



# Fast-Tracking Inclusive Innovation for a Successful Canada

## **Capitalizing on the assets of Colleges and Institutes**

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Submission to the Innovation Agenda  
by Colleges and Institutes Canada

**September 2016**



Colleges and Institutes Canada  
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**Colleges and Institutes Canada (CICan)** is the national not-for-profit membership association of Canada's publicly-funded colleges, institutes, cégeps and polytechnics. Known previously as the Association of Canadian Community Colleges (ACCC), CICan and its members are committed to driving Canadian prosperity by being global leaders in applied education and partnered innovation.

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## **Capitalizing on the assets of Colleges and Institutes**

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# Introduction

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CICan applauds the launch of the Government of Canada's Innovation Agenda and the opportunity to provide input on behalf of its members across the country. We welcome the invitation to contribute to the design of a broad, national action plan that will foster a confident nation of innovators, put Canada on the path to long-term economic growth and maintain its status as one of the best places in the world to live. CICan members look forward to playing a central role in both the development and the implementation of this action plan.

Canada's colleges and institutes serve more than 1.5 million learners from 3,000 communities in urban, rural and remote areas from coast to coast to coast. These institutions have become major drivers of human capital development thanks to a model of education that is internationally recognized for enabling multiple pathways to employment. They offer more than 8,000 career-oriented programs based on applied learning approaches that enable graduates to transition to the workforce quickly and successfully. They meet the needs of a diverse range of students, from recent high school graduates and adult learners, to new Canadians and university graduates, offering credentials that include diplomas, certificates, bachelor degrees, post-graduate certificates and master's degrees. They also play a key role in providing Indigenous communities with access to post-secondary education and skills development programs tailored to their community priorities and rooted in indigenous knowledge.

**Canada's top standing in the OECD for postsecondary completion is largely attributable to the high proportion of Canadians who have completed a college diploma.**

Colleges and institutes occupy a significant niche in Canada's research ecosystem, having capitalized on their community connections and modest federal investments in applied research to respond to the distinct innovation needs of local and regional partners, particularly small and medium enterprises (SMEs). In 2014-15 colleges and institutes worked with over 6000 partners, 86% of them SMEs or micro-enterprises, to improve or develop new products, prototypes, processes and services. They also conduct joint research projects with universities to develop new technologies, commercialize the results of fundamental research.

The community and regional relationships that are so integral to their day-to-day operations also make colleges and institutes natural centres for business networking, mentoring and entrepreneurship. The development of entrepreneurship skills is embedded in curriculum, with specialized courses and programs available to develop the next generation of entrepreneurs. Increasingly, institutions are creating campus-based incubators and accelerators and actively collaborating with similar organizations in their communities to provide students and others with the support and services required to develop and launch new businesses.

The development of a national Innovation Agenda is an opportune moment to examine the strengths of Canada's colleges and institutes and consider ways they contribute to making Canada a confident nation of innovators.

# Canada's Innovation Action Plan

## The Role of Colleges in the Innovation Ecosystem

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The government's Innovation Agenda identifies six areas that will help achieve the vision of an inclusive and innovative Canada. All sectors and all Canadians have been invited to respond to an ambitious call for action. Among the questions asked is:

### **How can colleges play a larger role in the innovation ecosystem?**

Canada's colleges and institutes welcome the reflection this has generated, particularly as many institutions approach the 50th anniversary of their creation. The role that colleges play has evolved dynamically over the past half century in response to the needs of the people they serve and the opportunities presented within their communities. Colleges and institutes now occupy a central place in Canada's post-secondary education system and are major contributors to the economic development of their regions, working actively with partners in all sectors.

There are tremendous opportunities for Canada to improve its innovation performance in all six of the action areas identified in the government's Innovation Agenda by capitalizing on the capacity and capabilities of colleges and institutes. Specifically:

#### **1. To foster an Entrepreneurial and Creative Society and Compete in a Digital World:**

Invest in people to develop and maintain an innovation-ready workforce equipped with the skills and experience to meet the rapidly evolving needs of the labour market, generate and implement new ideas and technologies, grow companies, and adapt readily to the changing global market.

