

Education sector

Canada-India collaboration

Indo-Canada Chamber of Commerce

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Introduction

Education has emerged as one of the biggest contributors to economic growth globally. Rise in literacy is an important indicator of a growing economy. The link between education and economic growth is spurring the demand for quality education, and leading to a spurt in globalization of education both in terms of students going to foreign destination to access better educational facilities and educational institutions becoming transnational service providers.

According to the OECD Fact book 2013 Economic, Environmental and Social Statistics, over the past three decades, the number of students enrolled outside their country of citizenship has risen dramatically, from 0.8 million worldwide in 1975 to 4.1 million in 2010 – more than a fivefold increase. Growth in the internationalisation of tertiary education has accelerated during the past several decades, reflecting the globalisation of economies and societies, and also the expansion of tertiary systems and institutions throughout the world. Foreign students enrolled in G20 countries account for 83% of total foreign students, and students in the OECD area represent 77% of the total foreign students enrolled worldwide. In 2010, European countries in the OECD were the destination for 40% of foreign students followed by North American countries (21%).

Canada-India scenario

When examine at the Canada-India education landscape, the sector is comprehensively developed in both the Canadian and the Indian economy. In Canada, the GDP in the Educational Services sector increased from \$51.6b in 2002 to \$63.2b in 2011. The increase in GDP reported between 2002 and 2011 represented a compound annual rate of 2.3%. Between 2010 and 2011, the total value-added of the Educational Services sector increased by 1.0%. In India, the education and training sector is estimated to be about US\$ 40b, with a potential 16% five-year compound annual growth rate (CAGR). The market size for higher education is projected to increase three times in next decade to \$115b.

This report focuses on the opportunities for Canadian educational services entities and universities to attract international students from India, and the investment and collaboration opportunities for these entities in the Indian market in the sector.

Canada: Attracting international students is a priority for Canada because of the beneficial economic multipliers that the international students generate. A seminal study that analyses the impact of international students on the Canadian economy was conducted by Roslyn Kunin & Associates, Inc. in 2010 and updated in 2012. According to the report Economic Impact of International Education in Canada presented to DFAIT (hereafter referred as the Kunin Report), international students contribute nearly \$8b to the Canadian economy.

India: The number of Indian students desirous of a foreign education has been increasing exponentially over the years. The number of Indian students studying abroad continues to increase. “According to the UNESCO Institute for Statistics, it is estimated that in 2010, there

were 195,600 Indian students studying abroad, an increase of 26% since 2007. India accounts for about 5% of the world's international student market, the second largest share behind China," (quoted from the International Education Market In India February 2012 Prepared by IDP Education Pty Ltd and Edu-Canada, DFAIT, hereafter referred as Edu-Canada's India Report). According to another report prepared by Deloitte India titled Edu Sector Access Perspectives on education, skill and employment report 2013 (hereafter referred to as Deloitte Report), Indian students spend US\$7b annually for studying overseas.

There are growing opportunities for Canadian education service providers to both attract Indian students to Canada and to explore avenues of entering the Indian market and collaborating with Indian institutions.

After Canada and India signed a memorandum of understanding in 2010, both countries have redoubled their collaboration efforts. The number of Indian students choosing Canada as a study destination grew to 23,504 in 2011, representing an increase of more than 145% from 2009. Opportunities of collaborating through twinning programs (where the students undertake part of the studies in India and complete them in Canada) have also increased in recent years.

Continuous efforts by the Canadian establishment will definitely encourage more Indian students to come to Canada to pursue higher education. Also, changes in the policy framework may open more doors for Canadian institutions to venture into the Indian market.

Based on secondary research, and relying upon information available in the public domain, this report examines the following:

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Education sector in Canada

(With specific reference to international student enrolment)

Education in Canada is a joint responsibility of the federal and the provincial governments. The federal government formulates the macro policies in the sector, but the actual workings of institutions operating in the sector are governed by the provincial governments and by the city. This section focuses on Canada's efforts to attract international students especially from India.

In 2007, DFAIT launched the Edu-Canada Initiative, a strategy to promote Canada as a study destination and profile Canada's high quality education offerings to attract greater numbers of strong international scholars. The strategy revolves around the launch of a new marketing campaign in priority markets, including India.

