative data on the entire post-secondary education (PSE) system in Canada,

ACCC ensured that the questions were harmonized with those in the survey conducted by the Association of Universities and Colleges of Canada (AUCC)².

This report includes the primary observations from the survey. Detailed information on each survey question can be found in a more comprehensive report available from ACCC upon request.

2. Degree of Engagement in Internationalization

The uniqueness of Canadian colleges lies in their close relationship with employers and their community. They provide Canadians with the advanced skills needed for employment, and according to independent surveys, over 90% of graduates are employed within six months after graduation, with a 95% employer satisfaction rate³.

In the globalized world of the 21st century, international and intercultural skills are increasingly valued by Canadian employers. A recent Canadian Bureau for International Education (CBIE) study indicated that "91% of employers (interviewed) identified the importance of cultural and other benefits (from study abroad)"⁴. Among the relevant skills identified by employers which students can acquire from studying abroad are:

- greater independence and self-sufficiency;
- understanding of cultural differences;
- tolerance towards ethnic groups;
- broader understanding of the world;
- adaptability to unfamiliar environments;
- new languages; and,
- general life skills

In an increasingly globalized world, college graduates will be called upon to work in multinational and multicultural teams and will likely visit other countries at some point in their careers. As David Stewart Patterson, Executive Vice-President of the Canadian Council of Chief Executives (CCCE) reported at the 2007 ACCC Conference in Montreal, "Increasing markets and business is built upon relationships, so Canadians with a capacity to build relationships abroad are a tremendous asset to Canada."

¹ Some university colleges are members of both AUCC and ACCC, and were therefore not included in this survey as they had already participated in the AUCC survey.

² www.aucc.ca

³ These statistics come from third-party surveys commissioned by ministries of education in three provinces.

⁴ Canadian Bureau for International Education (CBIE). "World of Learning: Canadian Post-Secondary Students and the Study Abroad Experience." Ottawa, Canada. 2010. The study notes that "Although the numbers of employers in the study were not sufficient to allow for any complex analysis or generalization, the descriptive data on its own does suggest the strength of support for, and concerns about, study abroad within this small sample of employers." (page 25)

Accordingly, colleges have made the internationalization of their institutions one of their top priorities, which is demonstrated in the survey results. Already over 60% of colleges are engaged to some extent in all of the internationalization activities considered in the survey (see Chart 1), and almost 70% have a dedicated office for international activities. As an example, Centennial College has an institutional policy and mandatory internationalization program for all of its students to prepare them to become global citizens and to facilitate their engagement in intercultural learning activities in Canada and abroad⁵.

"We want to create an inclusive and collaborative learning environment that will enable students to integrate and apply the knowledge, skills and attitudes necessary to be socially responsible in a diverse world."

Ann Buller, President, Centennial College

Furthermore, a vast majority of colleges is planning to increase activity in international mobility for Canadian students, in the recruitment of international students, and in the delivery of programs and services abroad. The key trends in the internationalization of colleges are presented in Section 3.

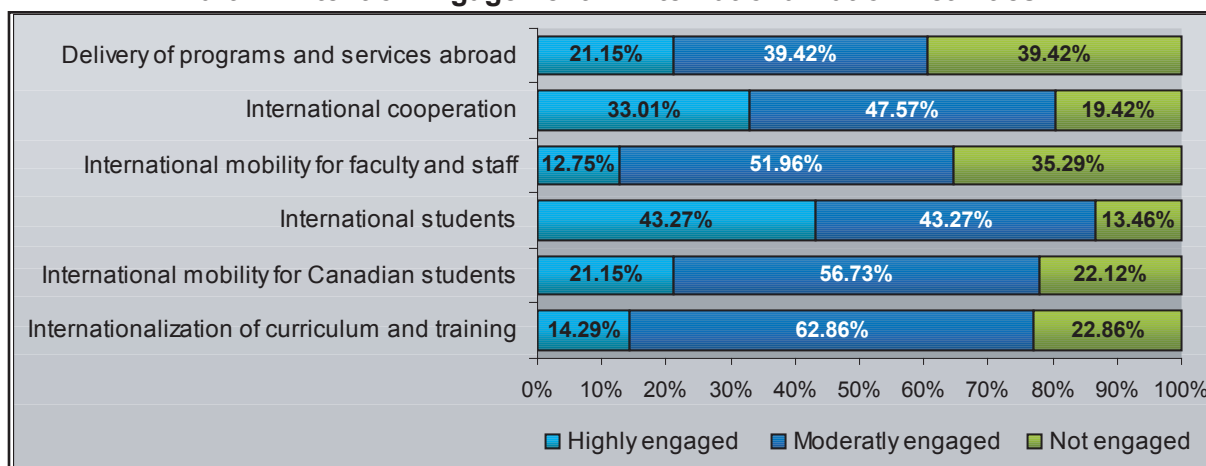
It is also noticeable that 23% of colleges are not yet engaged in the internationalization of their curriculum, and that 35% are not facilitating any international mobility of faculty or students. While colleges are increasingly involved in international education and mobility, there remain many challenges. Colleges which are less involved often note a lack of knowledge and funding to undertake the process, or a lack of interest within their institution. These challenges will be addressed further in this report.

It is important to note here the involvement of provincial and territorial governments in international education. For example, in 2002, the Government of Québec implemented a strategy for the internationalization of Québec's education⁶. Pursuant to the partial reestablishment of federal transfers to higher education, in 2008, it also decided to reinvest in cégeps and to dedicate part of that investment to international mobility programs. These programs are available to international students in Québec (with tuition fee exemptions and awards of excellence), as well as to faculty and students from Québec who wish to go abroad (with student scholarships for short stays abroad and scholarships to support the mobility of faculty). These programs are administered by Cégep International⁷.

