



**Brief to the Standing Committee on Finance
Consultations in Advance of the 2019 Budget**

September 2018

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About the National Association of Career Colleges

The National Association of Career Colleges (NACC) represents Regulated Career Colleges (RCCs) in Canada. For the last two centuries, our colleges have been a key part of Canada's post-secondary education landscape. Today, over 175,000 students choose to attend one of Canada's many RCCs every year.

Strict provincial regulations exist regarding the operations of RCCs. Provincial governments approve, in most jurisdictions, the location, instructors, curriculum and financial information. Career college programs have been, and can be, accredited by third parties, such as the Law Society of Upper Canada, Canadian Medical Association, etc.

The colleges are for-profit and not-for-profit employers that provide 35,000 people the rewards associated with working in education: a fulfilling career dedicated to improving students' lives.

Students choose programs at RCCs for a number of reasons, including:

- Flexibility. Programs are condensed and shorter, and many are offered on the weekends or during the evenings, to accommodate a work schedule or family.
- Smaller class sizes. Allowing each student to interact directly with the instructor.
- Hands on, practical experience. Work experience/training increases chances of getting a job, faster.
- Credibility. Provincial government oversight ensures quality education standards.
- Continuous enrollment. For many programs, students are able to start at frequent times throughout the year, meaning that students do not need to wait until the Fall to begin their studies.

About our Students

Students who choose to attend a Regulated Career College are much different than their counterparts attending public colleges or universities. A recent survey conducted shows significantly different student demographics and underscores the important role that our sector plays.

For example:

- Nearly 70% of students are female – compared to 50% at community colleges.
- 57% of students are over the age of 30 – compared to 10% at community colleges.
- Only 26% of students are under 25 – nearly 80% at community colleges.
- More than half of students had previous experience at another post-secondary institution.
- 52% identified as first-generation immigrants.
- More than 40% have dependents.

Recommendations

1. That in light of the impact that automation will have on the Canadian workforce, the government offer increased support in the form of retraining grants for those who need additional skills for the workforce of tomorrow; and that these grants be eligible for students attending Regulated Career Colleges, especially for condensed programs (i.e., programs under 60 weeks).
2. That in order to support Canada's economy and competitiveness and ensure a qualified workforce of tomorrow, the Government of Canada amend Post-Graduate Work Permit Program policies and change the eligibility criteria for the program to enable international students attending regulated career colleges on the Designated Learning Institution List to apply and obtain Post-Graduate Work Permits.
3. That the government recognize the role that Regulated Career Colleges play in training and retraining people across Canada and offer the students of RCCs the same opportunities as students of public colleges, universities and union training centres.

Career Colleges and Retraining

In many ways, Canada has been on the cutting edge of new technologies. Paving the way for greater efficiencies in many aspects, including, notably, manufacturing automation, artificial intelligence, etc. This is making life easier – and more affordable – for many people, as well as satisfying the natural human urge to explore and innovate.

However, a significant future dilemma is presenting itself: as automation and new technology take over our lives, where can people turn to find employment?

Automation is a double-edged sword: it will make products and services more affordable but it may also give rise to significant unemployment. Canadians who lose their jobs to automation are able to re-enter the workforce by upgrading and increasing their qualifications and skills.

Regulated Career Colleges (RCCs) are well-positioned to help these individuals get back into the workforce for a number of reasons, including:

- RCCs offer condensed programs, often aimed at upgrading a specific skill;
- RCCs can easily create and adapt curriculum to meet a market demand;
- The sector has a long history of providing retraining services to students, and many top international companies have used RCCs to train and retrain workers; and
- Unemployment is set to rise, given the advent and adoption of new technologies, and a significant portion of workers may need upgraded skills for their employment.

At the present time, there are grants available to students that attend programs over 60 weeks but not students attending the same program, accredited by the same bodies, but under 60 weeks. This forces students that want to retrain faster in order to contribute to their families' income to make one of three decisions:

- Take a shorter program and not benefit from the Canadian Student Grant program and thereby impose further hardships on themselves and their families, or
- Take a longer program and delay their plans of returning to work faster which has a series of negative impacts; or
- Abandon their plans for retraining.

The National Association of Career Colleges is recommending that in light of the impact that automation will have on the Canadian workforce, the government offer increased support in the form of retraining grants for those who need additional skills for the workforce of tomorrow; and that these grants be eligible for students attending Regulated Career Colleges, especially for condensed programs (i.e., programs under 60 weeks).

Work Permits for Career College Students

International students registered in a public educational institution are able to obtain a Post-Graduate Work Permit. Currently, this does not apply to students of Regulated Career Colleges (with very few exceptions).