#### **2. To expand and exploit Global Science Excellence, support World Leading Clusters and Partnerships and increase the Ease of Doing Business:**

Unlock local innovation by providing regional partners, particularly SMEs, with more and easier access to applied research capacity to develop, adapt, and market their products and services in new ways and to maximize their contributions to value chains and the development of world-leading clusters.

#### **3. To Grow Companies and Accelerate Clean Growth**

Support the creation and growth of SMEs, including those in clean-tech, by providing student and community entrepreneurs with the training, advice, services and connections required to start and scale new companies that can move into global markets.

# 1. Developing an Innovation-ready Workforce to foster an Entrepreneurial and Creative Society and Compete in a Digital World

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Innovation starts with innovators. If Canada is to become more creative, more innovative, more competitive, and achieve its objectives for inclusive long-term growth, the most important investment it can make is in the education and training of its citizens.

“The goal of education should be to make every Canadian ‘innovation ready’ – ready to spot opportunities, imagine possibilities, discover new ideas, learn and grow”

- Innovation, Science and Economic Development Canada (ISED), June 14, 2016

Education is recognized as one of the most important factors in fostering entrepreneurship<sup>1</sup> and indeed, people with more education tend to start more businesses and their businesses tend to perform better.<sup>2</sup> Education can foster an entrepreneurial attitude that will lead not only to the creation of new businesses, but also the ability to recognize innovative opportunities in established firms and a predisposition to social entrepreneurship.<sup>3</sup> The educational attainment of Canada’s entrepreneurs is high in comparison to other countries, with 35% holding a post-secondary diploma and 28% having earned a degree. These figures have been rising over the past 20 years – a promising trend.<sup>4</sup>

“In the knowledge economy... Educated workers need a conceptual understanding of complex concepts, and the ability to work with them creatively to generate new ideas, new theories, new products, and new knowledge....They need to learn integrated and usable knowledge, rather than the sets of compartmentalised and de-contextualised facts. They need to be able to take responsibility for their own continuing, life-long learning.”

- OECD (2008). 21st Century Learning: Research, Innovation and Policy Directions from Recent OECD Analyses.

Ensuring that education is available over the full course of peoples’ lives is an important consideration in the face of the rapid and profound changes taking place in the world, particularly those related to digital technology, globalization and the environment. Canadian governments need to focus first and foremost on equipping their citizens with the skills, attitudes and experience that will make them resilient, adaptable and well-equipped to thrive in the 21st century. This applies equally to those who are just arriving from other parts of the world with the ambition to become Canadian, marginalized populations that have not had access to post-secondary education relevant to their needs, and non-traditional learners who require additional support to gain the skills necessary to contribute to the Canadian innovation economy.

“Canada’s future as an innovation-based economy depends on ensuring there are sufficient numbers of talented, educated and entrepreneurial people. The primary source of such talent is our public post-secondary education institutions – the universities, polytechnics and community colleges (including Cégeps in Quebec) that produce the innovators and those who support innovative activity.”

- Innovation Canada: A Call to Action (Jenkins Report), 2011

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<sup>1</sup>2015 Global Entrepreneurship Monitor (GEM) Canada National Report, The Centre for Innovation Studies

<sup>2</sup>The State of Entrepreneurship in Canada, Industry Canada, February 2010

<sup>3</sup>2015 GEM Canada National Report, The Centre for Innovation Studies

<sup>4</sup>The State of Entrepreneurship in Canada, Industry Canada, February 2010

Canada's colleges and institutes play a pivotal role in achieving inclusive growth by offering training that focuses on making learners "innovation ready" with the skills to maximize employment, self-employment and entrepreneurship opportunities. To achieve the government's objectives of growing the middle class and supporting those who seek to join it, Canada needs to focus on several key areas where colleges and institutes excel and can make additional contributions.

