

CANADA INDIA
FOUNDATION



Democracies Working Together

HIGHER EDUCATION FORUM 2018



July 5th-6th, 2018
Pearson Convention Center
Brampton, ON

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Canada India Foundation
2939 Portland Drive # 300 Oakville L6H 5S4
T: +1(289)-291-0277
E: info@canadaindiafoundation.com
W: www.canadaindiafoundation.com

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Report compiled by Mayank Bhatt,
Executive Director, CIF



Preface

Canada India Foundation (CIF) is a national, not for profit, non-partisan, non-governmental organization. Seasoned entrepreneurs, industrialists, business executives and top-tier professionals established CIF in 2007. Through active participation in the public policy debate and proactive engagement with Parliamentarians, the Foundation positions the need for a strategic partnership between Canada and India as critical to Canada's future.

CIF has the following objectives:

- Foster stronger bilateral relations between Canada and India
- Enhance participation by Canadians of Indian origin in the Canadian policy making and legislative process
- Recognize and honour a prominent global Indian achiever who has championed the transformation of India into a global economy and enhanced India's presence and prestige on the world stage
- Organise sectoral forums that enable a more nuanced understanding of the expanding economic relations between Canada and India

As indicated above, one of CIF's stated objectives is to organise sectoral forums that discuss the changing dynamics of the bilateral economic relations between Canada and India.

In the past, CIF has organised Canada-India themed forums in the following sectors Energy (2009), Mining and Metals (2010), Agriculture and Food Processing (2012), Infrastructure (2014), Healthcare (2015).

In 2018, CIF organised the Higher Education Forum. This is a report on the proceedings of the forum. It also contains a broad sweep of sectoral information that is relevant in 2018 and is available in public domain.

We welcome your feedback and inputs. Please write to us at info@canadaindiafoundation.com



Ajit Someshwar
Chair, CIF



Anil Shah
National Convener, CIF



Mayurkumar Dave
Chair, Higher Education Forum, CIF



Girish Kekre
Co-Chair, Higher Education Forum, CIF



Executive Summary

In July 2018, CIF organised the Higher Education Forum to get a comprehensive understanding of the sector. The link between education and economic growth is spurring the demand for quality education. This is leading to a surge in globalization of education. This is two-pronged – increasing number of students are going to foreign destinations for higher education and educational institutions are becoming transnational service providers.

Pertinently, international students coming and studying in Canada contribute in the range of \$15-\$20 billion annually. In the context of the burgeoning Canada – India bilateral relations, education sector and especially the higher education subsector is growing exponentially in significance both in terms of the number of international students from India choosing Canada to pursue higher education and the contribution the sector is making to the Canadian economy.

The factors that have contributed to Canada's increasing popularity as a favoured destination for higher education are:

- Employers in Canada are wooing Indian students studying in Canada especially those in STEM fields (science, tech, engineering, mathematics).
- Canada's express entry system creates a pathway for skilled Indians to get fast-track permanent resident status and then citizenship.
- For Indian students with degrees from Canadian institutions, the road to permanent residency is even faster under the Canadian Experience Class.
- Canada is a nation that celebrates multiculturalism, & that views immigration as a way to bring the best talent from around the world.

Objectives

The objective of CIF's Higher Education Forum was to enable a dialogue between Canadian and Indian sector specialists with a view to laying down the roadmap for the future direction of in the sector. It encompassed three spheres:

- Connect governments in Canada and India that are instrumental in policy formulations
- Connect institution-to-institution linkages
- Explore the role of the industry in Canada to absorb the Indian students into jobs after the completion of their educational process



Panel discussions

The Higher Education Forum adopted the format of panel discussion to discuss the objectives laid down. The panel discussions were held on the following topics:

- Higher Education Opportunities in Canada: Participants included Canadian federal government ministers, academics of established Canadian universities
- The Business of Education: Participants included industry stalwarts and academic administrators from Canada, India and the United States
- Unlocking Corporate Engagement in Education: Participants included representatives of leading corporate entities in Canada and social entrepreneurs

Integration of Technology to Education: Participants included IT entrepreneurs, educators, innovators

- Students Perspective: Challenges and Experiences

Conclusions and recommendations

The education sector is poised to become one of the most important service sectors in the Canadian economy. The federal and provincial governments in Canada need to coordinate their efforts to ensure that Canada continues to retain and improve its status as one of the most favoured higher education destinations globally.

The governments need to modify immigration regulations and link these more comprehensively with the education sector's need to grow at a sustained rate. Education sector provides employment to over 170,000 Canadians and contributes over \$20 billion annually to Canada's economy.

To ensure that there is sustained growth, there needs to be more cohesion between the industry and the government. Regulatory control needs to be strengthened to ensure that the quality of intake of international students meets the set standards. There is agreement that the number of international students coming to Canada need to grow continuously, it is also important to ensure that there is no compromise on the quality of these students.

Canadian employers need to be more proactive and sensitive to the needs of international students' needs to find suitable jobs. This is an important factor to ensure that students continue to come to Canada for higher education





Background

In July 2018, CIF organised the Higher Education Forum to get a nuanced understanding of the sector. The link between education and economic growth is spurring the demand for quality education. This is leading to a surge in globalization of education. This is two-pronged - increasing number of students are going to foreign destinations for higher education and educational institutions are becoming transnational service providers.