Impact on economy

The Kunin Report states, "International students in Canada spent in excess of \$7.7b on tuition, accommodation and discretionary spending; created over 81,000 jobs; and generated more than \$445m in government revenue. Overall, the total amount that international students spend in Canada (\$8.0b) is greater than Canada's export of unwrought aluminium (\$6b), and even greater than the export of helicopters, airplanes and spacecraft (\$6.9b). The annual expenditure of \$8.0b by international students translated to estimates of almost \$4.9b worth of contribution to GDP, 86,570 jobs, and \$455m of government tax revenue."

The following table lists the value of international education services (for 2010) by top 10 countries and education's percentage as a component of total Canadian export to these markets. The estimates are by RKA Inc. the authors of the Kunin Report

Country	Value in C\$	% of total exports
China	1.8b	13.9
Korea	707m	19.1
India	583m	27.9
Saudi Arabia	427m	43.7
USA	369m	0.1
France	333m	14.2
Japan	180m	2
Mexico	125m	2.5
Hong Kong	121m	6.4
Taiwan	101m	7.9
Total of top 10 countries	4.7b	1.4
Total of all countries	6.9b	1.7

Burgeoning Market

According to a report on Canada's Capacity for International Student Enrollment prepared for DFAIT by the Illuminate Group Inc. "Canada has maintained a position as one of the leading destinations for international students. Enrollments across all sectors nearly doubled from 114,046 in 2000 to 218,242 in 2010 (CIC). Canada's overall market share of international tertiary students in 2008 was 5.5% (OECD), placing Canada as the sixth-most sought after destination after the United States, the United Kingdom, Germany, France and Australia."

According to Edu-Canada's India Report, Canada has steadily made progress in attracting international students after it introduced the Canadian Experience Class (CEC) immigration policy which allows students access to permanent residency from within Canada if they have one year of qualified work experience.

Another initiative that has helped enhance numbers is the Student Partners Program (SPP), an administrative framework between Citizenship and Immigration Canada and the Association of Canadian Community Colleges (ACCC) "to improve the student visa process and approval rates while maintain program integrity."

Multiple agencies

According to the report Bringing Education in Canada to the World, Bringing the World to Canada: An International Education Marketing Action Plan for Provinces and Territories (A Response to the Council of the Federation from Provincial and Territorial Ministers of Education and of Immigration) June 2011, efforts to promote Canada's education systems abroad involve multiple actors, not only provincial/territorial departments of education and educational institutions, but also the immigration departments of both levels of government, and federal departments responsible for foreign affairs, international trade, and international development.

At the same time, provinces and territories are competitors for students in the international market, a reality that places some limits on the potential for collective action. Thus, the challenge in Canada is one of multilaterally coordinated government action to promote its education systems abroad.

Unlike countries with centralized strategies, Canada's federal nature should allow it to benefit from multiple strategies that deploy different approaches and target different markets (including both markets that have students who are seeking English-language educational opportunities and those whose students wish to study in French), while still leveraging the advantages of the shared brand.

An important initiative undertaken in enhancing international student recruitment to Canada was the commissioning of an advisory panel by the federal government. The panel's report, International Education A Key Driver of Canada's Prosperity (Advisory Panel on Canada's

International Education Strategy Final Report 2012, DFAIT, hereafter referred as the Advisory Panel's Report), advocated a more coordinated and proactive approach by all levels of the government in Canada on promoting Canadian education.

The Advisory Panel's Report states, "As the mutually reinforcing education, innovation and trade relationship becomes more articulated, we (the panel) believe international education can play an increasingly pivotal role. As such, and given the transversal nature of education, we advise that it should be included in a comprehensive approach to official Government of Canada policies and plans."

The panel made the following recommendations:

1. Double the number of international students choosing Canada by 2022 (from 239,131 in 2011 to 450,000 in 2022)
2. Introduce an International Mobility Program for Canadian Students to serve 50,000 students per year by 2022
3. Make internationalizing education in Canada a strategic component of Government of Canada official policies and plans
4. Create a Council on International Education and Research (CIER) to provide policy advice to the ministers of International Trade, Finance, Citizenship and Immigration, and Industry
5. Maintain and enhance the quality of the education systems and ensure their sustainability
6. Focus Canada's promotional efforts on a limited number of priority markets for targeted resource allocation
7. Increase marketing of Canada's brand
8. Develop a sophisticated and comprehensive e-communication system that will serve as a national portal for international students interested in education in Canada
9. Brand Canada through scholarships for international undergraduate students
10. Regroup grants and scholarships available to international graduate students and post-doctoral fellows under one label/brand, with a focus on priority areas aligned with Canada's innovation and prosperity agenda
11. Develop comprehensive and multifaceted bilateral agreements with priority countries that focus on all aspects of graduate education and research, supported by appropriate levels of funding