**Those who have attended colleges and institutes generated \$189.5 billion in added income through their higher earnings and increased productivity of their employers in 2014-15 alone**

(Analysis of the Economic Impact and Return on Investment of Education, Emsi, September 2016)

**Preparing young Canadians for an innovative labour force**

The Business Council of Canada has identified experiential learning opportunities as a top priority in preparing young Canadians to transition successfully from the classroom to the labour force.<sup>5</sup> Internships, field placements, co-ops and other forms of postsecondary work-integrated learning (WIL) help students gain practical work experience, enhance their résumés, improve employability skills and determine their fit with a potential career.<sup>6</sup> Colleges and institutes include WIL in virtually all programs and offer campus-based enterprises and student-led businesses that give students comprehensive work experience and insight into the full range of challenges involved in managing a business, while also providing low-cost services to communities.

**"Small businesses across Canada continue to face shortages of skilled and unskilled labour. According to CFIB's most recent Business Barometer, 31 per cent cite a shortage of skilled labour and 15 per cent cite a shortage of unskilled/semiskilled labour as limitations on sales or production growth."**

- CFIB FINA Submission 2016

**Attracting and developing innovators from around the world**

The competition for skilled workers and international students is increasing as developed countries deal with the realities of their aging populations. Attracting global talent to Canada is a hugely important component of a thriving immigration system and a global economy.

International students make excellent immigrants – they have Canadian credentials, and language and cultural familiarity. Immigrants and international students with their eye on permanent residency and full citizenship look for the training and supports they need to make a successful transition to Canadian society. Colleges and Institutes have become hugely attractive to international students with university educations who are looking for concrete skills and WIL to prepare them for the global workforce.<sup>7</sup>

**Developing an innovative workforce with global perspectives**

In a globalized economy, employers seek students and graduates who possess not only technical skills but who also have international work experience and soft skills. Colleges and institutes work hard to incorporate international perspectives and opportunities to all students - nearly all have some form of internationalization strategy in place. International academic mobility programs, including those that offer work or research experience in another country, enable Canadian students to develop a global outlook, become global citizens and ultimately contribute to Canada's productivity.

**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.**

**Providing the infrastructure and equipment necessary to innovate**

Meeting employers' needs for graduates with advanced technical skills requires state-of-the-art facilities, software, and equipment. In recognition of the close training partnerships with industry, many colleges receive equipment donations, but demand far exceeds availability. The post-secondary institutions Strategic Investment Fund (SIF) is bringing a welcome infusion of \$2 billion to post-secondary campuses across the country but goes only part way to reducing the environmental impact of aging infrastructure and creating spaces in high-demand programs such as trades, healthcare and engineering technologies. A 2015 survey of CICan members identified over \$7.5 billion in shovel-ready projects, only a small portion of which will be funded through SIF.

<sup>5</sup>Budget 2017 consultation submission, Business Council of Canada, August 2016

<sup>6</sup>Work-Integrated Learning in Ontario's Postsecondary Sector: The Experience of Ontario Graduates, Higher Education Quality Council of Ontario, April 2013

<sup>7</sup>See also CICan's submission to the IRCC Consultation: How can we continue to grow our country using the Immigration System?, August 2016

**Equipping vulnerable employees with the skills to innovate**

Poor literacy, numeracy and digital skills – generally referred to as “essential skills” -- are limiting productivity in segments of Canada’s workforce according to the Canadian Chamber of Commerce. “Many Canadian workers lack adequate reading, math and digital skills, making them vulnerable to sweeping changes as robotics and artificial intelligence alter the workplace. For employers, huge opportunities to enhance productivity with technology will be a competitive advantage, but only if they can find skilled employees.<sup>89</sup>” Essential skills are needed for work, learning and success in

daily life. They are the foundation for innovation skills and critical to helping people to evolve with their jobs and adapt to workplace change. Colleges incorporate these essential life skills into all programs and provide academic upgrading to non-traditional learners who need help in order to access to good, middle-class jobs.

