



Colleges and Institutes Canada  
Collèges et instituts Canada



# Federal Election and Budget 2016:

**PRIORITIES FOR CANADA'S COLLEGES AND INSTITUTES**



INNOVATION - SKILLS - OPPORTUNITIES



**Colleges and Institutes Canada**  
**Collèges et instituts Canada**

**Colleges and Institutes Canada** is the national and international voice of Canada's publicly supported colleges, institutes and polytechnics. We work with industry and social sectors to train 1.5 million learners of all ages and backgrounds at campuses serving over 3,000 urban, rural and remote communities in Canada. The Association operates in 29 countries via 13 offices around the world.

**Colleges and Institutes Canada**

1 Rideau Street, Suite 701  
Ottawa, Ontario, Canada  
K1N 8S7  
Tel. 613-746-2222

**[collegesinstitutes.ca](http://collegesinstitutes.ca)**

© Copyright 2015  
Colleges and Institutes Canada



# Federal Election and Budget 2016:

## PRIORITIES FOR CANADA'S COLLEGES AND INSTITUTES

Canada's extensive network of colleges, institutes, cégeps and polytechnics serves over 3,000 communities from coast to coast to coast. These vital community hubs foster economic and social development and provide access to education for all Canadians.

Canada's approaching 150th anniversary affords a unique opportunity to make strategic investments in post-secondary education to ensure Canada's continued future prosperity.

---

**Colleges and Institutes Canada's (CICan) priorities for the Federal Election and Budget 2016 on behalf of publicly-funded colleges and institutes are as follows:**

- 1 Increase funding for college and institute applied research**  
Key to improving productivity and innovation for companies and communities
- 2 Invest in college and institute infrastructure and equipment**  
Strategic investments to meet the needs of employers and communities
- 3 Increase access to post-secondary education and upskilling for Aboriginal peoples**  
Essential to support reconciliation and improve education and employment outcomes
- 4 Invest in improved labour market information, apprenticeship completion and employability of youth**  
Key to expanding employment opportunities for Canadians

These priorities were identified through broad consultations with CICan member Presidents, college and institute regional associations, post-secondary education partners and numerous representatives of industry associations who work with colleges and institutes.

## College and Institute Applied Research – Key to Improving Productivity and Innovation



Canada's lagging productivity has long been associated with weak performance in innovation. Increased investments in college and institute applied research will advance the college sector's proven record of success to utilize the untapped potential that exists for further innovation.

Over the past decade, colleges and institutes have clearly demonstrated their ability to enhance innovation by undertaking applied research that leverages their strong connections to industry and communities. Colleges and institutes provide talent, creative ideas and facilities that generate economic and social gains. For 2013-14, colleges and institutes reported they collaborated with over 6,300 partners<sup>1</sup> in all sectors, particularly small and medium-sized enterprises (SME's) to refine or adapt products, services, technology and processes. In the last five years, private sector contributions increased by 74% and represent 38% of all external funding colleges and institutes received. Colleges and institutes also develop students' entrepreneurial skills and knowhow, equipping their graduates with the innovation skills that sustain economic growth as students integrate in the workforce.

Applied research related to healthcare innovation is an area of particular opportunity. Significant gaps exist in the capacity of the healthcare sector to adopt new technologies and processes that improve patient-oriented care and services. Colleges and institutes are a valuable health research resource which remains largely untapped. These institutions provide education and training for 40 out of the 50 professional and para-professional health occupations in Canada, and have 111 research centres and laboratories that support health-related research.<sup>2</sup> As a result, they are uniquely positioned to develop, test, prototype, and mobilize innovative technologies and services across the healthcare spectrum.

Current annual investments of \$60 million in the Tri-Agency College and Community Innovation (CCI) program and the pilot Community and College Social Innovation Fund (CCSIF) are not meeting the growing demand from industry and community partners for applied research services, nor leveraging the substantial untapped capacity among faculty and students, who have an integral role in applied research. Increased investments can leverage this innovation capacity, yielding economic, health and social benefits for Canadians.