Other provinces, such as Nova Scotia and British Columbia, have also created provincial bodies or increased their funding to colleges to enable them to engage in international student and faculty mobility and to recruit more foreign students⁸.

In 1990, when Mount Royal College established the first Office of International Education, we believed that we had much to gain from worldwide education and understanding and that international experience was crucial to the personal and professional success of our students, faculty and staff and to the economic vitality of our communities. **David Marshall, President of Mount Royal University**

Chart 1: Extent of Engagement in Internationalization Activities



⁵ www.centennialcollege.ca

⁶ www.mels.gouv.qc.ca

⁷ www.cegepinternational.qc.ca

⁸ Please see the sites of EduNova (www.edunova.ca) and the British Columbia Council on International Education (www.bccie.ca) for two other examples of provincial initiatives.

3. Key Trends in Internationalization

The following statistics represent the key trends in internationalization for the 2007-2008 academic year, as shown by the survey results.

Institution's Internationalization Policy Environment

- 60% of respondents indicated their most important reason for promoting and integrating internationalization is that it, "prepares students to succeed in and contribute to global economy and develops international competencies in students."
- 68% of institutions have a dedicated office for international activities.

International Mobility for Canadian Students

This represents out-of-country learning experiences for Canadian students including exchanges and various credit and non-credit study and work abroad experiences, work placements, co-ops/internships, training periods in partner institutions, observation and awareness-building internships, solidarity or international cooperation internships, and language training.

- 82% of respondents indicated their institution provides opportunities for Canadian students to have direct contact with other cultures via travel, internship, study abroad and student exchange programs.
- Only 1.1% of full-time college students participated in out-of-country learning experiences as defined above.
- 70% of respondents indicated their institution provides financial support for students to help them undertake an out-of-country learning experience as defined above.
- 80% of respondents indicated their institution was planning to become more active in the international mobility of Canadian students.

International Students

This is defined as full-time students from other countries at Canadian colleges and who hold a valid study permit or visa as per Citizenship and Immigration Canada (CIC) regulations.

- 76% of respondents indicated their institution recruits international students as defined above.

- 55% of respondents indicated the most important reason for recruiting international students was that it, "increases revenue for the institution."
- 53% of respondents indicated the most important reason for recruiting international students was that it, "creates a vibrant and culturally diverse campus community."
- Full-time international students represent 5.6% of the total full-time student population at colleges.
- 81% of respondents indicated their institution was planning to recruit more international students in the future

International Mobility for Canadian Faculty and Staff

This includes overseas exchanges, assignments to teach abroad and professional development opportunities for faculty and staff.

- 76% of respondents indicated their institution provides opportunities for faculty and staff to increase their international competencies.

Internationalization of Curriculum and Training in Canada

This is defined as the integration of international perspectives and inter-cultural issues into the curriculum as well as the expansion of language training.

- 64% of respondents indicated their institution offers recognized credit programs and/or elective courses with an international component.
- 45% of respondents indicated their institution offers non-credit programs and/or courses with an international component.

Delivery of Programs and Services Abroad

These are programs and services delivered by Canadian colleges abroad.

- 63% of respondents indicated their institution delivers programs and services abroad.
- 71% of respondents indicated their institution was planning to increase the delivery of programs and services abroad.

International Cooperation

This encompasses all activities related to the transfer of educational services, including institutional support and capacity development, especially but not exclusively to developing and emerging countries.

- 60% of respondents indicated their institution is involved in international development projects



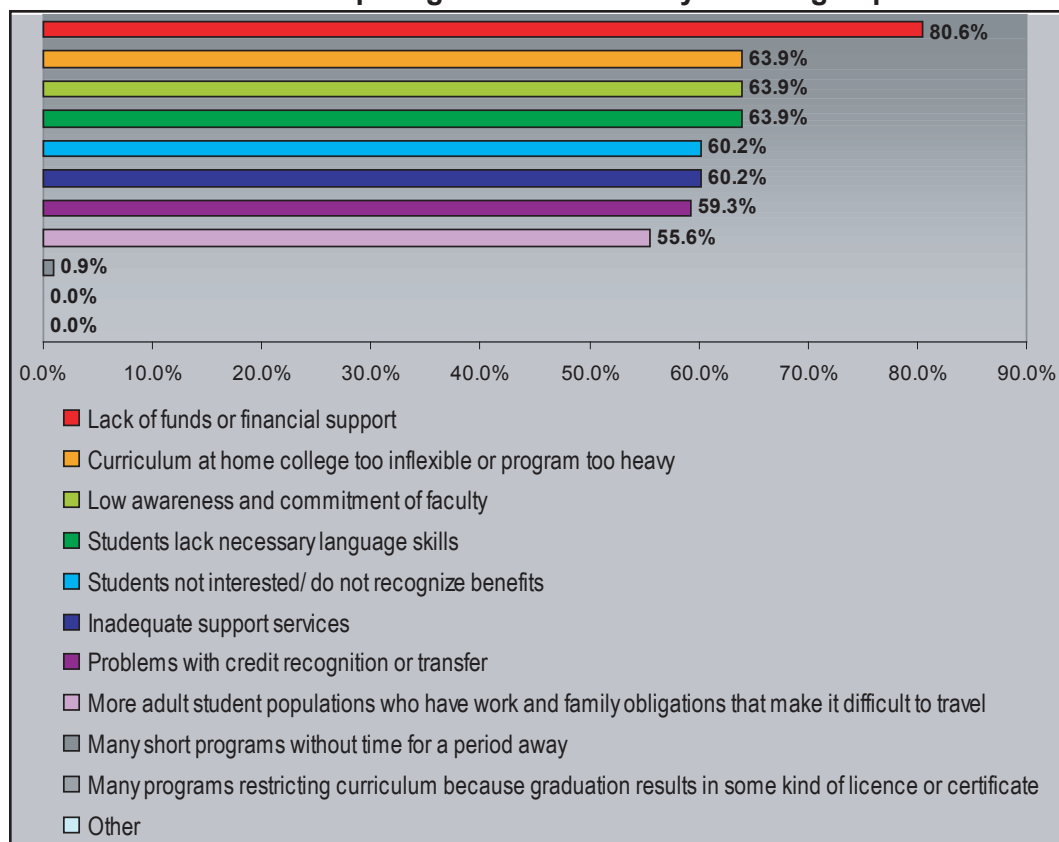
Graduation ceremony -Mulheres Mil project