“Canada is at its most prosperous when all Canadians have a fair chance at success”

- ISED, June 14, 2016

## DEVELOPING AN INNOVATION-READY WORKFORCE to foster an Entrepreneurial and Creative Society and Compete in a Digital World

- Increase the number and quality of WIL opportunities by:
  - introducing financial incentives to help employers, particularly SMEs, reduce and offset the costs of hiring co-op students and interns.
  - supporting institutions in the outreach activities involved in securing high-quality placement opportunities and, through infrastructure funding, in constructing campus-based business facilities
- Make Canada a top destination for international talent by:
  - Improving the coordination of branding and promotion of Canadian post-secondary education
  - Offering scholarships to international students to enhance Canada’s visibility in a highly competitive marketplace.
  - Leveling the playing field within the immigration system for those with college education, given the direct linkages to the needs of the labour market.
  - Rewarding education that improves employability rather than years of schooling on immigration applications.
  - Ensuring that support for language training is adequate to meet demands.
- Fund an international academic mobility program that offers college and institute students opportunities to study, work or participate in applied research projects in other countries.
- Increase investments in the SIF program to meet the need for state-of-the art, green facilities that provide access to high-demand programs.
- Invest in essential skills training partnerships between colleges/institutes and employers, to improve the skills and competencies of working-age Canadians, with a particular focus on increasing student success in indigenous communities.

<sup>89</sup>Canada’s Top Ten Barriers to Competitiveness in 2016, Canadian Chamber of Commerce, February 2016



## 2. Unlocking Innovation

### to expand and exploit Global Science Excellence, support World Leading Clusters and Partnerships and increase the Ease of Doing Business

Canada must enable and encourage innovation wherever it occurs – in all sectors, at all scales, in all regions, and in each and every community where Canadians aspire to find the good-paying jobs that will help grow the middle class. Within existing and emerging clusters, it is crucial that the strengths and contributions of all players and assets be identified, expanded and used to their fullest potential.

**Clusters in areas such as advanced manufacturing, nanotechnology, construction technology, agriculture, environmental technology / biotechnology, food technology, and healthcare technology are currently supported by 30 Technology Access Centres (TACs) located at 27 colleges and institutes.**

Small and medium enterprises (SMEs) are a significant source of untapped innovation potential. They represent 99.7% of all Canadian firms, employ 90.3% of the private sector workforce and yet account for just 27% of total R&D expenditures.<sup>9</sup> SME owners are natural innovators and many of their businesses are ready to scale up operations within Canada, work with larger firms within supply chains, and expand exports to international markets. SMEs are willing to invest in the digital technology and R&D required to generate growth and contribute to global value chains, but first and foremost, they have to focus on keeping their firms profitable and minimizing overhead. Accessing federal support for R&D can be daunting and building in-house capacity – both in terms of equipment and expertise – is rarely feasible.

**Federal investments in applied research are matched by cash or in-kind contributions by the private sector. In 2014-15 colleges and institutes worked with over 6000 partners, 86% of them SMEs or micro-enterprises, to improve or develop new products, prototypes, processes and services. Colleges and Institutes Canada Applied Research Survey, 2014-15**

#### **Only 2% of Canada's 1.1 million SMEs claim SR&ED credits for R&D investments**

Innovation beyond the private sector represents another important area of opportunity. The public and not-for-profit sectors can generate significant economic and social benefits in the form of tax-payer savings and improved health and social outcomes. Healthcare is an area that offers great innovation potential, with health expenditures consuming over 10% of GDP<sup>10</sup> and pressures increasing due to an aging population. There is an urgent need to invest in research that re-thinks healthcare delivery, embeds digital technology and disseminates new techniques, processes and services.