### RECOMMENDATIONS:

- **Increase CCI program funding by \$17 million annually to:**
  - support additional short-term projects which address a company-specific problem;
  - increase college capacity to work with local SMEs;
  - establish additional Technology Access Centres, expanding companies' ability to become more productive by accessing college and institute expertise, technology and equipment;
  - establish a dedicated envelope for applied research awards for students in college and institute diploma, degree and post-graduate programs.
- **Increase the Community and College Social Innovation Fund (CCSIF) funding by \$5 million annually and make the program permanent.**
- **Create a \$15 million pilot College/Institute Health Innovation Research Fund to:**
  - enable adoption, implementation and commercialization of innovative technologies, services and solutions to improve patient-oriented care;
  - bridge gaps between industry, healthcare and community organizations;
  - foster economic diversification, particularly among SMEs.
- **Increase funding for the Research Support Fund to ensure colleges and institutes can reasonably cover the indirect costs associated with their research activities.**

<sup>1,2</sup>College and Institute Applied Research – Accelerating Business and Community Innovation. Environmental Scan 2013-14. Colleges and Institutes Canada, April 2015.

# 2

## College and Institute Infrastructure and Equipment – Strategic Investments to meet the Needs of Employers and Communities



Canada's colleges and institutes contribute to the economic prosperity of communities by providing skills training to the workforce of tomorrow. Fit-for-purpose education infrastructure and equipment is essential for colleges and institutes to fulfill this critical mandate.

Over 60% of existing infrastructure currently exceeds its 40-year life cycle and requires replacement or significant maintenance. The 2009 federal Knowledge Infrastructure Program (KIP) addressed some of these challenges but six years later, needs continue to grow. Colleges and institutes are eligible for funding through the Building Canada Fund however due to the wide range of stakeholders who can apply, to date very few post-secondary institutions have been able to access this funding. Many colleges and institutes are at or near enrolment capacity resulting in waitlists for programs in high-demand fields such as trades (carpentry, plumbing and welding), health care and engineering technologies.

Based on the results of CICan's 2015 Survey of Institutional Capacity, Facilities and Equipment Needs at colleges and institutes, there are nearly 800 ready-to-go deferred maintenance projects valued at \$1.6 billion, in addition to over 200 new construction projects that are shovel-ready valued at \$6 billion.

Skills training that includes the use of state-of-the-art equipment helps drive innovation and productivity in industry. Yet due to fiscal constraints, many colleges and institutes use outdated equipment for training. Equipment upgrades are critical to ensure that training programs produce employable graduates and support industry in achieving higher productivity. CICan's survey results indicate that over one third of programs (36%) operate with equipment that is below the standard of current workplace equipment. Equipment upgrade needs are estimated at \$854 million. While private sector equipment donations amount to approximately \$52 million over the past two years, federal incentives to increase donations would facilitate further growth.

### RECOMMENDATIONS:

#### • Invest in college and institute infrastructure to meet employer needs and address skills challenges by:

- Allocating a dedicated envelope for post-secondary institutions within the Building Canada Fund and renewing the Knowledge Infrastructure Fund to address deferred maintenance and infrastructure needs and meet the increased demand for college/institute programs.
- Creating a federal tax credit for companies donating equipment to support training at colleges and institutes.

# 3

## Aboriginal Education and Skills Upgrading – Essential to Support Reconciliation and Improve Education and Employment Outcomes



The Truth and Reconciliation Commission report emphasized education as one of the strongest ways to foster greater understanding between Aboriginal and non-Aboriginal peoples. Colleges and institutes play an important role in the reconciliation process.

Improving the outcomes of K-12 education in First Nations schools and increasing access to post-secondary education for First Nations and Inuit peoples are both key priorities for federal education investments, empowering Aboriginal youth to contribute to community economic and social development.

The 2011 National Household Survey reported that 38% of the Aboriginal population over the age of 15 (382,940 people) did not have a high school diploma. Moreover, Aboriginal populations scored lower on literacy and numeracy in assessments through the Programme for the International Assessment of Adult Competencies.<sup>3</sup> Skills upgrading is essential to improve literacy, numeracy and high school attainment rates among Aboriginal peoples and to facilitate transitions to post-secondary education and employment.