12. Improve education visa processing to provide consistent and timely processing of high-quality candidates

13. Expand and facilitate comprehensive training for embassy staff on Canada's diverse education offerings and study pathways. Training opportunities should also be available for stakeholders to gain a deeper understanding of both the programs and cultural support required by international students

14. Support the expansion and promotion of the existing Canadian Experience Class program to contribute to Canada's skilled immigrant and labour market needs

Among the different means suggested to enhance the international students' enrollment include abolishing differential tuition and fee structure for international students. Fees are an important determinant for international students choosing between countries and institutions. Canada charges substantially higher fees for international students.

According to the Kunin Report, "Differential tuition levels and fees were introduced because several host countries were concerned about the rising cost of subsidizing students from abroad. In Canada, differential tuition rates and fees paid by international students have existed since the 1970s and were increased substantially in the 1980s. International students pay at least twice as much as domestic students, and in some cases, more than six times as much."

The report rightly recommends that, "Given the competition in the global international education market, educational policy makers may need to re-examine the practice of differential tuitions and fees."

Education sector in India

(With specific reference to Indian students going to study abroad & sector opportunities)

As in Canada, the education sector in India is managed both by the union (federal) and the state (provincial) governments, and is a large and complex industry, governed by many regulators. The number of students enrolling into higher education is expected to increase by three times from 14m in 2011 to over 45m by 2020.

Growing market

According to FICCI's Education Sector profile (hereafter referred as FICCI Profile), "The Indian higher education system has emerged as one of the largest in the world, with 14.6m students enrolled in more than 31,000 institutions. The number of institutions has grown at a CAGR of 11% while student enrollment has grown at a CAGR of 6% and the Gross Enrollment Ratio (GER) currently stands at about 13.8% compared to 60% in the US and Canada, and 21% (average) in the BRIC countries. The government has set itself a target of achieving GER of 30% by 2020.

According to Edu-Canada's India Report, the Indian education market is divided into two segments – the formal sector comprising K-12 and higher education, and the informal sector comprising pre-school, coaching classes and multimedia/IT schools and colleges and vocational training. In both segments, private and government entities operate, with the government entities dominating the formal sector (which is highly regulated) and the private entities dominating the informal sector (which, too, is regulated but not as much as the formal sector).

India is an attractive market for higher education sector. According to the FICCI Profile, India's education and training sector is estimated to be about US\$40b market, with a potential 16% five-year CAGR. The market size for higher education is projected to rise three times in the coming decade to US\$115b.

In 2010, a report by the Standing Senate Committee on Foreign Affairs & International Trade titled Seizing Opportunities for Canadians: India's Growth & Canada's Future Prosperity, identified the opportunities that would arise in the Indian education sector: "The programs and professions identified as requiring particular attention, in part due to the needs generated by India's economic growth, include medicine and life sciences, teacher education, business management, actuarial sciences, law and engineering. We were also told that technical education has become one of the fastest-growing areas, with enhanced interest in hospitality management, communications, design and media-related programs, and that the need is great in the trades and vocations, such as construction, welding and other technical application fields."

Opportunities

The sector has many challenges, and those challenges give rise to many opportunities. However, policy bottlenecks – a feature common to all sectors – have constrained investment in the sector, although recently some initiatives have been undertaken. India is pursuing other regulatory reforms in the education sector, which are expected to alter significantly the entry, governance and quality assurance aspects of the system to facilitate domestic growth.

While for the present, Foreign Direct Investment (FDI) in the regulated segment through permitted is not feasible due to heavy restrictions, the unregulated segment has witnessed considerable inflow during the last decade or so. Despite the bottlenecks, the sector has attracted foreign direct investments worth US\$552.09m during April 2000 to March 2013, according to Department of Industrial Policy and Promotion (DIPP), quoted in the Indian Brand Equity Foundation (IBEF) Sector Profile (hereafter referred to as IBEF Report).