*“As the population ages, there will be a greater premium on seamless delivery of multi-disciplinary care across diverse settings, not least the patient's place of residence.”*

- Naylor Report (Unleashing Innovation: Excellent Healthcare for Canada), 2015

**Colleges and institutes train 80% of healthcare professions. In 2015, applied research partners from the health sector represented between just 5% and 7% of the total.**

<sup>9</sup>Key Small Business Statistics, Industry, Science and Economic Development Canada, Small Business Branch, June 2016

<sup>10</sup>World Health Organization Global Health Expenditure database, 2014 ([http://data.worldbank.org/indicator/SH.XPD.TOTL.ZS?year\\_high\\_desc=true](http://data.worldbank.org/indicator/SH.XPD.TOTL.ZS?year_high_desc=true))

Similarly, the implementation of new and improved approaches to newcomer integration, crime reduction, youth services and support for vulnerable populations can generate important returns. The Calls to Action issued by the Truth and Reconciliation Commission offer innumerable opportunities for applied research aimed at improving the lives of Indigenous peoples and communities.

New investments and a new vision for college-based applied research can unlock potential in all these areas by translating and transferring Canada's knowledge and discoveries to the marketplace and to society at large. Colleges and institutes do this by tapping into Canada's university-based research excellence, hiring researchers and faculty who want to bring their expertise to bear in partnered innovation projects that involve students and industry. Where Canada has established an enviable record in fundamental research, punching well above its weight on international bibliometric measures of research impact,<sup>11</sup> it is applied research that holds the key to commercialization and an innovative economy.<sup>12</sup>

Applied research involves the practical application of knowledge, expertise, methods and techniques to real-world problems. It enables innovation by responding to

immediate needs and short-term opportunities identified by industry, small business owners, entrepreneurs, and research users in the public and not-for-profit sectors. In 2014-15, colleges and institutes worked predominantly with partners in manufacturing, information and communications technology, natural resources, energy and environmental science and health sciences. The results of their efforts are contributing to a greener economy, improved energy efficiency, increased use of ICTs and new products and services.<sup>13</sup>

Currently, funding limitations and the complex array of programs offered by multiple funders are inhibiting the growth potential of the applied research enterprise in Canada's colleges and institutes and stifling partners' investments in innovation. In its pre-budget submission to the Standing Committee on Finance, Colleges and Institutes Canada (CICan) called for a significant increase in the applied research funding envelope available to colleges, from \$75M a year to \$300M ramped up over five years, and the creation of new programs that are more responsive to the innovation opportunities presented by research partners and recognize the proven capacity of college applied research.

## UNLOCKING LOCAL INNOVATION to expand and exploit Global Science Excellence, support World Leading Clusters and Partnerships and increase the Ease of Doing Business

- Increase the speed of applied research partnerships by offering a simplified suite of competitive, multi-disciplinary, peerreviewed programs administered by a single organization to tap into the innovation potential of colleges and institutes and their partners from all sectors. Colleges and institutes who have established a sustained record of success should be granted flexible access to long-term, renewable funding they can deploy quickly and easily when a partner presents a viable opportunity. Colleges and institutes still in the process of building their research capacity will continue to need access to project-specific funding for research collaborations.
- Amplify the impact of the applied research enterprise by creating Innovation Service Hubs at colleges and institutes to proactively identify innovation opportunities within clusters and regions. Stable, scalable funding will enable

research training and support for faculty and students, the incorporation of research activities in curriculum, strengthened, expanded relationships with university research partners, maintenance of research equipment and facilities, and the administrative processes associated with grant management. Innovation Service Hubs will provide cluster partners, local incubators and accelerators with a single point of entry to the resources and facilities available on campus and offer direct support to student and community entrepreneurs.

- Give firms and partners in all sectors more access to specialized research centres modeled on the current Technology Access Centres (TACs). TACs have proven successful in serving the applied research and innovation needs of regional economic clusters via access to specialized technology, equipment, and expertise.

