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## **Submission to Global Affairs Canada**

### **Canada's International Assistance Policy Review**

**Canadian Bureau for International Education**

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The Canadian Bureau for International Education (CBIE) is pleased to submit this brief to Global Affairs Canada in the context of its consultations to review Canada's international assistance policy.

## About CBIE

CBIE is a national non-profit, membership organization engaged in international education policy, practice, development and advocacy with a pan-Canadian membership comprised of more than 150 universities, colleges, institutes, school boards and language schools (Annex A). CBIE believes that international education is one of the best ways to create understanding among peoples and to develop enduring political, cultural and economic links among nations. It advances Canada's education linkages around the world by creating and mobilizing expertise, knowledge, opportunity and leadership, based on its core values of equity, quality, inclusiveness and partnership.

CBIE has supported, designed and implemented over 100 projects valued at \$2.2 billion in Canada and abroad in 60 countries and in 17 languages. These include a wide range of programs supported by the Government of Canada in sectors such as governance, civil society development, education reform, peace-building in education, and leadership training and development through scholarships and mentorship.

CBIE's experience has shown that partnering and sharing knowledge and expertise are the most effective ways to implement locally driven and sustainable solutions. Its perspective on development is rooted in strengthening capacity and building empowerment at the local level rather than imposing foreign-driven solutions. Recognition and appreciation of cultural diversity and experience are at the heart of all CBIE programming.

CBIE regularly partners with government administrations, policy makers, civil society organizations and community leaders at national, regional and local levels from around the globe, in particular, engaging in countries in transition. CBIE plays the role of facilitator of partnerships and transmitter of knowledge and best practices between relevant Canadian public sector institutions and international counterpart institutions. CBIE has extensive experience in delivering programming in times of major political upheaval in partner countries.



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## CBIE's response to the policy review

CBIE is committed to reflecting the priorities of its members in engaging with the Government of Canada on policy and programming levels. In response to the government's May 18th launch of the public review to renew Canada's international assistance policy and funding framework, CBIE has been actively seeking input and encouraging discussion across its membership with a view to garner substantive input relevant to the main policy areas of international assistance presently under review. The organization hosted a series of webinars and invited written contributions from experienced development researchers and practitioners within our institutions, as well as international partners abroad, in order to inform this submission. CBIE also welcomed member feedback into the potential role for Canadian education institutions to support international assistance programming going forward.

As a result of this process, CBIE proposes four concrete recommendations that correspond to the input received from its members, as well as its own experience as a key development partner to the Government of Canada. In addition, Annex B also provides a highlight of key reflections from representatives of member institutions in each of the identified development policy areas.

CBIE's submission builds upon its initial brief recently submitted to the Standing Committee on Foreign Affairs and International Development on countries of focus for Canada's development assistance.



## Recommendations

Based on its 50 years of experience serving developing countries through education, capacity-building, training and mentoring in a range of fields, CBIE respectfully offers the following input and recommendations.

### 1. Harnessing the potential of education in development

Education is the foundation of self-sufficiency for individuals, families and countries. CBIE seeks to contribute to achieving the 2030 Agenda for Sustainable Development, in particular the targets related to ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (SDG 4). CBIE's perspective is that progress toward SDG 4 is only possible with a dedicated policy commitment that places education at the core of Canadian development programming.

Canada boasts comparative advantage in a number of areas critical to development, and prominent among these is education – at all levels. Promoting quality education, sharing best practices and facilitating an ongoing dialogue between policy makers, practitioners and education leaders can have a system-wide impact across most sectors. Beyond SDG 4, education and training are essential underpinnings of virtually all of the SDGs in the 2030 Agenda.

It is not possible to eradicate hunger without supporting capacity for sustainable agriculture and fisheries management. Nor is it possible to achieve clean water and sanitation without the knowledge and expertise to build the systems that deliver them. There are abundant reasons to make education a central element of our development assistance.

Universal access to quality elementary and secondary education for all girls and boys is the crucial first step. However, Canada must go further. We must provide workplace skills training to address issues of youth unemployment. We must support schooling in refugee camps to avert a lost generation. We need to help build talent in developing countries in order to help them move into the global knowledge economy. We must ensure access to advanced education and leadership development for women in order to ensure sustainable gender equity.