According to the Deloitte Report, the first investment to happen in this industry was in 2000 when Intel picked up a minority stake in Career Launcher, then a regional player coaching students for MBA entrance examinations. Subsequently, in the same year, Carlyle picked a stake in Educomp, aimed at giving the fledgling eLearning business sufficient funds to expand abroad.

Among the opportunities that have been identified by the IBEF Report are:

- Private education sector is estimated to reach US\$70b by 2013 and US\$115b by 2018
- Pre-school business is expected to touch US\$2.20b by 2015-16 out of which branded pre-schools will contribute US\$747.66m
- The higher education sector will grow at an average rate of 18% to US\$38.63b in the coming decade

According to KPMG's KBuzz Sector Insights Education 2012 executive education market will grow to US\$58m in the coming decade; the market is dominated by top business schools with top 30 institutes having over 80% market share. In this segment, several foreign business schools have launched programs in collaboration with Indian schools since 2005. Almost every top Indian business school has partnerships with top business schools abroad to source content and faculty for their executive programs.

The report also lists the following significant developments:

- Sector focused programs - Corporate are moving away from off the shelf/open programs towards more customized programs relevant to their industry.
- Pedagogy & Delivery - Top Indian B-Schools have tied up with private players like NIIT Imperia, Reliance WebWorld and Hughes for delivery of their executive programs online in multiple cities.

- Action Based Learning programs run for 6 to 8 months and includes projects based on strategic initiatives of the companies.
- Foreign schools like INSEAD, Harvard, Tuck and many others have also looked at executive programs as a far easier way to enter India since it is largely unregulated with complete freedom on curriculum and their program offerings.

The IBEF Report lists some of the major investments in Education and Training Sector in India:

- InOpen Technologies has entered into a partnership with Japan-based Benesse Holdings to deliver game-based computer science lessons to students in Silicon Valley schools
- IIM-Kozhikode has signed a memorandum of understanding (MoU) with Plymouth University of the UK. The MoU will facilitate exchange of students and faculty members
- Manipal Group has signed a MoU with Durban University of Technology in South Africa to foster collaboration between the two institutions in the areas of health sciences, teacher training, online education, business management, engineering and design architecture
- As many as 30 colleges across Kerala have signed up for a live, digital distance learning platform. This will help students gain access to job-oriented courses and training for competitive examinations
- Mexican edutainment theme park brand KidZania is set to see the soft launch of its property in Mumbai. Its Indian franchisee, ImagiNation Edutainment India, has entered into a partnership with Birla Sun Life Insurance for an employment centre at the park

The Edu-Canada's India Report lists the following collaborations between Canadian and Indian entities in the sector:

- Maple Bear Global Schools Ltd has entered into a joint venture with Modi Edutech. There are currently 24 Maple Bear Schools in India including New Delhi, Chandigarh (3 locations), Ludhiana, Indore (2 locations), Gurgaon, Chennai, Bangalore (10 locations) and Trivandrum, among others
- Also in 1996, two Canadian entrepreneurs established the Canadian International School in Bangalore. It is open to students from pre-school to grade 12, where grades 11 and 12 complete the two-year International Baccalaureate Diploma program

Rahul Choudah's blog on international higher education in India (DrEducation) lists the following developments in the sector:

- Harvard and Yale have categorically said that they will not offer degree programmes in India and hence their approach is to engage with knowledge creation and dissemination through non-degree partnerships and programmes.
- Indiana University and Georgia State University are US public universities that have partnered with private Indian institutions, OP Jindal University and National

Management School, Chennai, respectively. Indian engineering and management institutions have doubled to about 2,000 and 3,000 institutions from 2005-06 to 2009-10.

- This rapid growth represents the demand for professional, job-oriented degrees. Recent partnership between Strathclyde University and SKIL Education, Carnegie Mellon University and Shiv Nadar Foundation, and Virginia Tech and MARG are all for professional programmes in engineering or management.

Choudah is a US-based observer of developments in the Indian education market.

The Deloitte Report lists the following themes that may likely see action in the near future:

- 360-degree content creation and deployment: With evolving methods in imparting content and innovations in pedagogy, educators in India and abroad are looking at new means of developing content.