Career colleges are heavily regulated by their respective provincial governments, including: oversight on curriculum and instructors, regular reporting, disclosure of financial information, etc. Before a regulated career college is allowed to accept international students, it must go through further bureaucratic scrutiny to be placed on the federal government's Designated Learning Institutions (DLI) List. Individual provincial governments are responsible to submit their own additions to the list.

Despite this thorough oversight, the international students who graduate from Regulated Career College are not able to access the Post-Graduate Work Permit program as their counterparts in public institutions are.

Given that this policy:

- Prevents graduates from Regulated Career Colleges from using the skills and experience they learned to fill existing skills gaps in Canada; and
- Is unfair and discriminatory toward Canada's Regulated Career Colleges.

It should be made clear that career colleges offer programs in sectors where there will be a skills shortage. International students attending these programs and wishing to remain in Canada post-graduation are ideal candidates: they have Canadian-based training, they understand Canada's way of life and they are already here. Enabling international students attending regulated career colleges to benefit from the post-graduate work permit program supports Canada's objectives.

The National Association of Career Colleges recommends that in order to support Canada's economy and competitiveness and ensure a qualified workforce of tomorrow, the Government of Canada amend Post-Graduate Work Permit Program policies and change the eligibility criteria for the program to enable international students attending regulated career colleges on the Designated Learning Institution List to apply and obtain Post Graduate Work Permits.

Recognition of the Role that RCCs play in Canada's education system

Regulated Career Colleges have been a part of Canada's educational landscape for well over 150 years. In fact, the first RCCs pre-date Confederation, founded in the early 1800s. Annually, our sector has approximately 175,000 students.

Students choose RCCs for many reasons, including:

- Compressed study time;
- Flexibility in course availability (evening and weekends); and
- Continuous enrollment.

Studies have shown that the average RCC student is significantly different than those that choose to attend other types of post-secondary education options:

- Majority have attended another post-secondary institution;
- Typically older, with more than half of the students are over the age of 30; and
- Nearly half of RCC students have dependents.

However, in many respects, the federal government treats regulated career colleges and their students differently than those students attending public colleges or universities. This includes access to various government support and programs:

- Some government programs are limited to students attending "public colleges and universities"; and
- Some funding programs support the purchase of equipment at colleges, universities and union training centres but exclude regulated career colleges.

Given that our colleges are:

- Provincially regulated in many ways (including curriculum, instructors, etc.);
- Subject to various and frequent filings and reviews, which are required by provincial governments; and
- Often recognized and/or accredited by reputable third parties, including the Canadian Medical Association, Law Society of Upper Canada and more.

The National Association of Career Colleges is recommending that the government recognize the role that Regulated Career Colleges play in training and retraining people across Canada and offer the students of RCCs the same opportunities as students of public colleges and universities and union training centres.

Regulated Career Colleges and Indigenous Canadians

Regulated Career Colleges are uniquely positioned to create new partnerships and develop existing ones with Indigenous communities across Canada.

This is due to the flexibility of the career college model and our ability to provide focused, short-term quality training that is responsive to both labour market needs and the needs of local communities.

On-Site Training

Regulated Career Colleges are providing practical training that equips students with the skills that they need to excel, using innovative methods like mobile training in remote communities.

By bringing the training to the students, NACC member colleges are able to make it easier for students to attend classes to get the training that they need.

Flexible Learning Environments

NACC member colleges have a history of working with communities and students to ensure that programs are flexible to the needs of their students.

For example, in some communities, Regulated Career Colleges have given students time off during the annual caribou hunt. This flexibility ensures that students are able to attend all classes and leads to a higher success rate.

Success Stories – Indigenous Communities

Many Regulated Career Colleges in Canada have been working to build relationships with Indigenous communities. Here are just some examples of success stories of Indigenous Canadians attending career colleges:

Student Success Stories

Grace Dove – Vancouver Film School, 2011

- Originally from the Canim Lake Indian Band in Northern British Columbia.
- Graduated from the Acting for Film & Television program.
- Starred in the 2016 Oscar Nominated Movie, “The Revenant.”

Victoria Kakuktinniq – MC College, 2012

- Victoria was born in Rankin Inlet, Nunavut and had been taught how to sew traditional garments.
- She was inspired to start a career in fashion and enrolled in the Fashion Design and Apparel production program.
- She launched her own business, “Victoria’s Arctic Fashion,” and was named the 2015 Business of the Year at the Nunavut Trade Show.

Training Success Stories

Willis College – Minwaashin Lodge

- For more than 10 years, Willis College and Minwaashin Lodge have been running the “Courage to Soar” program.
- The program targets at-risk Indigenous women and provides a textbook and tuition scholarship for the Office Administration program.
- Over 130 Indigenous women have gone through this program with tremendous success.