To date, Canada has not fully leveraged the potential of its institutions of learning in contributing to international development. Universities, colleges, K-12 schools – as inclusive, innovative and high quality institutions – have the potential to serve as dynamic catalysts for change as part of Canada's technical assistance abroad across all policy areas. Learning institutions not only serve as innovation hubs and knowledge in society, but provide a meaningful and constructive gathering space for partners and communities to come together to share and improve lives across borders. There already exists an array of partnerships with institutions in developing countries that have been built by Canadian educational



institutions. These sustained and sustainable linkages offer a solid foundation on which to deliver further assistance and can be scaled up in support of strengthened development in critical sectors now and into the future.

#### **RECOMMENDATION:**

With the objective of harnessing the potential of education in development, CBIE recommends that the Government of Canada establish a key policy direction by designating education as:

- A. an explicit sector of focus for targeted programming in partner countries; and
- B. a cross-cutting theme across the broad spectrum of Canada's international development assistance programming.

## **2. Innovative education investments in development**

Peaceful, inclusive and healthy societies require effective leadership across all sectors, including the policy areas of governance, pluralism, diversity and human rights, clean economic growth and climate change, the health and rights of women and children, and peace and security. Canada's aid investments abroad must necessarily contribute in helping to grow and mentor emerging global leaders. In CBIE's experience, one of the best contributions in building this human capacity for development is through innovative education investments.

CBIE has engineered innovative approaches to education and student/learner mobility that have the potential to play a significant role in building human capacity for development. Scholarship programs

The Programme canadien de bourses de la Francophonie is a scholarship program designed to build institutional capacity by training employed nationals from 37 developing countries of La Francophonie.

The long-term goal of the program is to promote the development of recipient countries by giving priority to improving the skills of college and university personnel in the field of education and research, and increasing and strengthening the skills of specialists and managers in the public and private sectors.

Since candidates are selected by using a quota system for each recipient country, countries are able to define their own priorities for training, as well as the level of training required for the development of their institutions. Furthermore, institutions targeted by recipient countries conduct internal recruitment campaigns to identify qualified candidates who show the greatest aptitude for helping strengthen their institution's capacities when they return to their country. Candidates are also required to hold a key position so that the knowledge they acquire will benefit the capacity building of their institution upon their return.



such as the Government of Canada funded Programme canadien de bourses de la Francophonie (PCBF) and the African Leaders of Tomorrow Scholarship Program (ALT) offer an effective means of providing

The African Leaders of Tomorrow (ALT) Scholarship Program supports young African professionals to become leaders in public policy and administration. The program grants full scholarships to women and men from 48 sub-Saharan African countries to pursue a Master's degree in public administration, public policy or public finances in Canada. An additional professional development component provides a number of innovative opportunities that enhance and maximize the scholars' experience in Canada. Candidates are asked to present a real public sector challenge in the scholar's home country that they would like to work on with a potential mentor throughout their studies. Scholars' engagement in social and economic governance and policy dialogues, as they present their case studies to colleagues in Canada and internationally, enhances their capacity and confidence to become innovative and effective leaders upon their return to Africa.

targeted Canadian support in any given region. They serve to connect regional and global leaders. Moreover, they allow for the broadening of reach and impact of Canadian aid investments abroad, a way to balance Canada's approach which has traditionally benefitted a relatively limited number of countries. Further, policy fellowships such as the Public Policy Knowledge Network (PPKN) serve as important capacity-building tools for promoting social and economic progress in policy terms while, in parallel, serving to connect regional and global thought leaders in collaborative policy problem-solving, in particular when such investments are operationalized locally, from within the partner countries.

As the designer and manager of the PPKN (2003-2008), CBIE supported public policy

capacity building within the government of Georgia and the schools of public administration in the South Caucasus (Georgia, Armenia and Azerbaijan). CBIE, in partnership with member institutions, developed and delivered in-service training courses for designated regional government officials, thus equipping them to address local and regional policy challenges. This policy fellowship program was directly linked to the provision of Canadian technical assistance support in key policy areas intended to move the reform agenda forward within the region over the medium-term. The net impact of the PPKN was both a strengthening of in-country leadership, as well as concrete collaborative policy problem-solving within the South Caucasus region.