The industry is moving out of the conventional textbook medium and even CD-ROMs and floppies towards an integrated learning environment spanning multiple domains like games, multimedia aids, online sources etc.

The concept of virtual integrated learning is also an emerging area where students around the world access teaching resources and material from any part of the world.

Additionally, it addresses the physical constraints posed by infrastructure and provides a readily scalable model.

- Consolidation in the coaching center space: The coaching sector market has been dominated by regional players who are strong in the respective state syllabus and coaching students for success in the same.

This is expected to change as a result of recent reforms introduced in the sector giving more weightage to the school examinations and the central government pushing towards a common entrance examination for each stream.

With a lot of these coaching institutes being funded by investors who would be looking at returns soon, the space is poised for a consolidation.

Realising the fast growth of education sector in India, many private companies are looking for relevant acquisitions and alliances in this space. Major investments are being seen in the areas of pre-schools, private coaching and tutoring, teacher training, the development and provision of multimedia content, educational software development, skill enhancement, IT training and e-learning.

However, the Deloitte Report also cautions about unbridled enthusiasm because of the underlying bottlenecks in the Indian system. “Among the biggest constraints for growth is the

physical infrastructure mainly real estate. One key assumption that is now being challenged is the infinite nature of purchasing power in this sector. While pricing can be relatively inelastic compared to other industries, these would continue to be driven by results. A parent would want to see tangible benefits of a new learning environment before paying additional fees. Similarly, while skill enhancement and certifications are helpful in a challenging job market, these would still need to be backed by strong evidence of greater employment opportunities.”

Canada-India collaboration

An undated Canadian federal government Background Note on Canada and India bilateral relations (<http://www.canadainternational.gc.ca/india-inde/highlights-faits/2013/2013-08-16-CIS.aspx?lang=en>) provides an in-depth insight into the collaboration between Canada and India in the sector. It states that the countries “are linked by a long history of people-to-people ties. Inter-institutional academic linkages were formalized with the founding of the Shastri Indo-Canadian Institute (SICI) in 1968 by the Governments of India and Canada to facilitate academic and other exchanges between the two countries.

The Canada-India Joint Study Group Report Exploring the Feasibility of a Comprehensive Economic Partnership Agreement (hereafter referred as the Study Group Report), which paved the way for the CEPA negotiations, lists the following milestones in collaboration in the sector:

- The Association of Universities and Colleges of Canada (AUCC) and the Association of Indian Universities (AIU) have had an agreement since November 2008 to further explore possible collaboration
- Canada was the country of honour at the Higher Education Summit of the Federation of Indian Chambers of Commerce and Industry in Delhi in November 2008
- Since 1991, the Canada-India Institutional Cooperation Project (CIICP), a joint venture by the Association of Canadian Community Colleges and the governments of India and Canada, has contributed to human resource development in India’s polytechnic system
- The Association of Community Colleges Canada (ACCC) Canadian Immigration Integration Program is a pilot project aimed to facilitate integration of Indian immigrants to Canada by providing vocational training while still in India
- The Ontario-Maharashtra-Goa (OMG) Exchange Program is an agreement between a consortium of 16 Ontario universities and 9 Indian universities

The Background Note states, “According to SICI over 300 bilateral instruments of cooperation exist between institutions of higher learning in Canada and India. Through the Canadian Studies program, a network of more than 25 Canadian Studies at Indian universities was established which continue to support our bilateral academic relations.

“Canada and India signed a Memorandum of Understanding (MOU) in higher education cooperation in June 2010. The MOU encourages the continued development of cooperation between institutions of higher education, based on each country’s academic, scientific and educational needs.

“The number of Indian students choosing Canada as a study destination grew to 23,504 in 2011, representing an increase of more than 145% from 2009. This activity contributes to growing research collaboration and global diplomacy networks”.

In 2011, first India-Canada Education Summit was organized in Ottawa on 17-18 June 2011 with the objective of expanding cooperation between universities and colleges, educational institutions, academicians, scholars, researchers and educationists of the two countries and attracting more students from India to Canada.

The Study Group Report lists the following areas of collaboration: student mobility, partnerships in conducting doctoral programs, collaboration in capacity development at new and emerging Indian institutions and the application of technology in delivering programs through distance learning.