Colleges and institutes bridge the gap between secondary and post-secondary education as the principle providers of high school equivalency and adult upgrading for Aboriginal learners, and as training providers through the Aboriginal Skills and Employment Training Strategy (ASETS). The Northern Adult Basic Education (NABE) Program is a successful employment-driven upgrading program, funded through the Canadian Northern Economic Development Agency. Implemented at the three territorial colleges, this type of support could be adapted to institutions in other jurisdictions serving Aboriginal learners and communities. Innovation in distance learning delivery could play a transformative role for learners in need of upgraded language or math skills, or prerequisites for post-secondary programs.

### RECOMMENDATIONS:

- **Increase access to non-repayable student financial assistance for Aboriginal students, including increased allocations to the Post-secondary Student Support Program administered by Aboriginal Affairs and Northern Development Canada, to fund all eligible First Nations and Inuit students.**
- **Renew ASETS beyond March 2016 and strengthen the capacity of Aboriginal organizations administering ASETS funds to improve essential skills training and career counselling.**
- **Extend the NABE Program at the three territorial colleges and provide similar support for colleges and institutes in other jurisdictions serving Aboriginal learners and communities.**
- **Create and fund a pilot project to explore innovative distance learning options for upgrading and skills development in rural and remote communities.**

<sup>3</sup>Skills in Canada: First Results from the Programme for the International Assessment of Adult Competencies (PIAAC) (2013) <http://www.piaac.ca/>



# 4

## Investments in improved LMI, apprenticeship completion and employability of youth – Key to expanding employment opportunities for Canadians



The economy and jobs are top priorities for Canadians across the country. Through the following targeted measures, colleges and institutes can contribute further to improving employment opportunities for Canadians:

- Access to improved labour market information (LMI);
- Improved apprenticeship completion;
- Increased scholarships and bursaries for disadvantaged groups;
- More co-op placements, paid internships and mobility opportunities for students.

The misalignment of skills development and demands across Canada has consequences for employers, recent graduates and unemployed or displaced workers. Impacts vary across the country as well as across and within sectors. Canada needs a deliberate and coordinated approach to labour market information (LMI) to target education and training investments more effectively, facilitate labour market transitions, support labour mobility and meet specific sector needs. Access to improved labour market information would enable colleges and institutes to provide training programs that better respond to labour market needs.

### RECOMMENDATIONS:

- **Provide sustainable funding for the recently announced LMI Council.**
- **Through this Council provide funding for the consolidation, promotion and publication of supply and demand side data to provide current, consistent, granular data at the national, provincial and municipal levels on the talent pool available (including for Aboriginal peoples, immigrants and people with disabilities) and the skills needs of employers in key economic sectors (five to seven year projections wherever possible).**

Employers continue to report that skilled trades are the jobs most difficult to fill.<sup>4</sup> To better meet these needs, Canada must improve apprenticeship completion rates and foster parity of esteem for apprenticeship and trades programs with other post-secondary education pathways.

### RECOMMENDATIONS:

- **Extend the Apprenticeship Job Creation Tax Credit to third and fourth year apprentices to benefit employers who progress apprentices through to completion.**
- **Provide tax-exempt status for Apprenticeship Incentive and Completion Grants to ensure consistency with other federal post-secondary education grants.**

To address skills gaps, Canada must maximize opportunities for all Canadians, particularly those who are not participating fully in the labour market including Aboriginal peoples, people with disabilities, newcomers and veterans seeking to integrate into civilian life. Colleges and institutes play an important role in post-secondary systems across the country as they reach out to under-represented groups and those who may not otherwise access a post-secondary education.

### RECOMMENDATION:

- **Create a needs-based Canada 150th bursary program that allows for matching funds from private sector contributions.**

<sup>4</sup><http://www.manpowergroup.com/talent-shortage-explorer/>

With youth unemployment rates consistently higher than rates of the general population, more must be done to improve the employability of youth. Currently, 900 co-op programs are offered at 92 colleges and institutes across the country. Canada is widely recognized as a global leader in co-operative education, yet co-op remains underutilized. Private sector employers, in particular SMEs, do not always have the means to hire or train co-op students, given the prohibitive costs, notwithstanding subsidy programs in some provinces. Currently, there is no federal initiative in place. A key measure would be to encourage more employers to offer work-integrated-learning experiences for youth through financial incentives, enabling Canadian businesses to hire co-op students they might not otherwise afford and in doing so result in more employment opportunities.