There is considerable and growing evidence that scholarships and fellowships have positive impacts on the leadership of partner countries. Increasingly, attention is given to program design to ensure an integral connection to the home country, which effectively mitigates any risk of 'brain drain'. In both the PCBF and ALT programs, for example, candidates must be employees whose public sector and civil society institutions or organizations commit to reintegrating them and leveraging their newfound learning upon their return. Through mentorship and other innovative ancillary programming, scholarship/fellowship programming promotes people-to-people relationships and a sustained in-country presence for Canada.



CBIE's experience with these programs has demonstrated that there are unique ways that scholarship and fellowship programs can simultaneously serve to advance Canadian priorities in development, trade and diplomacy, and have a positive long-term economic impact. Scholarship and fellowship programs – especially those regionally based – allow the Government of Canada to offer cost-effective development programming. Furthermore, said programs can be flexible and nimble allowing for programming adjustments in times of changing political, economic and environmental realities, thus helping to mitigate potential programming risks. These innovative education investment programs offer a flexible approach that allows for a hiatus in, or re-focusing of, support, should there be a disruption in a particular country or within a given sector where it is challenging or impossible to proceed with other aid-funded activities as planned.

Innovative education investment programming also responds directly to the development assistance priorities of advancing democracy, stimulating sustainable economic growth and securing the future of children and youth. In particular, it contributes to building the economic foundations necessary to support poverty reduction by strengthening governance, policy development and public financial management at national, regional and local levels and improving legal/regulatory frameworks and systems to stabilize economies. Such programs also contribute to Canada's International Education Strategy designed to maintain and enhance Canada's global position in higher education and drive economic growth and prosperity both in Canada and abroad.

**RECOMMENDATION:**

CBIE recommends that the Government of Canada use innovative education investment programming to achieve lasting results in development, in particular investments in regionally-based and/or sectorally-focused scholarship and fellowship programs intended to promote leadership development, collaborative policy problem-solving, people-to-people ties and in-country/in-region presence for Canada across sectors and societies.

### **3. Supporting capacity building of education systems in developing countries**

Spanning ten provinces and three territories, Canadian education institutions – from K-12 to universities and colleges – cover a range of distinctive learning environments. Across the spectrum of these institutions, best practices and innovations have emerged that help to ensure continuing modernization of the Canadian education system and by extension have resulted in high learning outcomes and holistic learning opportunities for students. These practices include effective institutional management models and approaches; student-centered and outcomes-based learning; innovative pedagogical approaches, especially entrepreneurship education; student-driven enterprise; and the teaching of global engagement. Canadian education institutions, including our universities, colleges, polytechnics, CEGEPs and school boards, serve as institutional microcosms to help students build their capacity and skills. These dynamic



learning environments empower students to embrace attitudes, skills, and hands-on knowledge and experience that lead to social responsibility. Moreover, Canadian institutions of higher learning are at the heart of an eco-system of knowledge mobilization, industry and communities where partnerships are harnessed between these institutions and broader communities to promote engagement, modernization and innovation across the society.

In connecting Canadian institutions to those in developing countries, CBIE believes that professional exchange and learning at both institutional and peer-to-peer levels will contribute to the sustainable modernization of education systems in terms of improved systems, processes and legal-normative frameworks. Partnerships with ministries of education and supporting their efforts to strengthen the public education sector, should also be pursued with the goal of strengthening the quality of education at the primary and secondary levels, as well as of the TVET sector.

CBIE has been actively working in countries in transition over the last twenty-five years, supporting public sector modernization. CBIE recognizes that sustainable economic growth within a given country context is largely dependent upon the capacity of key institutions to provide a framework and stimulus for growth and innovation, both economically and socially. Among all societal institutions, education systems at all levels have the most critical role to play in producing citizens capable of taking up key roles across all sectors of a country's labour market and leadership ranks.

#### **RECOMMENDATION:**

CBIE recommends that the Government of Canada play a more active role in supporting capacity building of educational systems in developing countries. Canada's best practices and innovative approaches to pedagogy, as well as institutional governance, can catalyze sustainable economic and social change in countries of focus.

#### **4. Investing in the diplomacy of knowledge through learning opportunities for Canadians abroad**

As His Excellency, the Right Honourable Governor General of Canada and CBIE's Honourary Patron, David Johnson, has noted, Canadians ability to work together and to practice the diplomacy of knowledge will be critical to our country's success. There is a need to invest in the diplomacy of knowledge through the creation of new learning opportunities for Canadians to contribute to Canada's technical assistance abroad. At present, only three per cent of Canadian students are going abroad on international study programs or exchanges, comparatively well below the OECD average for nationals going abroad for learning and development opportunities. Many other countries, such as the United States, the United Kingdom, Germany, Australia and Brazil, have made learning abroad a national public policy priority.