Louis Riel Vocational College

- Louis Riel Vocational College is an Indigenous-focused college, most training is done right in the communities.
- All students, Indigenous or not, must take Indigenous Culture and History training.

Academy Canada

- Since 2003, Academy Canada has partnered with local Innu communities to provide training programs.
- They have had 71 Indigenous graduates in 3 apprenticeship programs since 2003, but they have also partnered with local communities to provide other training programs.
- An important aspect of this partnership is consulting and listening to Innu leaders on how to modify and enhance training.

Success Stories – International Students

Our schools have been successful in helping recent immigrants upgrade their skills and find new career paths here in Canada.

Tashiminder Narwal

Country of Origin: India
Prior Profession: Doctor
Canadian College: Emergency Services Academy
Program: Emergency Medical Responder, Emergency Medical Technician
New Profession: Emergency Medical Technician

“I’ve learned though that there are other ways to achieve your goal.”

Sushma Adhikari

Country of Origin: Nepal
Prior Profession: Registered Nurse
Canadian College: CDI College (Hamilton)
Program: Personal Support Worker
New Profession: Personal Support Worker

“I’m very happy and satisfied now because I can take care of people and help people like in my previous career,” she says of her new job.

Mustufa Gangardiwala

Country of Origin: India
Prior Profession: Logistics Manager
Canadian College: triOS College of Business, Technology & Healthcare
Program: Supply Chain & Logistics
New Profession: Warehouse Branch Support

“When people land in this country, they are confused and they don’t know where to go so they end up being a taxi driver or something like that,” Mustufa says.

“The career colleges really give you a path to get further.”

Asfiya Rahman

Country of Origin: India
Prior Profession: Teacher, Homeopath
Canadian College: Algonquin Career Academy
Program: Pharmacy Technician
New Profession: Pharmacy Technician, Teacher

Less than nine months later, Asfiya had finished her coursework and was completing a placement in a local pharmacy.

*By the time her placement concluded, she had already been hired on full-time.
“I actually look forward to going to work,” she says.*

Mihaela Velicico

Country of Origin: Romania
Prior Profession: Officer of Accounts
Canadian College: Brighton College
Program: Office Administration Diploma
New Profession: Accounting Specialist

“There are many people out there that do not hear positive encouragement to go back to school,” she says.

“I know it’s hard, but you can get where you want to get if you believe in yourself.”

Denick Carullo

Country of Origin: Philippines
Prior Profession: Architect
Canadian College: Brighton College
Program: Computer Aided Design (AutoCAD Certificate)
New Profession: Project Manager

*“I thought: I have **talents**, I have **experience**, I have **work skills**,” he says.*

“I didn’t want them to go to waste.”

Samanthi Rodrigo

Country of Origin: Sri Lanka
Prior Profession: Physician
Canadian College: Sprott Shaw College
Program: Practical Nursing
New Profession: Practical Nurse

“Within three weeks, I got my first job,”

“And now I’m working as a licenced practical nurse.”

Manbir Randhawa

Country of Origin: India
Prior Profession: Business Administration Manager
Canadian College: Discovery Community College
Program: Accounting and Finance
New Profession: Campus Administrator

*“I knew from the beginning that I would need a **Canadian education** to get a good job here ... If I had not taken that time to study, none of this would have happened.”*

Nataliya Vanovska

Country of Origin: Ukraine
Prior Profession: Journalist (7 years)
Canadian College: Campbell College
Program: Administrative Professional Diploma
New Profession: Library Assistant

“My new job is about information. It’s about research and it’s about talking with people,” she says.

“That’s why I like my job.”

Oswaldo Bolaños

Country of Origin: Cuba
Prior Profession: Kinesiologist, Physical Education/Health Science Teacher
Canadian College: Bryan College
Program: Massage Therapy Diploma
New Profession: Massage Therapist

“I wanted to do something that was related to my profession in Cuba ... I wanted to do something that would use that knowledge.”

Oswaldo says it’s unlikely he’d be working in the field he loves if he hadn’t gone to Bryan College.

Jason Ebarvia

Country of Origin: Philippines

Prior Profession: Doctor (10 years)

Medical Officer of Health (8 years)

Canadian College: triOS College of Business,
Technology & Healthcare

Program: Addiction Worker

New Profession: Medical Research Assistant

Jason gained both the **education** and the **internship experience** he needed to succeed in his new career.

Now, he's working as a medical research assistant at a large research company, where he has a chance to build **a meaningful career in Canada.**