<sup>11</sup>The state of science and technology in Canada, Canadian Council of Academies, 2012

<sup>12</sup>2015 GEM Canada National Report, The Centre for Innovation Studies

<sup>13</sup>Colleges and Institutes Canada Applied Research Survey, 2014-15

- Support student internships and part-time employment on applied research projects to give them work experience and innovation skills while ensuring that partners will be able to hire individuals that have been trained on the latest technology and equipment, creating a talent pipeline to grow their businesses.

“Students learn not only through traditional classroom experiences, but also through hands-on research experience that exposes them to the realities of the business world and teaches the professional and entrepreneurship skills needed to fully contribute to their eventual workplaces.”

- Innovation Canada: A Call to Action (Jenkins Report), 2011

- Enable more faculty participation in applied research to make their expertise available to local partners and to enrich their students’ learning and work experience.
- Invest in the infrastructure and equipment required to support applied research, enhancing the learning environment for students, and better serving the needs of local partners.

- Extend applied research services to international partners collaborating with Canadian businesses or bringing operations and new employment opportunities to Canada.

**The development of capacity in applied research is distinctly Canadian and has garnered significant interest from other countries interested in replication and partnerships. In 2014-15 colleges and institutes worked on 28 international research projects in 19 countries.**

(CICan Applied Research Report, 2014-15)

### 3. Empowering student and community entrepreneurs to Grow Companies and Accelerate Clean Growth

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Colleges and institutes are inherently entrepreneurial by virtue of the role they play in the postsecondary system. They are mandated to identify and respond to trends, opportunities and gaps in the labour market and local economy. The emergence of new credentials and applied research capacity geared to the needs of clean technology industries is an excellent example: green architecture, wind turbine technician, and environmental control are just a few of the programs that have been developed to respond to the needs of the clean growth economy. Funding pressures have amplified the ability of colleges and institutes to recognize and adapt to market conditions and they have responded with innovative new programs, partnerships and business ventures, both in Canada and abroad.

Entrepreneurship is embedded in institutional strategies in a number of ways, with 84% reporting that they supported student entrepreneurship in 2014-15.<sup>14</sup> Learning outcomes related to entrepreneurship are incorporated in curriculum, particularly for programs in business and management, visual and performing arts, and architecture and engineering technologies. The development of an entrepreneurial mindset in all students is promoted through activities such as pitch competitions, special workshops, business simulations and awards.

Campus-based, student-run businesses are an excellent example of how entrepreneurship skills are fostered within program curriculum. Students in a range of programs – from brew master to 3-D printing technology – learn first-hand what is involved in running a business, offering services to the community while they sharpen the technical skills their careers demand through work-integrated learning. Graduates emerge with an enhanced ability to solve problems, think creatively and seize new opportunities with confidence, no matter where their careers lead.

Institutions that have developed applied research capacity are seeing tremendous complementarities with entrepreneurship initiatives and are integrating programs, projects and incubator services in dynamic innovation hubs that provide access to expertise, leading-edge equipment and facilities. This potential is being realized through initiatives such as the Quebec government's investment of \$16M to add business support to the research services offered by the *centres collégiaux de transfert de technologie (CCTTs)*. The combination is especially valuable in smaller communities and regions where these kinds of support are typically unavailable. Institutions are also very active partners in community entrepreneurship initiatives such as incubators and accelerators, integrating their resources, expertise and facilities in regional development strategies.

The government's support for post-secondary infrastructure through the Strategic Investment Fund (SIF) has brought welcome new investments in innovation and entrepreneurship facilities and centres that bring new capacity to regional clusters and support students and others with bright ideas who need the expert support to turn them into viable businesses. There are many more opportunities to create and expand on these initiatives.

#### **EMPOWERING STUDENT AND COMMUNITY ENTREPRENEURS to Grow Companies and Accelerate Clean Growth**

Capitalize on the assets at colleges and institutes by investing in more on-campus incubators and accelerators. Increase investments in the SIF program to create and expand facilities that support entrepreneurship and innovation.

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<sup>14</sup>CICan Applied Research Report, 2014-15.