Global policy issues and challenges are becoming increasingly complex and interdependent. There is a unique opportunity for Canada to provide much needed global leadership through its development programming abroad. The complex policy issues identified by Global Affairs Canada as priority areas for intervention will necessarily require an interdisciplinary approach. CBIE urges the Government of Canada to engage Canadians – students, researchers, faculty and administrators from Canadian institutions of learning – in helping find evidence-based, innovative, sustainable and resilient solutions to real life problems facing the most vulnerable populations across the globe.

Over the last five decades, CBIE has witnessed first-hand the benefits of investing in learning opportunities for Canadians – from its administration of Canadian government-funded youth internship awards that have helped to cultivate globally-minded young Canadians, to the awarding of scholarships and grants intended to facilitate research collaboration across countries for the resolution of local and regional challenges. CBIE and our members believe that Canada is well placed to leverage our best and brightest minds to help collaboratively address the most pressing global challenges. Partner countries benefit from this collaboration and interaction as local talent is developed and connected to the global knowledge economy. Canada also benefits as these important learning opportunities help to nurture Canada's emerging leaders and to foster their first-hand understanding of the importance of Canada's sustained development assistance efforts.

**RECOMMENDATION:**

CBIE recommends that the Government of Canada embed investments intended to create learning opportunities for Canadian researchers, students, faculty and administrators through programming mechanisms such as scholarships, grants and internships as part of its overall development programming abroad. Specifically, CBIE recommends that all future development programs implemented with Government of Canada support be required to allocate financing and programming space to encourage learning opportunities for Canadians abroad, with priority emphasis upon new opportunities for Canada's youth.

## Conclusion

CBIE appreciates this opportunity to offer input as part of the review of Canada's international assistance policy. In explicitly demonstrating a policy commitment to education, including supporting innovative education investment programming and new learning opportunities for Canadians in development as part of the re-focusing of Canada's development agenda, CBIE believes that Canada will leverage one of its unique strengths – its high quality education system – and strengthen the impact and sustainability of Canada's aid investments.



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## ANNEX A: CBIE Member Institutions

### Alberta

Calgary Board of Education  
Concordia University College of Alberta  
Edmonton Public Schools  
Grant MacEwan University  
Lakeland College  
Lethbridge College  
Medicine Hat College  
Mount Royal University  
NorQuest College  
Northern Alberta Institute of Technology  
Olds College  
Red Deer College  
Southern Alberta Institute of Technology  
University of Alberta  
University of Calgary  
University of Lethbridge

### British Columbia

British Columbia Institute of Technology  
Camosun College  
Capilano University  
College of New Caledonia  
College of the Rockies  
Coquitlam School District  
Douglas College  
Emily Carr University of Art and Design  
Fraser International College  
Kwantlen Polytechnic University  
Langara College  
North Island College  
Okanagan College  
Quest University Canada  
Royal Roads University  
Selkirk College  
Simon Fraser University

Surrey School Board  
Thompson Rivers University  
University of the Fraser Valley  
University of British Columbia  
University of Northern British Columbia  
University of Victoria  
Vancouver Community College  
Vancouver Island University

### Manitoba

Assiniboine Community College  
Brandon University  
International College of Manitoba  
Manitoba Institute of Trades and  
Technology  
Red River College  
Université de Saint-Boniface  
University of Manitoba  
University of Winnipeg

### New Brunswick

Mount Allison University  
New Brunswick Community College  
St. Thomas University  
Université de Moncton  
University of New Brunswick  
Newfoundland & Labrador  
College of the North Atlantic  
Memorial University of Newfoundland

### Nova Scotia

Acadia University  
Cape Breton University  
Dalhousie University  
Mount Saint Vincent University



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Nova Scotia College of Art and Design University  
Nova Scotia Community College  
Saint Mary's University