2010 MOU – the path to future collaboration

In a 2010 presentation by Claude Bibeau, Deputy Director, International Education & Youth Division, DFAIT, (Leveraging the MoU between Canada and India, hereafter referred as the Claude Bibeau's Presentation) underscores the significance of the MoU and explains the mechanism by which it has been operationalized:

- The MOU complements other bilateral instruments of cooperation, including the Agreement for Scientific and Technological Cooperation between Canada and India (the “India-Canada Agreement for Scientific and Technological Cooperation”) signed in 2005
- Under the aegis of this MoU, Canada and India will establish a Joint Working Group to oversee this MOU and its implementation; Canada will designate a DFAIT representative and India will designate a representative of its Ministry of Human Resources Development to co-chair the Joint Working Group
- The group will include representatives from other government ministries, other levels of government and sector organizations as appropriate
- The MOU will remain effective for a period of five years, at which time it will be reviewed for possible renewal for a further five year period

The Claude Bibeau Presentation states that the MoU's aim was to facilitate the following:

- Exchanges of undergraduate, graduate and vocational students, and post-doctoral fellows
- Short-term awards, Graduate studies at Canadian and Indian universities
- Joint organization of workshops, seminars, special technical programs
- Exchange of research materials, publications, educational literature, teaching aids, demonstration material and information
- Twinning arrangements between institutions of higher learning
- Training programmes in technical, vocational and higher education
- Promotion of teaching and research in Canada about India and in India about Canada
- Providing mutual assistance in education in the fields of educational planning and management, social sciences, information technology, computer science, mathematics, science, nanotechnology and bio-technology

- Reciprocal internship programs

Obviously, the biggest opportunity in the education space between Canada and India is, of course, recruitment of students from India to Canadian educational institutions. According to the Edu-Canada's India Report Canada has seen significant growth in the number of Indian student enrolments; increasing almost 140% from 2008 to 2010. Furthermore, the number of Indian students commencing their study in Canada has increased 255% in two years – from 3,250 in 2008 to 11,543 in 2010, and to 23,504 in 2011. India has become the second highest source market at 12% of total entrants, overtaking South Korea (10.9%) and placed behind China at 18.7%.

However, the report also states that the Indian student recruitment market is competitive with the UK and the US being the preferred destinations. The market is volatile and destinations change swiftly depending upon a multiple factors such as fees and treatment of foreign students. Australia lost its third-most favoured destination for Indian students in 2010 after a series of attacks on Indians in Australia. Canada is now estimated as the third largest destination for Indian students.

The Edu-Canada's India Report also discusses the opportunities in all categories of the market segments for student recruitment, but argues that “despite the growing economy and burgeoning middle class, affordability is still a key consideration for Indian families considering sending their children overseas to study. Therefore, priority is given to postgraduate over undergraduate studies as this is seen to provide the best opportunity for graduate outcomes such job prospects and migration. This would suggest the post-graduate market will continue to be a key growth market for Canada's international education sector.”

While postgraduate market is the key segment for international recruitment in India, Canadian educational institutions have continued to woo the undergraduate segment as well by targeting students of elite school in the bigger urban centres. In August 2013, representatives of nine Canadian universities (which included University of British Columbia, Carleton University, Concordia University, Guelph University, McGill University, Queens University, Ryerson University, University of Toronto, and York University) visited India to woo students of Grade 11 and 12 to consider pursuing their undergraduate studies in Canada.

In addition to Indian students in Canada, the other area of collaboration is partnerships. Keeping in mind that the legislative roadblock in this regard has yet to be cleared, partnership between Canadian and Indian educational establishments offer a different avenue for Canadian entities to enter the Indian market.

According to Canadian Universities – Generating Opportunities with Indian Companies & Universities prepared by iValue Consulting Private Limited's report for and on behalf of the Canadian High Commission New Delhi, the following Canadian educational institutions are operating in India

Concordia University- Montreal

- TERI University: Under the agreement with TERI, the researchers of the university will be working on climate change, bio-fuels and sustainable business
- Concordia's five distinct areas of expertise: aerospace engineering, information and communication technologies, life sciences, sustainability, and energy and the environment
- Has signed memorandum of Understanding with eight educational institutes in India including, National Institute of Design, Indian Institute of Management, Bangalore, and Vellore Institute of Technology- University

