

Europe-Canada Cooperation and the Canadian strategy of internationalization

RECTORS SEMINAR 2012

Europe-Canada: the future of Academic cooperation

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1st PART :



TRENDS IN GLOBALIZATION OF HIGHER EDUCATION

THE GLOBALIZATION OF HIGHER EDUCATION : 4 PRACTICES



- A BUSINESS PRACTICE
 - Trade
- A COOPETITION PRACTICE
 - Research
- AN INTERNATIONALIZATION PRACTICE
 - Student Mobility
- AN INTERNATIONAL DEVELOPMENT PRACTICE
 - Aid

A BUSINESS PRACTICE



- SELLING AND EXPORTING EDUCATIONAL PRODUCTS: PROGRAMS, COURSES, ONGOING EDUCATION, DISTANCE EDUCATION, ETC...
- OPENING SUBSIDIARIES OR BRANCHES
- RECRUITING FOREIGN STUDENTS
- ACADEMIC AND NON-ACADEMIC PLAYERS



A “COOPETITION” PRACTICE

INTERNATIONAL REPUTATION, PRESTIGE AND POSITIONING :

- THE RACE FOR THE BEST: PROFESSORS, RESEARCHERS, STUDENTS, INTERNATIONAL PRIZES AND AWARDS
- INTERNATIONAL RANKINGS AND WORLD CLASS UNIVERSITIES
- THE CENTRALITY OF RESEARCH ACTIVITIES
- THE QUALITY OF INTERNATIONAL PARTNERS
- CREATION OF INTER-UNIVERSITY AND INTERNATIONAL NETWORKS AND THE NEW HIERARCHY AMONG UNIVERSITIES:
 - TRAINING: INTEGRATED INTERNATIONAL PROGRAMS, NEW FORM OF DIPLOMA, ERASMUS MUNDUS
 - RESEARCH: INTERNATIONAL NETWORK OF RESEARCH (IARU)

AN INTERNATIONALIZATION PRACTICE



- CONSOLIDATING THE QUALITY OF PROGRAMS
- IMPROVING THE EDUCATION OF STUDENTS,
INTERNATIONAL AND INTERCULTURAL SKILLS
- MOBILITY PROGRAMS
- INTERNATIONALIZING THE PROGRAMS AND THE
CAMPUS

STUDENT MOBILITY: OLD AND NEW MODELS



NO IMPACT ON DIPLOMA

- UNDERGRADUATE AND GRADUATE

WITH IMPACT ON DIPLOMA

(THE NEW ACADEMIC FLEXIBILITY)

- UNDERGRADUATE
 - JOINT DEGREE: 2+2 NORTH-SOUTH
- GRADUATE
 - JOINT DEGREE
 - SHARED THESIS SUPERVISION
 - INTERNATIONALLY INTEGRATED PROGRAMS

INTERNATIONAL DEVELOPMENT PRACTICE AID



- INVOLVEMENT IN NORTH-SOUTH INTER-UNIVERSITY RELATIONS
- DEVELOPMENT OF INSTITUTIONAL CAPACITIES...

THE FOUR PRACTICES AT WORK



- RESEARCH AND COOPETITION: THE MAIN DRIVER
- THE GROWTH OF TRADE: UNDER-FUNDING OF UNIVERSITIES
- TOWARD A NEW MODEL OF STUDENT MOBILITY
- INTERNATIONAL DEVELOPMENT: AT THE MARGIN OF INTERNATIONAL EDUCATION



2ND PART:

INTERNATIONAL EDUCATION: A KEY DRIVER FOR CANADA'S FUTURE PROSPERITY

Advisory Panel on Canada's International Education Strategy

Final Report
August 2012



WHY IS THIS REPORT IMPORTANT?

1 of 2

- LAST COMPONENT OF CANADIAN INVESTMENT IN INTERNATIONAL EDUCATION
 - \$10 million in the 2011 budget
 - North American Scholarship Program

WELL CONNECTED TO THE CANADIAN INTERNATIONAL EDUCATION

- The composition of the panel (6 members, 5 directly connected to universities)
- The consultation process

WHY IS THIS REPORT IMPORTANT?