### **Prince Edward Island**

University of Prince Edward Island

### **Ontario**

Algoma University  
Algonquin College of Applied Arts and Technology  
Brock University  
Cambrian College  
Canadore College  
Carleton University  
Centennial College  
Collège Boréal  
Conestoga College  
Confederation College  
Conseil des écoles publiques de l'Est de l'Ontario  
Durham College  
Fanshawe College  
George Brown College  
Georgian College  
Hanson International Academy  
Humber Institute of Technology and Advanced Learning  
La Cité collégiale  
Lakehead University  
Lambton College  
Laurentian University / Université Laurentienne  
Loyalist College  
McMaster University  
Mohawk College of Applied Arts and Technology  
Niagara College

Nipissing University  
Northern College  
Ottawa-Carleton District School Board & OCENET  
Ontario College of Art and Design University  
Queen's University  
Ryerson University  
Sault College  
Seneca College of Applied Arts and Technology  
Sheridan College  
Sir Sandford Fleming College  
St. Clair College  
St. Lawrence College  
Thames Valley District School Board  
Toronto District School Board  
Trent University  
University of Guelph  
University of Ontario Institute of Technology  
University of Ottawa / Université d'Ottawa  
University of Toronto  
University of Windsor  
University of Waterloo  
Waterloo Catholic District School Board  
Western University  
Wilfrid Laurier University  
Windsor Essex Catholic District School Board  
York University

### **Québec**

Bishop's University  
Cégep André Laurendeau  
Cégep Gérard-Godin  
Cégep Heritage College  
Cégep John Abbott College  
Collège de Bois-de-Boulogne  
Collège LaSalle College  
Collège Montmorency  
Concordia University



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École de technologie supérieure  
École Polytechnique de Montréal  
HEC Montréal  
Institut national de la recherche scientifique  
Lester B. Pearson School Board  
McGill University  
Université de Montréal  
Université de Sherbrooke  
Université du Québec à Montréal

Université du Québec à Trois-Rivières  
Université du Québec en Outaouais  
Université Laval

**Saskatchewan**  
Saskatchewan Polytechnic  
University of Regina  
University of Saskatchewan



## ANNEX B: CBIE Member Consultations – Key Insights

The following section provides a highlight of the key insights and reflections identified by experienced researchers and practitioners within CBIE's institutions under each of the relevant development policy areas.

### 1. Health and rights of women and children

**Building on our commitment to a feminist approach and support for the gender equality goal of the 2030 Agenda, where should Canada focus its international assistance effort in this area? How can Canada take advantage of specific opportunities to demonstrate new or continued leadership on women's empowerment and gender equality?**

- Canada has a unique opportunity to demonstrate leadership on women's empowerment and gender equality within the educator sector, in particular, as it relates to access to education, the development of education curriculum and capacity development at the leadership level across the system.
- It is insufficient to ensure access to basic education. Canada should provide access to post-secondary education to women, especially women from marginalized communities to help ensure women's economic empowerment. Such an initiative would require a targeted effort to reach these marginalized communities and to develop meaningful pathways to promote access to higher education.
- The experiences of education institutions in development efforts abroad have demonstrated the need to focus upon education as a first step in ensuring the health and rights of women and children. Health care interventions will have minimal impact within marginalized communities if these communities are not educated on the benefits of accessing health care. As such, development investments in this area necessarily need to take a trans-disciplinary and more holistic/integrated approach.

**How can Canada's efforts to support well-being and empowerment better benefit children and youth, including in the education sector?**

- Project design necessarily needs to take place in close collaboration with partner communities thus promoting the empowerment of these communities in programming/partnership. Local ownership of the project design process will allow for the incorporation of community feedback during the design phase of programming, and serve to build local partner buy-in during the implementation phase to provide feedback and support activities.
- Canada's efforts to support well-being and empowerment will better benefit children and youth when all members of the community are engaged in this effort, as opposed to merely undertaking programming with the input of community elders and leaders. The involvement of all community



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members, including children and youth themselves, is critical to ensure the full-impact of Canadian development investment.

- It is important to ensure that programming decisions and the content of programming is necessarily informed by evidence-based data on local communities thus helping to validate that Canada's investments are reaching the most vulnerable young populations abroad.
- Traditionally, development programming in education has focused upon projects supporting the public school system. This approach has left many children and youth behind. Future programming necessarily needs to also capture those children and youth that are not currently enrolled within school systems.
- Investments in education necessarily need to be contextualized within the local community to ensure a sustainable impact. This means that education investments cannot merely be “dropped in” without a commitment to ensure that the necessary infrastructure is in place to benefit from the investment, and further, that the necessary community supports are in place to facilitate the participation of children and youth in education-related programming. Such investments require a longer-term in-country presence and programming commitment.
- Canada has a unique opportunity to build capacity within local high schools – both in terms of programming targeting students, as well as teachers and community leaders. From a pedagogical standpoint, investments in laboratories and progressive classrooms have the potential to be transformative. Canada's support should target gaps at the high school level, especially the STEM fields and interventions aimed at developing critical thinking skills.
- There is also a need to invest in institutional capacity development to ensure receptor capacity for Canadian programming at the level of individual partner institutions as well as the education systems-level.
- Canadian financing targeted towards building the necessary infrastructure to help students get to school would significantly improve access to education.