4. International Mobility of Canadian Students, Faculty and Staff

The ACCC survey asked several questions regarding opportunities for full-time students to undertake out-of-country experiences. Although 70% of respondents had partnership agreements with foreign institutions, only 1.1% of all Canadian full-time college students participated in out-of-country learning experiences. This compares quite poorly with other OECD countries and indicates that more effort is needed to prepare our students for global employment, and to provide them with the advanced skills required to operate effectively in the global economy.

As shown in Chart 2 below, lack of funds or financial support was identified by colleges as the primary challenge in increasing international mobility for Canadians. Even though almost 70% of colleges provided some financial support for students undertaking an out-of-country learning experience, personal contributions still constituted a good portion of the funding to support the international experience in 60% of institutions. This constitutes a serious barrier to equal participation of college students from differing socio-economic backgrounds in international mobility activities⁹.

Chart 2: Most Important Challenges Facing Canadians in their Efforts to Increase the Number of Students Participating in Out-of-Country Learning Experiences



⁹ The same challenge was reported by Canadian universities as in 2006, only 2.2 % of full-time university students studied abroad for credit (2006 AUCC survey – see www.aucc.ca)

After 15 years of work in International Education, and with many of those years spent overseeing study abroad programs, it never ceases to amaze me when I see the profound changes that occur in a student after their return from a study abroad experience. Many leave our shores with nervous excitement, but very visible fear of the unknown. Most students return brimming with confidence, and ready to tackle the next big challenge in their young lives.

Thevi Pather, Associate Director - International, Camosun College

There are very few national funding programs available to college students to support international mobility. The International Academic Mobility (IAM) initiative funded by HRSDC is open to both university and college students. It promotes mobility in North America and Europe, and operates on a competitive basis in which institutions are invited to submit proposals to HRSDC¹⁰.

Only 12 % of survey respondents indicated that they had received funding from IAM in 2007-2008. There seems to be an overall lack of knowledge about the program, and a perception that it is too complex. Interested colleges must first partner with a college from another province of Canada, then partner with two institutions from Mexico and two from the USA to establish a consortium of six institutions for the North American program. For the European program, a college must first partner with another college from a different province of Canada, then an institution from two different European countries. These are complex consortia to establish and manage effectively. In addition, once the four-year program is completed, there are no other mechanisms to support the continuation of such exchanges, save for the recent Emerging Leaders of North America Scholarship Program (ELAP) which can only be accessed by a few Mexican students per year¹¹.

With the support of HRSDC's Special Initiatives' Program, ACCC attempted to facilitate the participation of colleges in IAM by presenting a series of workshops across Canada and organizing North American College CEO meetings. In 2007-2008, IAM launched one competition for the North American program. Only two of the 14 eligible proposals received were submitted by colleges as consortium leads, and they both were retained for funding among the nine approved submissions. These numbers underline the need to review colleges' participation in IAM or the relevance of IAM programs to the needs and realities of colleges.

However, a few colleges, including Mount Royal College (now University) in Calgary and Collège Montmorency in Laval, have made full use of the IAM programs, which has contributed to an increase in the number of their students going abroad.

College Montmorency saw the percentage of its students with study abroad experience increase to 5% in 2007-2008. Multiple factors led to this increase, including: the international projects themselves; promotion by the faculty mobility manager and by word of mouth; and, promotion of the projects with prospective students. We can therefore say that the work of Montmorency International and those responsible for the projects combined with the ripple effect have brought about a continuous increase, since we have now reached 6% in 2009-2010.

Alain St-Pierre, Educational Advisor, Collège Montmorency

Many survey respondents indicated that they regretted the absence of similar programs to fund mobility in important emerging countries such as China, India, Brazil or Chile. Given that these countries have established partnerships with other countries and have large numbers of their own students in Canada, this absence is particularly regrettable.

Chart 2 above also identifies the following three factors as important challenges to increasing the international mobility of Canadian students:

- curriculum at home college too inflexible or program too heavy;
- low awareness and commitment of faculty; and,
- students lack necessary language skills.

These are areas on which colleges need to focus more attention. Serious efforts should be made to find innovative mechanisms to make curriculum and programs more flexible so that full-time students at Canadian colleges can study abroad as part of their regular program. This would ideally be done for credits which would be recognized towards their diploma, degree or certification back at their home institution in Canada. Jointly supervised internships in workplaces abroad involving similar employers was seen as one of the easiest and best ways of beginning a mobility exchange.

¹⁰ More information on this program can be found at <http://www.hrsdc.gc.ca/eng/learning/exchanges/i-am-program.shtml>

¹¹ www.scholarships.gc.ca/elap-eng.aspx

Another approach would be to develop joint programs with institutions abroad in which students from each institution could study in the other institution for a set period of time obtaining a joint or double diploma or other certification.

It was suggested that colleges should respond to the challenge of low awareness and commitment of faculty by proactively informing and sensitizing them to the importance of facilitating their students' involvement in international mobility as an integral part of becoming successful in a globalized world. Getting employers to speak more openly about the need for future employees to possess international and cross-cultural competencies could also help motivate faculty to consider such competencies as part of their mandate. Mount Royal College (now university) has already made the decision to make the acquisition of these competencies a requirement for all of its students¹².