Queen's University, Kingston, Ontario

- Indian Institute of Technology, Bombay: The Queen's-RMC Fuel Cell Research Centre has current collaboration with Indian Institute of Technology, Bombay for addressing the key technology challenges to the commercialization of fuel cell applications

University of Alberta, Edmonton

- Indian Institute of Technology, Bombay: Has formed an agreement of 3 years with Indian institute of Technology, Bombay, which involves the students and faculties working on research areas under health and renewable energy
- Jawaharlal Nehru University, Delhi: Typical collaboration through various models of collaboration
- University of Petroleum and Energy Studies, Dehradun: Involved in student exchange programmes and various other ways

McGill University, Montreal

- University of Petroleum and Energy Studies, Dehradun: Has a MoU with University of Petroleum and Energy studies, Dehradun for holding joint seminars, faculty exchange programmes, professional development, joint research activities, and reviews of PhD thesis along with mutual exchange of scientific publications

University of Waterloo, Waterloo

- University of Petroleum and Energy Studies, Dehradun: Has signed a MoU with University of Petroleum and Energy Studies to obtain cooperation and active collaboration to foster exchanges in education, training and research, which could include faculty visits and involvement of Indian researchers in projects in their Research and Technology Park
- Jawaharlal Nehru University, Delhi: Typical collaboration through various models of collaboration

University of Toronto

- Birla Institute of Technology, Mesra: Has been involved with BIT Mesra in organizing international exhibitions and workshops

Carleton University, Ontario

- They have signed up MoUs with Jindal Global University-Delhi, Jai Hind College-Mumbai University, IIT Mumbai and Petroleum University in the field of renewable energy and aeronautical science
- Has a full-fledged India-centric Centre of Excellence in Science, Technology, Trade and Policy to raise awareness about bilateral studies

University of British Columbia, Vancouver

- Birla Institute of Technology, Mesra: Has been involved with BIT Mesra for faculty and student exchange programmes

York University, Toronto

- Indian Institute of Technology, Bombay: Has been involved for Student exchange, faculty exchange programs and joint research activities
- Jawaharlal Nehru University, Delhi: Typical collaboration through various models of collaboration

McMaster University, Hamilton

- Indian Institute of Technology, Bombay: Has been involved for Student exchange, faculty exchange programs and joint research activities

Wilfred Laurier University, Ontario

- Indian Institute of Technology, Bombay: Has been involved for Student exchange, faculty exchange programs and joint research activities
- University of Petroleum and Energy Studies, Dehradun: Involved in student exchange programmes and various other ways

University of Ontario

- Jawaharlal Nehru University, Delhi: Typical collaboration through various models of collaboration
- Gujarat Energy Research & Management Institute, Gandhinagar: Both the colleges are involved in student exchange programs and various other modes of engagement as well

Simon Fraser University, Burnaby

- Jawaharlal Nehru University, Delhi: Typical collaboration through various models of collaboration

University of Laval, Quebec

- Vellore Institute of Technology, Vellore: MoU for collaborative research in the field of Information and Communication Technology

University of Saskatchewan, Saskatoon

- Vellore Institute of Technology, Vellore: MoU for collaborative research in the field of Information and Communication Technology

Following the signing of the MoU in 2010, considerable institutional support is now available for Canadian entities to establish themselves in the Indian education market and to woo international students from India.

The Claude Bibeau Presentation states that “DFAIT is well-positioned to maximize implementation, impact and synergies with other programs and initiatives, such as the Understanding Canada: Canadian Studies Program, international awards program, Edu-Canada and the International S&T Partnerships Program (ISTPP).” It lists the following means to systematically attract Indian students.

- International Scholarships
- Policy and Planning
- Understanding Canada Program
- International Youth Program
- Canada as a study destination
- Internships
- Exchanges – Faculty and students
- Institutional partnerships

Legislative framework

Canada

From this report's perspective, from the Canadian context, the legislative framework that is pertinent is the recruitment of international students from India into Canadian institutions. Here, while multiple agencies operate, DFAIT is leading the drive through its various arms in making Canada the preferred choice. In terms of Canadian institutions investing in the Indian market through collaboration and other means such as twinning, there is no regulatory mechanism that either monitors or prevents such efforts.