2 of 2



- A SYNTHESIS OF THE VIEWS AND DEMANDS OF CANADIAN ACTORS IN INTERNATIONAL EDUCATION
 - The gap between the quality of Canadian universities and their competitiveness in international recruitment
 - The need for a coordination mechanism or structure in Canadian Education like the British Council, the DAAD or Campus France, etc.
 - The lack of funding for international recruitment and student mobility
 - The Main propositions are rooted in a shared consensus in Canadian International Education

THE KEY DRIVERS

1 of 2



- THE SEARCH FOR THE TALENT AND STUDENT MOBILITY
 - Our vision for Canada: become the 21st century leader in international education in order to attract top talent and prepare our citizens for the global marketplace, thereby providing key building blocks for our future prosperity
- INTERNATIONALIZATION AS A STRATEGIC PRIORITY
 - The importance of internationalizing education in Canada has a strategic component of the Government of Canada's
 - Economic action plan
 - International trade and innovation strategies
 - Immigration and foreign policies

THE KEY DRIVERS

2 of 2



- TO ENSURE EFFECTIVE POSITIONING OF CANADA IN INTERNATIONAL MARKETS AND INTERNATIONALIZATION OF EDUCATION AS A STRATEGIC PRIORITY FOR CANADA, THE PANEL RECOMMENDS TO:
 - Create a Council on International Education and Research (CIER) to provide policy advice to the Ministers on International Trade, Finance, Citizenship and Immigration and Industry

WHY INTERNATIONAL EDUCATION MATTERS?

1 of 2



- SUPPORTING CANADA'S INNOVATION, SCIENCE AND TECHNOLOGY AGENDAS
 - Recruitment and partnerships and exchange of talent
- KNOWLEDGE DIPLOMACY
 - International education allows Canadian student to acquire global perspective thus helping them to become citizens of the world who can contribute to the diplomacy of knowledge

WHY INTERNATIONAL EDUCATION MATTERS?

2 of 2



- THE ECONOMIC IMPACT OF INTERNATIONAL EDUCATION
 - In 2012, international expenditure on tuition, accommodation and living expenses contributes to more than \$8 billion to the Canadian economy, \$445 million in government revenues and sustained jobs for more than 86 000 Canadians.
- PIPELINE TO THE CANADIAN LABOUR MARKET
 - Well aligned with the Canadian immigration and labour strategies, international education can help in addressing demographic and labour issues.

THE BUSINESS PRACTICE

1 of 3



- THE SITUATION

- Global demand in Higher Education should growth from 3.9 million students in 2009 to 6.4 million in 2025 (OECD)
- In 2009, the share of international student enrolment in Canada post-secondary education is 7.5% which is modest compared to France (12%), Germany (11.5%) and Australia (23%).
- International students in Canadian universities in 2010
 - 8% undergraduate
 - 18% master
 - 23% PhD

THE BUSINESS PRACTICE

2 of 3



- THE PROPOSITION

- Double the number of international students choosing Canada by 2012, from 239 000 in 2011 to 450 000 in 2022
- A. Develop a global communication strategy centered on the increase marketing of Canada's brand "Education in Canada" (student select a country before an institution)
- B. Focus on a limited number of priority markets: China, India, Brazil, The Middle East and North Africa including Turkey, Vietnam and Mexico, which will receive priority resource allocation.

THE BUSINESS PRACTICE

3 of 3



- C. A digital strategy based on a sophisticated and comprehensive e-communication system that will serve as a national portal for international students interested in education in Canada.

- D. Brand Canada through scholarship for international undergraduate students. Government of Canada with the provinces and territories, the universities and private donors should provide co-funding for 8 000 new Canadian scholarships.

THE « COOPETITION » PRACTICE

1 of 4



- THE SITUATION

- Canada produces fewer doctoral candidates than many other OECD countries. Compared to Australia, Canada has a significantly share of the domestic population with a post-secondary education at 49% compared to 18%. At the PhD level, Australia produced 270 graduates per million population compared to 145 in Canada. Explanation: Australia attracts a higher number on international student pursuing their doctoral education.