#### **RECOMMENDATION:**

- **Introduce financial incentives to help employers reduce and offset the costs of hiring co-op students and interns, by allowing them to recoup a portion of the students' wages.**

Mobility opportunities for post-secondary students strengthen labour mobility and improve employability. Colleges and institutes work closely with employers to offer students work placements as part of their postsecondary programs. Targeted support for work placements in other provinces and territories, arranged by colleges, institutes and partner employers, would enable students to gain a better understanding of the economic, social, cultural and linguistic realities of other Canadian regions, foster openness to moving to other jurisdictions to work, and enhance their employment prospects.

#### **RECOMMENDATION:**

- **Renew the Student Mobility and Work Exposure Program to expose college and institute students to work placement opportunities in other regions of Canada.**

In a globalized economy, employers seek graduates with global experience and skills. Only 1.1% of Canadian college/institute students go abroad during their studies. Lack of global experience and skills impact our economic productivity and Canadian graduates' ability to be competitive in a global marketplace. The 2012 federal Advisory Panel on Canada's International Education Strategy recommended the creation of an International Mobility Program for Canadian students to serve 50,000 students a year by 2022. International academic mobility programs enable students to develop a global outlook, become global citizens and contribute to Canada's productivity.

#### **RECOMMENDATION:**

- **Fund an international academic mobility program to enable Canadian college and institute students to pursue global learning opportunities.**





# Member Colleges and Institutes



Colleges and Institutes Canada  
Collèges et instituts Canada

## Yukon

- Yukon College

## British Columbia

- British Columbia Institute of Technology (BCIT)
- Camosun College
- Capilano University
- Collège Éducacentre
- College of New Caledonia
- College of the Rockies
- Douglas College
- Justice Institute of British Columbia
- Kwantlen Polytechnic University
- Langara College
- Native Education College
- Nicola Valley Institute of Technology
- North Island College
- Northern Lights College
- Northwest Community College
- Okanagan College
- Selkirk College
- University of the Fraser Valley
- Vancouver Community College
- Vancouver Island University

## Northwest Territories

- Aurora College
- Collège Nordique Francophone

## Alberta

- Bow Valley College
- Grande Prairie Regional College
- Keyano College
- Lakeland College
- Lethbridge College
- Medicine Hat College
- NorQuest College
- Northern Alberta Institute of Technology (NAIT)
- Northern Lakes College
- Olds College
- Portage College
- Red Deer College
- SAIT Polytechnic

## Saskatchewan

- Carlton Trail Regional College
- Cumberland College
- Gabriel Dumont Institute of Native Studies and Applied Research
- Great Plains College
- North West College
- Northlands College
- Parkland College
- Saskatchewan Indian Institute of Technologies
- Saskatchewan Polytechnic
- Southeast Regional College

## Manitoba

- Assiniboine Community College
- École technique et professionnelle, Université de Saint-Boniface
- Red River College of Applied Arts, Science and Technology
- University College of the North
- Manitoba Institute of Trades and Technology

## Ontario

- Algonquin College
- Cambrian College
- Canadore College
- Centennial College
- Collège Boréal
- Conestoga College Institute of Technology and Advanced Learning
- Confederation College
- Durham College
- Fanshawe College
- Fleming College
- George Brown College
- Georgian College
- Humber College Institute of Technology & Advanced Learning
- La Cité
- Lambton College
- Loyalist College
- The Michener Institute for Applied Health Sciences
- Mohawk College
- Niagara College
- Northern College
- Sault College
- Seneca College
- St. Clair College
- St. Lawrence College