# Conclusion

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## **Canada's colleges and institutes have long been leaders and drivers of Canadian innovation.**

They serve as community hubs, anchoring education to research, entrepreneurship, and industry, integrating all critical elements of the innovation ecosystem seamlessly. Individually and collectively, they will continue to be active participants in the discussions that have been generated from the Innovation Agenda consultation process and look forward to unleashing their full potential with new government commitments. Colleges and institutes are fully dedicated to realizing the potential of every Canadian to contribute to the innovation economy and a thriving society. Our commitment to the government's action plan helps set Canada on the path to inclusive growth through innovation.



# Member Colleges and Institutes



Colleges and Institutes Canada  
Collèges et instituts Canada

## Yukon

- Yukon College

## Northwest Territories

- Aurora College
- Collège Nordique Francophone\*

## Nunavut

- Nunavut Arctic College

## British Columbia

- British Columbia Institute of Technology (BCIT)
- Camosun College
- Capilano University
- Collège Éducentre\*
- College of New Caledonia
- College of the Rockies
- Douglas College
- Emily Carr University of Art + Design
- Justice Institute of British Columbia
- Kwantlen Polytechnic University
- Langara College
- Native Education College\*\*
- Nicola Valley Institute of Technology (NVIT) \*\*
- North Island College
- Northern Lights College
- Northwest Community College
- Okanagan College
- Selkirk College
- University of the Fraser Valley
- Vancouver Community College
- Vancouver Island University (VIU)

## Alberta

- Alberta College of Art + Design
- Bow Valley College
- Grande Prairie Regional College (GPRC)
- 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: Southern Alberta Institute of Technology

## Saskatchewan

- Carlton Trail College
- Collège Mathieu\*
- Cumberland College
- Dumont Technical Institute\*\*
- Great Plains College
- North West College
- Northlands College
- Parkland College
- Saskatchewan Indian Institute of Technologies\*\*
- Saskatchewan Polytechnic
- Southeast College

## Manitoba

- Assiniboine Community College
- École technique et professionnelle, Université de Saint-Boniface\*
- Red River College
- 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
- First Nations Technical Institute\*\*
- Fleming College
- George Brown College
- Georgian College
- Humber College Institute of Technology & Advanced Learning
- Kenjgewin Teg Educational Institute (or KTEI)\*\*
- La Cité\*
- Lambton College
- Loyalist College
- The Michener Institute of Education at UHN
- Mohawk College
- Niagara College
- Northern College
- Sault College
- Seneca College
- St. Clair College
- St. Lawrence College

## Quebec

- Cégep André-Laurendeau\*
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- Cégep de l'Abitibi-Témiscamingue\*
- 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-Laurent\*
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- Cégep Garneau\*
- Cégep Limoilou\*
- Cégep Marie-Victorin\*
- Cégep régional de Lanaudière\*
- Cégep Saint-Jean-sur-Richelieu\*
- Champlain Regional College
- Collège André Grasset\*
- Collège de Maisonneuve \*
- Collège LaSalle\*
- Collège Lionel-Groulx\*
- Collège Montmorency\*
- Collège Shawinigan\*
- Cégep Heritage College
- Cégep de Rimouski\*
- Institut de tourisme et d'hôtellerie du Québec\*
- John Abbott College
- TAV College\*
- Vanier College

## Newfoundland and Labrador

- Centre for Nursing Studies
- College of the North Atlantic
- Fisheries and Marine Institute of Memorial University of Newfoundland

## 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, Dalhousie University
- Nova Scotia Community College

## Associates

- Association des collèges privés du Québec
- Association québécoise de pédagogie collégiale
- Association of Saskatchewan Regional Colleges
- Atlantic Provinces Community College Consortium (APCCC)
- BC Colleges (BCC)
- Canadian Association of Diploma in Agriculture Programs (CADAP)
- Canadian Association of College and University Student Services (CACUSS)
- Colleges Ontario
- Fédération des cégeps
- Forum for International Trade Training (FITT)
- Tra Vinh University

\* *Francophone*

\*\* *Indigenous*

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