### **What strategic role can Canada play in advancing health-related SDG goals to improve the health of women and girls, including adolescents, in particular their sexual and reproductive health rights?**

- Canadian programming necessarily needs to consider and address the cultural realities and traditions of local communities, in particular, rural communities, as part of program design to ensure that women and girls are able to access and benefit from the intended interventions. Barriers to access can be minimized and addressed through appropriate education efforts within communities to build new knowledge and foster greater understanding about health issues and options available for health promotion and improvement for women and girls.
- Education and awareness efforts as part of development programming in local communities intended to improve the health of women and girls must involve targeted outreach and education of men and boys within those communities, in addition to the women and girls.



## 2. Clean economic growth and climate change

### Where has Canada added value in promoting clean sustainable economic growth?

- Canada, our provinces and territories boast experience in promoting sustainable living and climate resilience through clean energy and recycling technologies often on a system-wide basis. Various grant mechanisms and programming for organizations, individuals and families have had a strong impact on Canadian communities. Education institutions, government and the private sector are able to provide support in technical advancement.
- Natural resource management is key to a country's economic stability and Canada's domestic track record in the management of natural resources can inform policies and processes in developing countries.
- Canada's commitment to sustainable forest management ensures that the country's forests remain healthy now and for generations to come. Sustainable best management practices guide forestry practices so as to leave behind clean water, and land that is prime for new growth, when the harvest is complete. These practices are relevant in the development context and should be considered in future programming intended to promote clean economic growth and climate change abroad.
- Canadian institutions and non-governmental organizations are consistently conducting research and working toward creating healthy, vibrant, sustainable livelihood in coastal communities where fisheries are a meaningful, sustainable source of employment. These organizations and the relevant research that they produce should be utilized in development programming intended to create employment opportunities in coastal community contexts.
- In Canada, solar energy technologies have become a favoured form of renewable energy technology due to a number of social and economic factors, including the need to reduce greenhouse gas (GHG) emissions, deregulation, and the restructuring of electric power generating companies. These technologies have the potential to be relevant in the developing country context.

### How can Canada support developing countries to mitigate and adapt to climate change?

- Developing countries often face climate change issues because of their large populations and reliance upon unclean energy sources. Interventions should be less ideologically driven and rather based upon empirical data which Canadian colleges and universities are well equipped to provide. Broad strategic partnerships – STEM funding research and opportunities, for example – can be leveraged to build capacity in organizations, institutions and government in developing countries. It is important not to neglect smaller communities that may lack infrastructure. The cumulative impact of smaller solutions across communities has the potential to have a very significant positive impact upon climate change.



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- Canada has the longest coastline in the Arctic which also serves as a major area for global concern. This particular policy issue has the potential to tie together both foreign and domestic policy considerations/solutions.
- Canada should support capacity building in conservation areas through a number of cost effective mechanisms that include distance education, and study abroad opportunities for Canadian students and researchers, and engaging overseas youth to engender sustainable economic growth. These mechanisms and interventions have the potential to be transformative - encouraging entrepreneurship, training, resource management, adaptability and resilience in response to changing climates, harnessing the potential of information and communication technology, mobile apps and new technology, among others.

**Are there niche areas within climate and environment (e.g. water, biodiversity, land use, agriculture, and energy) where Canada could further focus its international assistance?**

- With an ever-increasing focus on Indigenous self-governance and resource stewardship and development, colleges and universities are in a unique position to engage youth and also indigenous populations in Canada and abroad.
- Canadian international assistance could focus upon strengthening the resource base with a particular emphasis on mining, fisheries, forestry, clean energy, and recycling technologies, in particular, in northern areas. Canada can also play a role in promoting increased South/South collaboration.
- In some African countries, the lack of capacity in coastal resource management has had a negative impact on the health of communities. Canada has much to offer in this respect. With fisheries and oceans and climate change, coastal adaptations are tied to domestic policy on the Canadian coastline.
- Throughout all development programming, Canada should promote and find ways to include increased leadership roles for women, in particular, in areas within climate and environment.