The following Canadian agencies are involved in international education marketing

Government

- Department of Citizenship & Immigration
- Department of Foreign Affairs & International Trade
- Council of Ministers of Education, Canada

Sector

- Association of Canadian Community Colleges
- Association of Universities and Colleges Canada
- Canadian Association for Public Schools – International
- Languages Canada
- National Association of Career Colleges

Stakeholder bodies

- Canadian Bureau for International Education
- National Education Marketing Roundtable

Private bodies

- Canadian Education Centre Network

India

The education sector in India is governed by multiple regulators as education is on the concurrent list and is hence under the purview of both state and central governments

The union (federal) Ministry of Human Resources Development (HRD) regulates the sector. It is comprised of two departments – the Department of School Education and Literacy and the Department of Higher Education, the latter being in charge of secondary and post-secondary

education and empowered to grant deemed university status to educational institutions on the advice of the University Grants Commission of India (UGC).

The UGC is a statutory organisation for the coordination, determination and maintenance of standards of university education. It provides recognition for universities in India and funds for government-recognised universities and colleges.

The UGC has powers under the UGC Act, 1956 to coordinate and determine standards of university education in the country. Any institution issuing degrees in India has to abide by regulations issued by UGC. At present, government policy permits 100% Foreign Direct Investment (FDI) in education subject to regulatory requirements under law.

The UGC would be assigned the responsibility of receiving the applications from Foreign Educational Institutions (FEIs), processing the same and recommending to union government, the notification of FEIs as Foreign Educational Providers (FEPs) in the proposed legislation. UGC would also exercise powers to frame regulations under the proposed legislation.

In an attempt to rein in fly-by-night operators who have set up shops in India, the Universities Grants Commission (UGC) has made its approval mandatory for all collaborations between foreign and Indian educational institutions. The new regulations approved by the UGC give existing institutions six months to get approval.

While 100% FDI in companies engaged in Higher Education is allowed under the automatic route, regulatory issues have constrained the actual flow of FDI. The major bottlenecks have been the “not for profit principle” and lack of clarity on existing regulations.

The All India Council for Technical Education (‘AICTE’), in December 2010, permitted section 25 companies to act as sponsoring bodies of a technical institute with the rider that no foreign investment (directly or indirectly) will be permitted in such a company. So, while 100% FDI is permitted in the education sector, this conflict has resulted in barring foreign investment in AICTE regulated technical institutes in India.

Foreign Educational Institutions (Regulation of Entry & Operations) Bill, 2010

According to a Times of India news report of June 2012, the number of foreign education institutions have increased from 144 (2000) to 631 (2010), with the UK (158), Canada (80) and the US (44) leading the way. Surprisingly, of the 60 foreign education providers, who have programme collaboration with local institutions, only 25 local institutions were affiliated to Indian universities or approved by regulatory bodies, and finally, only 32 of the 49 foreign institutions operating under twinning arrangements have approval or affiliation (Source: Association of Indian Universities).

The Government has introduced the Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010 in the Indian Parliament in May 2010. The Bill seeks to put in place a

mechanism to regulate the entry and operations of Foreign Educational Institutions (FEIs), while preventing the entry of FEIs of dubious quality. The FEIs, once they are notified as Foreign Educational Providers (FEPs) under the proposed legislation, can set up campuses in India. This Bill has been pending in parliament since 2010 and even in its current form, does not address key issues like nature of entity permitted, “not-for-profit” character etc.

The Deloitte Report states that many global educational institutions are willing to come to the country but seem to be a little wary of some of the conditions spelled in the draft bill such as a corpus of \$11m, and minimum track record, minimum corpus and restrictions on utilization of surplus. These provisions may dissuade many potential foreign universities from seriously pursuing an India strategy. The bill has been referred to a Parliamentary Standing Committee.

Conclusion

The collaboration between Canada and India in the education sector is growing rapidly and is expected to grow exponentially in the near future because of a combination of factors such as a more focussed and vigorous marketing effort to sell Canada as a preferred destination for Indian students.

In addition, the changes in the policy framework in India, while slow at present, will radically transform the sector once they commence. These changes will lead to more Canadian institutions entering the Indian market.

A more vigorous and integrated approach is required to clear the bottlenecks that are at present preventing a more robust interaction and exchanges between the institutions in the two countries.

In the future, the twinning programs, especially in vocational training are expected to gain in popularity and represent the biggest opportunity for Canadian entities.

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