College faculty and staff play an important role in promoting and facilitating international academic mobility for students. In order to be able to do this efficiently, faculty and staff need sufficient international opportunities and skills themselves. To ascertain the opportunities for international mobility available to Canadian faculty and staff, the ACCC survey considered overseas exchanges, teaching assignments abroad and professional development opportunities

According to the survey results, opportunities were provided for faculty and staff to increase their international competencies in 76% of colleges. Yet, it can be difficult for faculty to apply these competencies if they don't have a clear mandate from their institution to work internationally, if their workload simply does not allow them to invest time in international activities, or if internationalization is not part of an institutional plan with identified performance indicators.

The lack of language skills seen among students is also cited in the survey results as an important challenge to increasing Canadian faculty and staff mobility. Canadian colleges should therefore make particular efforts to develop language courses, and make language training more accessible to its students, staff and faculty.

Cégep François Xavier Garneau in Québec City had an interest in developing greater links with Brazil and Mozambique, so the college organized and paid for regular lunchtime Portuguese language classes for a dozen of their faculty from different departments. The college was able to expand significantly its partnerships and exchanges with both those countries.



**Ashley Larabee - Early Childhood project (Jamaica)
George Brown College**

5. International Students Attending Canadian Colleges

Up to 76% of survey respondents reported that their institution was recruiting international students in 2007-2008 and 81% indicated that their institution was planning to recruit more international students in the future. International students were defined in the survey as full-time students from other countries registered at a Canadian college and who held a valid study permit or visa as per CIC regulations.

The survey results indicate that, in 2007-2008, full-time international students constituted on average 5.6% of the entire full-time student population in Canadian colleges.

This is a slightly lower percentage than that at Canadian universities, where visa students represented approximately 7% of full-time undergraduate students¹³. In many other countries, international students represent considerably higher percentages of all higher education student market share (including both college and university students). According to DFAIT, the top five recruiting countries of all international students in higher education in 2007 were¹⁴:

- United States: 19.7%
- United Kingdom: 11.6%
- Germany: 8.6%
- France: 8.2 %
- Australia: 7 %
- Canada had 4.4% in this review

¹² www.mtroyal.ca

¹³ 2006 AUCC survey on internationalization in the universities. http://www.aucc.ca/_pdf/english/publications/aucc-scotia_web_e.pdf

¹⁴ These are percentages of the world market share. They can be found in: Foreign Affairs and International Trade Canada. "Best Practices on Managing the Delivery of Canadian Education Marketing". Ottawa, Canada. 2009, p.36

Even China has been rapidly increasing the number of international students on its campuses, “China already enrolls approximately 200,000 international students. Even just five years ago, few experts would have forecasted such an enrolment dynamic in the world’s largest student export country¹⁵.”

This is not a desirable situation for Canada, as international student recruitment is increasingly recognized as a potential solution to the skills shortage facing Canadian employers. International students could potentially become the skilled employees and entrepreneurs needed to maintain and increase Canadian competitiveness. Unlike other immigrants, graduates from Canadian colleges would be assured of having the competencies needed to enter the Canadian workforce and a better familiarity with Canadian culture.

There are other reasons for recruiting international students, and, as indicated in Chart 3 below, survey respondents identified two in particular: increasing revenue for the institution, and creating a more vibrant and culturally-diverse campus community. Most respondents from colleges that were not planning to increase the recruitment of international students cited insufficient institutional resources as their primary challenge.

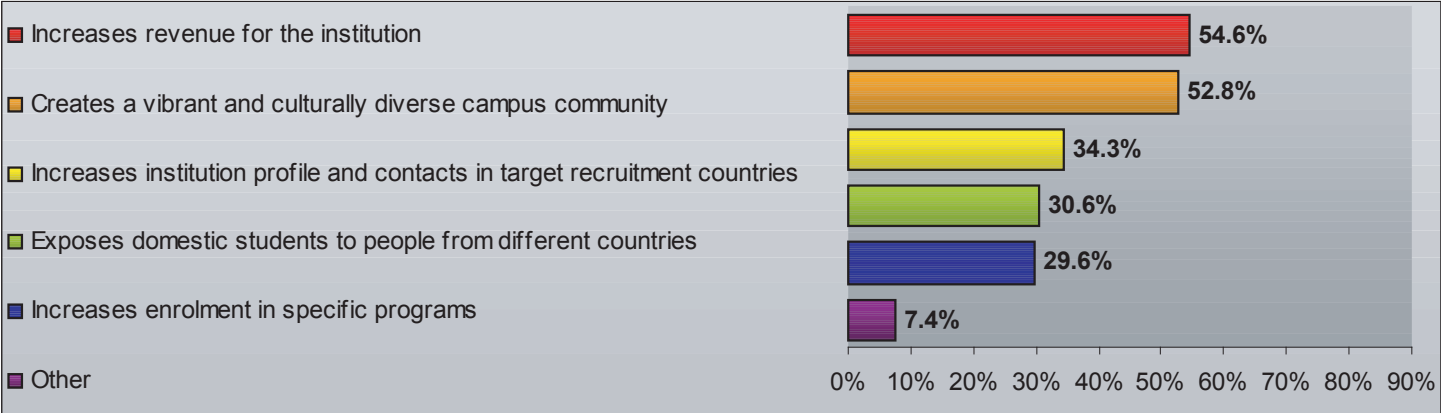


Graduation ceremony - recipients of CIDA scholarships for students from Peru, Argentina, Bolivia and Equator (Centro Internacional Minero Benjamin Teplizky)

Hundreds of pictures I took across the ocean, new friendships, a complete cultural and linguistic contact, but most of all, the memories and stories that will be with me my whole life! If I had known that such an experience could change me to this point, I would have done it much sooner! I highly recommend that all language students participate in an exchange!