### **3. Governance, pluralism, diversity and human rights**

**How can Canada best implement Goal 16 of the 2030 Agenda – to promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels?**

- Canada needs to continue to engage and provide leadership through programming that addresses issues of governance, pluralism, diversity and human rights. The Canadian experience is unique in global terms and there has never been a more critical point internationally for Canadian leadership in this area.
- In addition to targeted programming in the area of governance as part of the development investment abroad, governance necessarily needs to continue to be a cross-cutting theme in development programming as it thus serves to permeate all levels of technical assistance. Development efforts do not take root at the level of individual programs unless the governance piece is addressed in tandem. For example, teacher training/principal training will inherently be more successful in terms of impact and the sustainability of results if such training includes elements of governance and institutional capacity-building.
- A combination of bottom-up and top-down approaches is needed to support successful and sustainable governance reform in other country contexts.

**How can Canada promote inclusion, advance respect for diversity and uphold human rights?**

- Canada can promote inclusion, advance respect for diversity and uphold human rights by supporting student engagement on campuses, and developing and delivering training/programming on cross-cultural competencies and diversity. These are fertile opportunities for the development of future global leaders.
- Canada is uniquely positioned to provide leadership and to promote diversity and multiculturalism on university campuses abroad.
- Human rights mainstreaming should be an essential element of Canada's international assistance programming. Canadian higher education institutions have an important role to play on this front. There is a certain level of neutrality that universities and colleges bring given their key role in educating people and conducting research.

**In what areas of governance can Canada's international assistance have the most impact?**

- There is a prominent role for Canada to play as a linkage between the West and the rest of the world in advancing governance and filling the gap on human rights engagement.
- There is tremendous potential to address governance in areas such as legislation, taxation, social services, etc. abroad, depending upon the needs and priorities in a given country context.



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- Canadian institutions of learning have much to contribute in governance programming and institutional capacity-building abroad.
- Canada should give strong consideration to applying human rights-based approaches in international development programming going forward.
- There is plenty of room for continuous promotion of Canada, including promotion of Canadian universities and colleges (Canadian institutions are not very well known around the world), and for expanding opportunities to access quality education in Canada.



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#### **4. Peace and security/responding to humanitarian crises and the needs of displaced populations**

**What specific strengths should Canada build upon to respond to peace and security challenges?**

- Recently, Canadian support for peace and security around the world has largely involved providing funding for local/regional governmental bodies to provide peacekeeping support. Canada could effectively provide support through training and development. For instance, Canadians could be engaged to build regional capacity by providing training and support to defense and security institutions.
- Due to their clear role and academic nature, universities and colleges are able to participate in the peace process in a way that foreign governments are not able due to often highly politicized circumstances.
- Education can serve as a meaningful way of contributing to the peace process. Education also provides a constructive means of engagement with the local community impacted by the conflict.

**How can Canada align its international assistance efforts in peace and security with international approaches, including the 2030 Agenda?**

- Attention should be given to not just the poorest of the poor countries, but also to middle-income countries where the majority of the world's poorest actually reside.
- Access to education is not always equal. The equity of access to education in development programming touching upon education necessarily needs to consider this challenge in supporting vulnerable populations and persons. For example, as it relates to displaced persons settling into a new country context, those displaced persons who have already obtained education from a more prestigious or "elite" institution are able to access education with greater ease than an individual with a credential from an unknown institution, thus serving to perpetuate privilege.
- Investments in education are important. However, in providing access to education and training through development programming, attention needs to be paid to how access to opportunities is provided, as in some instances individuals accessing learning opportunities are also those individuals driving conflict within a given country context. It is necessary to consider the *how* as well as 'granular realities'.
- When designing programs to bring foreign nationals to Canada to pursue education and/or training, it is important to consider the risk of taking away a country's best and brightest at a critical moment ('brain drain'). Blended learning systems can help to mitigate the challenge of 'brain drain' by providing in-country education and training solutions. It can also prove beneficial to bring Canadian education to foreign nationals in other countries via modern, web-based technology.