THE « COOPETITION » PRACTICE

2 of 4



- Major investments in recruiting and attracting top research talent:
 - o Vanier CGS (25% international)
 - o Banting Postdoctoral fellowships (31% international)
 - o Canadian Excellence Research chairs (\$10 million for seven years for each of the 19 chair holders) and Canadian Research programs (2000 research professorship accross the country, \$300 million a year. March 2012, 25% of holders of Canadian Research chairs are from outside Canada, including expatriate Canadians.

THE « COOPETITION » PRACTICE

3 of 4



- Significant amount of funding for international students and researchers through the 3 granting councils (SSHRC, NSERC, CIHR)

- THE PROPOSITION
 - A. Regroup grants and scholarships available to international students and post-doctoral fellows under one label/brand (a prestige flagship program) with a focus on priority areas aligned with Canada's innovation and prosperity agenda.
 - Funding available to international students should be coordinated or reorganized under a one label brand such as Canada Scholarships

THE « COOPETITION » PRACTICE

4 of 4



- Emphasis on a small number of priority countries
 - 2 000 international students graduate scholarships and 1 000 post-doctoral fellowship
- B. Additional investment to allow Canada to leverage existing opportunities by matching country scholarship programs such as the China Scholarship Council, the Brazilian Sciences Without Borders program and the Saudi Arabia King Abdullah scholarships.
- C. Develop comprehensive and multifaceted bilateral agreements with priority countries that focus on all aspects of graduate education and research, supported by appropriate levels of funding.

THE INTERNATIONAL PRACTICE

1 of 2



- THE SITUATION
 - The output of student mobility: cultural , academic, economic and diplomatic
 - Behind competitors in international mobility for domestics students:
 - 3% of Canadian university students go abroad compared to 3.5% in USA, 5% in Europe and 6% in Australia.
 - Since June 2011, the International Academic Mobility (IAM) which includes the Canada-European Consortia program has been cancelled.

THE INTERNATIONAL PRACTICE

1 of 2



- THE PROPOSITION

- Introduce an International Mobility Program for Canadian students to serve 50 000 student per year by 2022.
- This program will be co-funded by the institutions, the Canadian and provincial government.
- This program will be available from K-12 to post-secondary institutions.

THE INTERNATIONAL DEVELOPMENT PRACTICE



- CIDA AND ICRD ARE MENTIONNED AS FEDERAL AGENCIES WHO PLAY A ROLE IN INTERNATIONAL EDUCATION. NO PROPOSITION.

3RD PART:



THE REPORT AND THE CANADIAN STRATEGY OF INTERNATIONALIZATION

THE FOUR PRACTICES



- BUSINESS AND TRADE AS THE KEY DRIVERS
- ATTRACT TALENTS AS A COMPLEMENT OF THE INVESTMENTS IN RESEARCH
- STUDENT MOBILITY AS A CULTURAL AND DIPLOMATIC PROJECT
- INTERNATIONAL DEVELOPMENT: OUT!



WHERE ARE THE UNIVERSITIES?

- TALENT VS INSTITUTIONS
- INTERNATIONALIZATION AS AN ACADEMIC PROJECT
 - Integration and networking of programs
- UNIVERSITIES AS KEY ACTORS OF GLOBALIZATION OF HIGHER EDUCATION
 - Ex: the Knowledge diplomacy (Canadian Studies program and new global issues)



EUROPE-CANADA COOPERATION

- NEW GEOGRAPHICAL PRIORITIES: EMERGENT COUNTRIES
- NO SUPPORT TO INSTITUTIONAL INITIATIVES
 - Innovation
 - Consortium and Canadian Studies
- RESEARCH?



CONCLUSION

ARE YOU A MAKETER OR AN ACADEMIC?

THE DECLINING CONTRIBUTION OF
INTERNATIONAL EDUCATION TO THE
ACADEMIC LIFE

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