Karine Petitclerc, Student, Cégep de Limoilou

Chart 3: Primary Reasons for Recruiting International Students



15 Foreign Affairs and International Trade Canada. “Best Practices on Managing the Delivery of Canadian Education Marketing”. Ottawa, Canada. 2009, p.17

The recent report commissioned by DFAIT entitled “Best Practices on Managing the Delivery of Canadian Education Marketing¹⁶” outlined how countries which attract large numbers of international students, such as those listed above have put in place efficient international student recruitment tools, bodies and funding mechanisms. This report recommended a significant increase in the Canadian government investment to support marketing Canadian education abroad. In the meantime, DFAIT and the Council of Ministers of Education, Canada (CMEC) have agreed to a common brand for Education in Canada¹⁷, and DFAIT has been strategically supporting marketing missions and Canadian presence at education fairs abroad with the limited budgets that they have available at present.

Up to 55.6% of respondents indicated they received international students from Africa and the Middle East; 54.6% received international students from Asia; 47.2% from the Americas and the Caribbean; 43.5% from Western Europe; 32.4% from Central and Eastern Europe; and 30.6% from the United States. This is a good balance in terms of world regional representation.

“In Canada in 2008, by far the largest group of international students hailed from China, numbering more than 42,200 (23.7%). This is over six times higher than Chinese student enrolment in 1999, which stood at approximately 6,500. The second largest group of international students came from South Korea, with more than 27,400 students (15.4%), which is two and a half times the 1999 enrolment level. Canada also experienced a sizeable growth in the inflow of Indian students, from 1,300 in 1999 to more than 7,300 in 2008 (4.1%).”

Foreign Affairs and International Trade Canada. “Best Practices on Managing the Delivery of Canadian Education Marketing”. Ottawa, Canada. 2009, p.105

As would be expected, survey results indicate that those colleges which had a strategic plan for international education, had established a dedicated international office, or had allocated some of their base budgets to support international activities were more active in international academic mobility, including the recruitment of international students, than those which had not done so. These observations would indicate that those colleges interested in becoming more involved in international student recruitment should implement one or all of these measures. This represents a major investment on the part of colleges, but one which appears necessary.

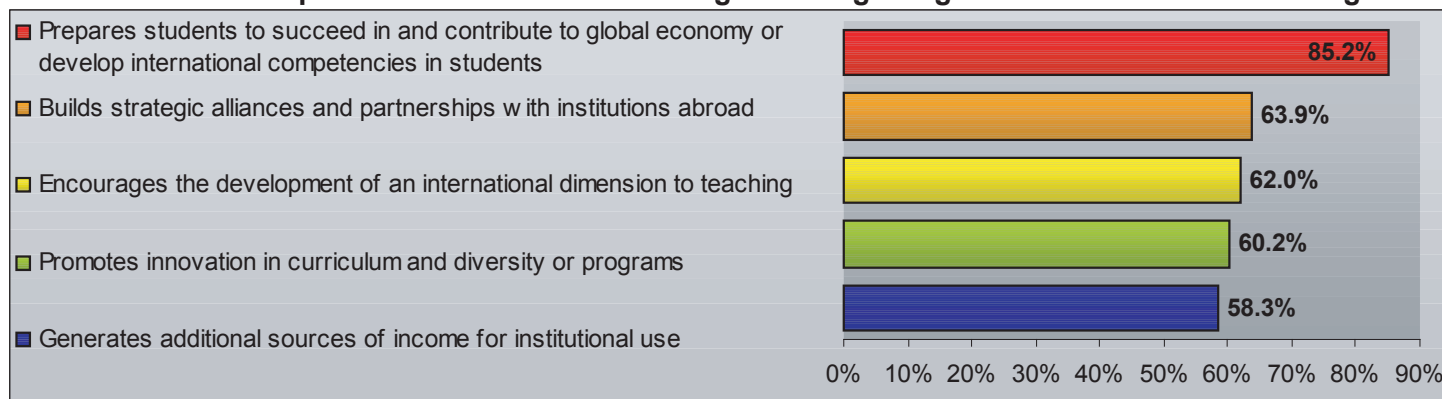
6. Internationalization of Curriculum and Institutional Culture

As previously stated, international and intercultural skills are a necessity in today's workforce. As such, over 85% of colleges ranked “prepares students to succeed in and contribute to global economy or develop international competencies in students” in the top five most important reasons for internationalizing their institutions (see Chart 4). Due to financial and time restrictions, however, the vast majority of students are not able to participate in an out-of-country learning experience. It is therefore crucial that colleges offer possibilities for international activities within their institutions by internationalizing curriculum and institutional culture. In the ACCC survey, this was defined as the integration of international perspectives and intercultural issues into the curriculum, as well as the expansion of foreign language teaching.

[The Go Global, Live Local program at Niagara College] encourages participants to become active participants of a spirited team which strives to understand real world problems and make a positive difference in their own lives and in those of others.

Jos Nolle, Director, International Education and Development, Niagara College

Chart 4: Most Important Reasons for Promoting and Integrating Internationalization in Colleges



¹⁶ Foreign Affairs and International Trade Canada. “Best Practices on Managing the Delivery of Canadian Education Marketing”. Ottawa, Canada. 2009

¹⁷ Please see: www.imagine.cmec.ca

We believe that it is not enough to provide the opportunity but also to provide a venue to share what was learned and experience through that opportunity. As such, we ensure that individuals who have had an international experience share their experience with the college community through articles and presentations in their classrooms.