## Nunavut

- Nunavut Arctic College

## Quebec

- Cégep André-Laurendeau
- Cégep Beauce-Appalaches
- Cégep de Chicoutimi
- Cégep de Jonquière
- Cégep de l'Abitibi-Témiscamingue
- Cégep de l'Outaouais
- Cégep de la Gaspésie et des Îles
- Cégep de La Pocatière
- Cégep de Matane
- Cégep de Rivière-du-Loup
- Cégep de Sainte-Foy
- Cégep de Saint-Félicien
- Cégep de Saint-Hyacinthe
- Cégep de Saint-Jérôme
- Cégep de Saint-Laurent
- Cégep de Sept-Îles
- Cégep de Sherbrooke
- Cégep de Thetford
- Cégep de Trois-Rivières
- Cégep de Victoriaville
- Cégep du Vieux Montréal
- Cégep Édouard-Montpetit
- Cégep Garneau
- Cégep John Abbott College
- Cégep Limoilou
- Cégep Marie-Victorin
- Cégep régional de Lanaudière
- Cégep Saint-Jean-sur-Richelieu
- Champlain Regional College
- Collège Ahuntsic
- Collège André Grasset
- Collège de Maisonneuve
- Collège de Rosemont

- Collège Gérald-Godin
- Collège LaSalle
- Collège Lionel-Groulx
- Collège Méridi
- Collège Montmorency
- Collège Shawinigan
- Dawson College
- Heritage College
- Institut de technologie agroalimentaire - Québec
- Institut de tourisme et d'hôtellerie du Québec
- Vanier College

## Newfoundland and Labrador

- Centre for Nursing Studies
- College of the North Atlantic
- Marine Institute

## New Brunswick

- Collège communautaire du Nouveau-Brunswick (CCNB)
- New Brunswick College of Craft and Design
- New Brunswick Community College (NBCC)

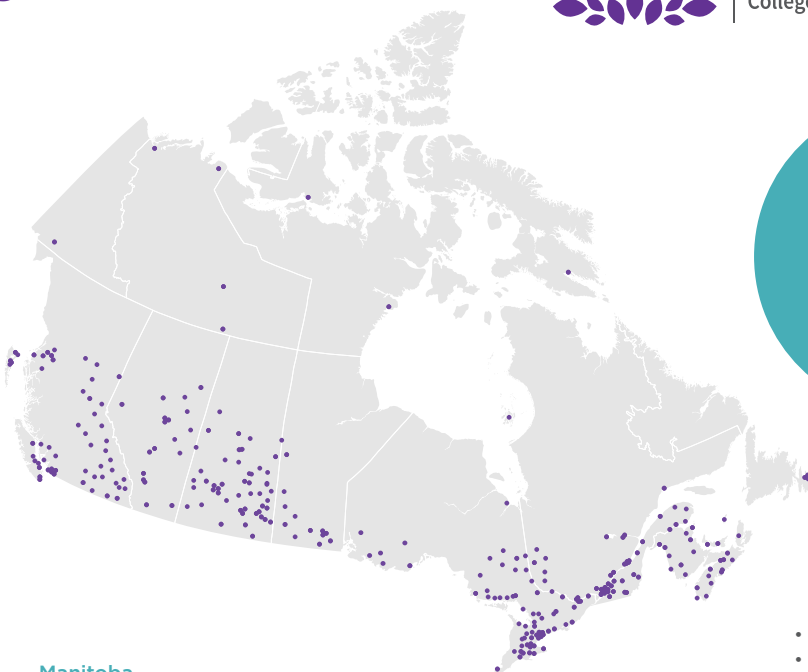
## Prince Edward Island

- Collège Acadie Î.-P.-É.
- Holland College

## Nova Scotia

- Université Sainte-Anne - Collège de l'Acadie
- Dalhousie Agricultural Campus of Dalhousie University
- Nova Scotia Community College

CICan represents  
**135**  
of Canada's  
publicly funded  
colleges and  
institutes



## Colleges and Institutes Canada

1 Rideau St. Suite 701, Ottawa, ON  
Canada K1N 8S7  
613-746-2222



@CollegeCan



College\_Can



collegesinstitutes

PERSPECTIVES  
NEWSLETTER

[collegesinstitutes.ca/subscribe](https://collegesinstitutes.ca/subscribe)

**collegesinstitutes.ca**