### **What kind of international assistance partnerships should Canada pursue to achieve its peace and security goals?**

- When delivering education in communities around the world, it is important to keep local actors involved and engaged.
- The inclusion of refugees and displaced persons into domestic education systems supports community integration. In the case of those who return once crisis situations begin to stabilize, it also creates a cohort of future 'nation builders'. In this regard, in educating refugees and displaced persons, higher education institutions participate in the peace process. It is critical that in addition to academic education, support for language and integration, along with counseling, is provided by either these institutions directly, or alternatively, that these institutions are able to link students directly to such support.

### **How can Canada better support the protection of vulnerable populations in crises and strengthen respect for humanitarian principles?**

- In addition to increased support for sending Canadian faculty abroad, it is important to encourage Canadian students to study abroad to create more globally-minded citizens who can participate in the global peace process. Public-private connections, community-based models and corporate social responsibility models should be considered. The private sector also has a key role to play in helping to facilitate the transition from classroom to labour market.

Based upon the domestic experience on Canadian campuses, the following reflections were offered that relate to the integration of displaced persons within education:

- The critical role that education has the potential to play in the peace process underscores the need for student funding mechanisms, longer-term student support services, culturally-appropriate counseling and flexibility in terms of administrative processes:
  - Funding mechanisms need to go beyond simply support for tuition, especially given the myriad other costs displaced populations face when resettling (e.g. translation of documents, TOEFL exams, notaries, etc).
  - Flexibility is required in terms of administrative processes and procedures given that it may be difficult for displaced populations to meet rigid requirements (e.g. universities request official transcripts, but for many displaced persons, they may only have a photocopy of their transcript, if anything at all).
  - Displaced persons entering education programs have often experienced trauma that impacts their ability to study. This needs to be taken into consideration as part of the education experience.



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- Refugees are potential immigrants, as such, it is important to bear in mind the complexity of the immigration process. This process can be difficult to navigate for highly educated English speakers. Higher education institutions could provide additional support to refugees by providing immigration certification training for their staff.
- Higher education institution support can include pilot conversation clubs, outings and excursions for not only students but also their families. Most often, students are not re-settling in isolation, but rather as part of a family unit. In this regard, consideration should be given to innovative funding models between higher education institutions and community organizations for the provision of support well beyond the provision of basic support.
- Higher education institution support should be linked to community support to provide more comprehensive, seamless assistance. Communities can be engaged in providing cultural support that helps newcomers adjust to life in a new country, while also maintaining a sense of identity, including peer-to-peer assistance and support for pilot programs at the front end, e.g. settlement services, orientations courses, integration supports.



## 5. Process

As a complement to input regarding the specific policy issues identified by Global Affairs Canada, CBIÉ's members have also provided general feedback on the processes related to securing and implementing Government of Canada technical assistance programs and funding. More specifically:

- Higher education institutions can not only provide a constructive Canadian platform for engaging in and around Canadian development programming but also provide a meaningful evidence-base for development policy decision-making and the targeting of Canadian interventions and resources abroad, as well as through academic forums which serve to bring together practitioners and experts to identify best practices and experiences that can be replicated in other country contexts.
- The in-kind and cash contribution expectations currently required for many submissions are prohibitive for many post-secondary institutions, effectively preventing these institutions from often becoming engaged in Canada's international development programming.
- Member institutions recommend that allowable in-kind added value should include existing intellectual property and materials that institutions have invested resources into developing (e.g. curricula, technology, knowledge, etc.) that often have value in a development context.
- The current process for unsolicited proposals places a tremendous burden upon member institutions in that there is virtually no space for engagement with Global Affairs Canada at an early stage in the proposal development process. As such, institutions invest significantly in developing a proposal without the benefit of dialogue and consultation to ensure the most responsive submission. The unsolicited proposal process would benefit from a more iterative engagement with Global Affairs Canada, such that priorities and issues are clearly addressed at an early stage in proposal development. This ensures that requests for funding are addressed in a way that responds to development issues in a timely manner while helping to minimize the burden that institutions fully assume in developing an unsolicited proposal at the front end.
- Local partnerships require special consideration on a number of levels as part of the proposal development process, including ensuring a manageable workload that is sufficiently recognized for local employees, and providing a simpler, direct and more accessible application form for local partners to complete. In general, flexibility is needed around a locally-responsive approach that engages civil society in a way that is sustainable once programming activities have been completed.