Cassandra Litke Wyatt, Director of International Education, Bow Valley College

In 2007-2008 over 60% of colleges offered recognized credit programs or elective courses which formally included an international component. In half of the colleges, the motivating factor behind this was to support the internationalization process at the institution. Non-credit programs and courses which included an international component were offered in 45% of colleges. Even though the previous percentages are high, there are still many colleges that do not offer credit courses with an international component, and the reasons most often cited by those institutions were that they either were in the process of getting there or that they were new to international activities. These reasons are a very promising sign that there is willingness to offer students the possibility for internationalization at Canadian institutions.

The foreign language courses most often offered both in regular programs and continuing education at English-speaking institutions were French and Spanish; and English and Spanish at French-speaking institutions. French and English being the two official languages of Canada, it is very understandable these would be the first to be taught at Canadian institutions. Offering Spanish is very much in line with survey results that indicated the Americas and the Caribbean were the most common destinations for out-of-country learning experiences for Canadian students. Increased importance is being placed on teaching Mandarin and Brazilian Portuguese as well, an enlightened move for colleges.

7. Delivery of Programs and Services Abroad

When asked if they offer some form of programs and services abroad, approximately 60% of the colleges surveyed indicated that they did.

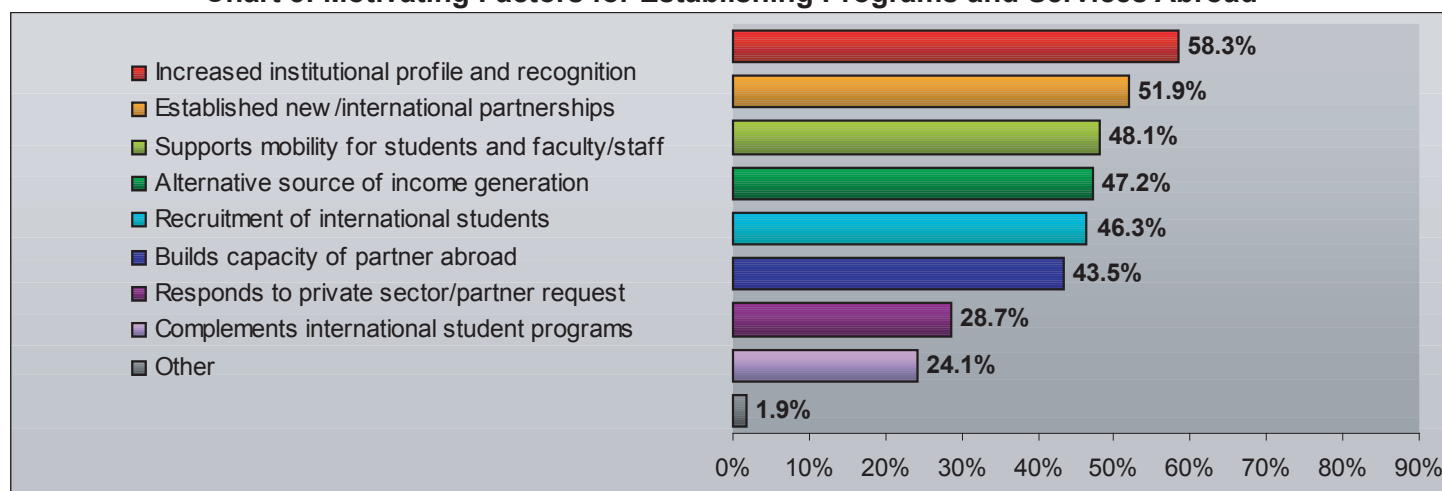
In addition, 65% of colleges specified they had a previous history of offering programs and/or services abroad and in many cases this history went back several years. In approximately one third of colleges, the history was six to ten years old and in another third, it was over 16 years old. These results may be explained by the fact that the delivery of programs and/or services abroad can also be a cost-effective way to recruit international students and to provide opportunities for faculty and administrators to work and learn abroad.

The strongest motivating factor for establishing programs and services abroad cited in the survey results was “increased institutional profile and recognition” (See Chart 5), which also suggests that colleges attracted new students through overseas delivery of programs and services. The advantages of this type of internationalization activity are demonstrated by the fact that over 71% of respondents were planning to further increase the delivery of their programs and services abroad.

Key results from the survey in this area included:

- 63% of respondents indicated that they offer some form of educational programs and services or distance education to students living outside of Canada.
- A total of \$22.52 million in tuition revenue was reported for 64 educational programs and 52 educational services provided abroad by 57 Canadian colleges.

Chart 5: Motivating Factors for Establishing Programs and Services Abroad



- An average of 2.55 full-time equivalent, non-teaching positions per institution were developed and/or are dedicated to directly supporting the activities related to the provision of educational programs and services abroad.
- The most common institutional arrangement for delivery of educational programs abroad is the double award (49% of programs reported), in which a student receives a separate qualification from both the Canadian college and the host country institution; as well as the twinning/articulation (20% of programs reported), in which a student takes courses at the host (foreign) institution, completes the education program at the Canadian college, and receives a qualification from the Canadian college.

Some key trends and observations:

In terms of the provision of educational programs :

- China is the largest market for colleges in terms of the provision of educational programs. Up to 51% of programs and services for which respondents provided information were offered in China. India follows with 13.3%, then New Caledonia with 4.8%. Programs and services in the following countries counted for 2.4% each: Trinidad and Tobago, Rwanda, Niger, Nepal, Mozambique and Morocco.

In terms of provision of educational services:

- the market for Canadian colleges is more widely distributed among 13 countries. Services rendered are generally in the form of customized training programs for specific clients or through consultancies.

At a Sino-Canadian Partnership meeting hosted by ACCC, Selkirk College participants met representatives from the Nanjing Institute of Industry Technology in China. Within a year, there were over 75 students enrolled in two new joint programs between our institutions. These proved to be so popular, that we recently signed a three-year agreement to continue their delivery.

Violet Kalesnikoff, Dean of Selkirk International

NSCC is increasing the impact of international activities at home and abroad by focusing on long term partnerships and programs in a limited number of countries that maximize student, faculty and staff teaching and learning opportunities.

Katie Orr, Director of Nova Scotia Community College

8. International Cooperation

International cooperation encompasses all activities related to the transfer of educational expertise, including institutional support and capacity development, especially, but not exclusively, to developing and emerging countries.

A majority of survey respondents indicated that most of their international cooperation projects in 2007-2008 took place in Africa. However, Canadian colleges have a 30-year history of involvement in international cooperation projects in all sectors of intervention and all geographical regions of the world. Their partnerships take various forms and receive various forms of funding. CIDA remains the most important funding partner for colleges; however there is a growing number of projects funded by international financial institutions such as the Asian and African Development Banks.

Responding to its mandate to facilitate international partnerships to benefit its member institutions and to strengthen their capacity through those partnerships, ACCC has undertaken to obtain and coordinate several funding programs to support colleges' involvement in international cooperation. CIDA, and in particular its Partnership Branch, has been a key partner in this respect. In the 2007-2008 year, the Canadian College Partnership Program (CCPP) was the principal Partnership Branch-funded program administered by ACCC on behalf of its membership¹⁸.



Sino-Canadian Partnership in China with Canadian and Nanjing Institute of Industry Technology (NIIT) teachers – Selkirk College

¹⁸ Please visit the following site for more information on CCPP: <http://ccpp.accc.ca>

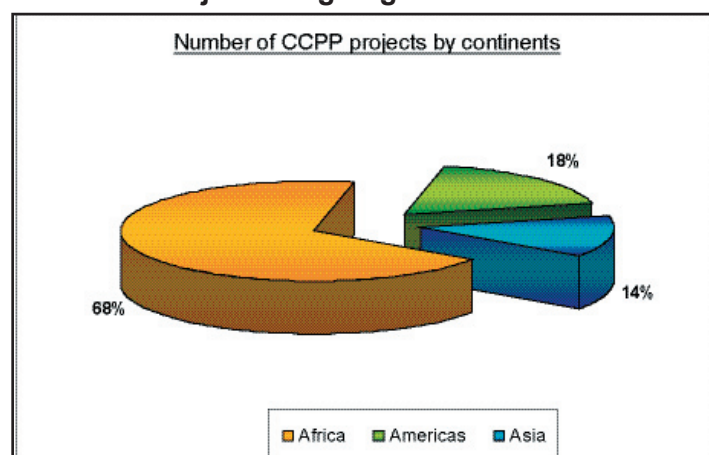
With the overall goal of increasing the capacity of developing country education and training organizations to address their country's sustainable development priorities, CCPP supported partnerships between Canadian colleges and their counterparts in Africa, Asia, the Caribbean as well as in Central and South America as indicated in Chart 6 below.

As a result of the partnerships with Canadian colleges, overseas partner institutions are better able to respond to the needs of their communities and of local industries, have increased skills to design and deliver appropriate training programs, and are seen as a resource for applied learning. Projects have contributed to improving the skills of the management teams at partner institutions and have introduced new teaching methodologies which are more participative and student-centred. In some instances, overseas partners, with new skills, programs and confidence acquired through the partnership project, have been successful in obtaining funding from international donors.

While the School of Agriculture at Gambia College had the mandate to design and offer extension-style short courses, they did not previously have the capacity to do so. As part of curriculum development activities of a CCPP partnership project, Nova Scotia Agricultural College worked with the School to develop and implement short courses in entrepreneurship, sheep production, and cashew production. As an unintended outcome, the School has subsequently been asked to work on the development and revision of agricultural curricula with The University of The Gambia. Industry stakeholders now claim that the School's programs are much more applicable and useful to the agricultural industry.

Evaluation of Sustainable Food Security - Gambia

Chart 6: Geographical Distribution of the 73 CCPP Projects Ongoing in 2007-2008



CCPP projects provided the opportunity for a number of international faculty and staff to train in Canada. In addition, CCPP projects had to include a Canadian community awareness component and were given the opportunity to support the participation of Canadian students in the projects either in Canada or overseas. Several Canadian faculty, staff and students went abroad in the context of CCPP projects.

CCPP projects had a substantial impact on the capacity of Canadian colleges to increase their international partnerships; provide opportunities for faculty and staff to gain valuable experience abroad, and return with new knowledge to share with their peers; and, give students the chance to participate in international development projects and become global citizens.

The 73 ongoing CCPP projects in 2007-2008 had a total value of \$32,400,000. A total of 47 Canadian colleges and 73 institutions abroad participated in these projects. To indicate the level of mobility which CCPP projects have provided, Table 1 below provides the number of staff, faculty and students who came to Canada or went abroad in the 46 projects that continued into the subsequent year.



**Rural Entrepreneurship Development (2008-2010)
Humber College & Moshi University College - Tanzania**

Table 1: International mobility of the 46 CCPP projects

	Male	Women	Total
Overseas staff and faculty to Canada for training	78	40	118
Canadian staff and faculty to provide technical assistance overseas	92	72	164
Canadian college students on work placement or learning experience overseas	29	85	114

9. Main Accomplishments and Challenges

This first national survey has highlighted the many accomplishments of Canadian colleges, such as the fact that:

- more than 60% of colleges are actively engaged in internationalization activities;
- 70% of colleges have an office dedicated to international activities with staff and budget;
- 70% of colleges have protocol agreements with institutions in other countries;
- 82% of colleges provide opportunities to their students to have direct contact with other cultures through travel, internship, study abroad and exchange programs;
- 70% of colleges provide financial support to their students to help them undertake an out-of-country learning experience;
- 76% of colleges are already deploying efforts to recruit international students; and
- 76% of colleges provide opportunities to their faculty and staff to increase their international competencies.

There are also many success stories of internationalization policies, international mobility of Canadian students, faculty and staff, recruiting and hosting international students, internationalization of curriculum, delivery of programs and services abroad, and international cooperation projects¹⁹.

The level of interest existing in many colleges to undertake international activities is high and survey results indicate plans for increased internationalization in the future:

- up to 80% of colleges are planning to become more active in internationalization activities in the future;
- 81% of colleges are planning to recruit more international students in the future; and
- 71% of colleges are planning to increase the delivery of programs and services abroad.

Canadian colleges take internationalization seriously, for the principal reason they cite in the survey, “it prepares students to succeed in and contribute to the global economy and develops international competencies in students.”

Yet, the survey also indicates that, during the 2007-2008 academic year, only 1.1% of Canadian colleges’ full-time students participated in out-of-country learning experiences and international students made up only 5.56% of total enrollment.

This situation can be concerning at a time when international competencies are considered of growing importance by Canadian employers who operate in an increasingly global and competitive world, and at a time when both students and their parents want more international learning to be integrated into regular programs. To have its place in the world, Canada indeed needs an increasing number of citizens with international skills, the capacity to meet global challenges, and to work efficiently in a highly-competitive world.

Many colleges are better responding to this demand from students and employers. Yet, as the percentages show, important challenges seem to prevent them from entirely meeting this demand.

The main challenge given by survey respondents is the lack of financial resources. Institutions have been investing significant time and money to internationalize²⁰. Little supportive funding is actually made available at the federal or corporate level for college international activities, as the Daniel Guhr Report has outlined²¹. DFAIT and the federal government are reflecting upon the possibility of increasing such support, particularly as the figures on the value of international students to the Canadian economy become known (\$6.4 billion per year contribution to the Canadian GDP)²².

Increasing the number of IAM²³ programs to other rapidly-emerging countries like China, India and Brazil, was also mentioned as critical to increasing the very poor percentage of Canadian students studying abroad for a semester or an internship. And simplifying those programs to facilitate greater participation with less complex administration of consortia was also seen as important.

Provincial ministries of education have been increasing their investment to support greater recruitment of foreign students and the mobility of Canadian students, and this is providing new stimulus to institutions in many provinces and territories. Organizations such as Cégep International, the British Columbia Council for International Education, and EduNova are playing a greater promotion role in those jurisdictions.

The lack of a cohesive national plan and brand was mentioned in the survey as a major challenge, since this situation creates a difficult environment where different and even confronting strategies prevent effective cohesive international branding and marketing of Canadian post-secondary education. DFAIT and CMEC have however recently agreed to a Canadian brand that will be used by eligible Canadian institutions, which is welcome progress²⁴.

¹⁹ An increased number of success stories will be featured on the ACCC website in the near future.

²⁰ International Academic Mobility Programs funded and administered by HRSDC.

²¹ The Canadian brand (Imagine Education in/au Canada) is awaiting final provincial approval for its use.

²² A survey of how much they are investing will be carried out in 2010 by both ACCC and AUCC.

²³ Foreign Affairs and International Trade Canada. “Best Practices on Managing the Delivery of Canadian Education Marketing”. Ottawa, Canada. 2009

²⁴ Foreign Affairs and International Trade Canada. “Best Practices on Managing the Delivery of Canadian Education Marketing”. Ottawa, Canada. 2009.

²⁵ ACCC Strategic Plan 2009 – 2012: http://www.accc.ca/english/about/strat_plan.html

Another challenge often mentioned pertains to the difficulties in obtaining visas for international students. However it was noted that CIC has recently been dialoging with the ACCC and its members institutions to improve processing times and approval rates, which is promising.

It is also important to recognize the challenges within the colleges themselves noted in the survey, such as:

- lack of institutional engagement (testimonies include among others, “no attention by boards, administrations or faculty;” “not at all on priority list;” “competition with domestic agenda at times of limited financial and time resources;” etc.)
- lack of human resources (testimonies include among others, “other important files under my responsibility, hence comparatively less time and money for international,” etc.) and,
- lack of training (no coordinated institutional professional training for international; faculty and staff do not have capacity for international; etc.)

The survey also indicates the importance of a good internationalization policy environment for colleges to be able to embark in internationalization. For more colleges to be involved internationally, they will need to incorporate internationalization as an integral part of their institutional policies and strategies.

Similarly, the survey indicates the importance of having an office dedicated specifically to international activities. For colleges to be involved internationally, they need to invest some of their resources into creating an office as an integral part of their structure, with appropriate staff and budget.

And to be effective and sustainable, that office should not only be tasked to increase the number of international students to bring in more revenue, but it needs to develop an integrated internationalization plan.

10. Recommended ACCC Actions

The survey provided an opportunity for colleges to recommend the next steps ACCC should undertake to better support its members’ internationalization processes and the expansion of their international activities. These recommendations are as follows (in descending order of recurrence among respondents):

1. Advocate for more funding support for international recruitment and Canadian student mobility.
2. Provide more intelligence, support, training and advice to member institutions.
3. Enable the more rapid sharing of best practices and lessons learned amongst members.
4. Provide assistance in finding international partner institutions.

These challenges and recommendations were considered in crafting the ACCC strategic priorities for the 2009-12 period whose goals include: 1) facilitating accessible pathways for students to pursue studies domestically and internationally, and promote enhanced credential recognition; 2) expanding opportunities for members to connect faculty, staff and students with the national and international communities; and 3) strengthening member capacity through national and international partnerships. In a recent organizational restructuring, ACCC consolidated its international marketing and support activities under one International Partnerships Division to better engage and support members.

ACCC has also committed to increasing its support to marketing college education and training abroad, and towards facilitating the creation of many more institutional and national association partnerships. It will also carry out additional surveys of this kind to allow all of its members to see what progress is being made and to share innovative practices and success.