Pertinently, international students coming and studying in Canada contribute in the range of \$15-\$20 billion annually and Canada included education as part of its Global Action Plan formulated in 2013 to promote 22 sectors that it wants to promote aggressively across the world to leverage the inherent strengths.

Canada - India ties in Higher Education sector

Year	Indian students in Canada
2014	38,877
2015	31,975
2016	52,975
2017	64,425
2018	150,000 (estimated)

- By 2020, over 1 million Indian students will be studying abroad
- More than 100,000 Indian students study in Canada
- Canada is the top four destinations for Indian students, along with the US, UK & Australia
- Education sector is worth \$15-20 billion & a priority sectors for Canada

In the context of the burgeoning Canada - India bilateral relations, education sector and especially the higher education subsector

is growing exponentially in significance both in terms of the number of international students from India choosing Canada to pursue higher education and the contribution the sector is making to the Canadian economy.

The two countries signed a Memorandum of Understanding for cooperation in Higher Education in 2010 for five years, which was renewed in 2018 when Canadian Prime Minister Hon. Justin Trudeau visited India. In 2018, Canada will host the biannual Joint working Group on Higher Education. Education sector has emerged as priority sector for both Canada and India.

The factors that have contributed to Canada's increasing popularity as a favoured destination for higher education are:

- Employers in Canada are wooing Indian students studying in Canada especially those in STEM fields (science, tech, engineering, mathematics).
- Canada's express entry system creates a pathway for skilled Indians to get fast-track permanent resident status and then citizenship.
- For Indian students with degrees from Canadian institutions, the road to permanent residency is even faster under the Canadian Experience Class.
- Canada is a nation that celebrates multiculturalism, & that views immigration as a way to bring the best talent from around the world.

The sector has also developed along other parameters such as collaboration between educational institutions. Over 300 bilateral instruments of cooperation exist between institutions of higher learning in Canada and India.

Several Canadian educational institutions have setup operations in India, and the liberalization of the sector in India, with 100 percent FDI now allowed, will create more interest among Canadian institutions to follow. The higher education sector is expected to grow at 18% annually.

India's National Skills Development Program has also led to a renewed spurt in collaboration between Canadian and Indian institutions. During Indian Prime Minister Narendra Modi's visit to Canada in 2015, National Skill Development Corporation (NSDC) signed MOUs with Colleges and Institutes Canada (CICan), along with 10 of its members.

These were in the fields of agriculture, apparel and textiles, automotive, aviation, construction, green economy, healthcare, hydrocarbons, IT, telecom and electronics, sports sector, and water.





Higher Education Forum: Objectives

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Higher Education Forum: Panel Discussions

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- Students Perspective: Challenges and Experiences





Panel discussions

The following are the reports on the panel discussions.

Higher Education Opportunities in Canada

The issue:

Canada's international student population has nearly tripled over the past decade. In 2014, the federal government set a goal of having 450,000 international students in the country by 2022. Canada has achieved this target five years earlier. Over 150,000 Indian students are expected to come to Canada in 2018. A majority of them will pursue higher education in the STEM or Business Management stream.

Statistics Canada's 2016 census shows that international students in STEM programs have better prospects compared to business programs, the demand for both STEM and business programs remains high because of different types and levels of relationship that exists between Canadian and Indian educational institutions.

Taking cognisance of the existing relationship between Canadian and Indian educational institutions, the session on Higher Education Opportunities in Canada explored the opportunities that can be created to attract a more focused intake program that dovetails with provincial nominee programs and assists students in acquiring permanent resident status.

The panelists:

Moderator



Narda Razack

Associate Dean of the Faculty of Liberal Arts & Professional Studies
York University

Panelists



Parm Gill

Member of Provincial Parliament & a recent MBA from Richard Ivey School of Business



Gary Comerford

Chair, Board of Trustees
Brock University



Brian Kalakula

International Relations Officer
Mitacs



Christopher H. Evans

Executive Lead, Brampton Initiative
Ryerson University

The discussion:

Narda Razack, the moderator of the session, set the agenda by seeking the panelists' responses to the following questions:

1. How higher education impacts both Canada and India?

2. How can Canada become more prominent in attracting international student? Our direct competition is with great institutions in Australia.
3. Canada is still the fourth choice for international students, what can be done to reach at least to the second position?
4. International students need assistance, what do international students add to domestic students and the institutions?
5. International students normally paid double the fees, why?

The following is the summary of the discussion.

India's 60% population is between the age group 18-36 years compared to the aging population of Canada. The calibre of international students who come to Canada is relatively high because they belong to the economically well-off sections of their societies.

Panelists agreed that Canada's federal government must work with provincial governments to ensure that the right kind of international students come to Canada.

"We may be the fourth on the list but we must not be the fourth choice," Parm Gill said.

Canada's immigration policy is not in tune with the potential of developing the educational sector. The immigration policy is more focused on trade and jobs and not international students.

If the policy is in consonance with the aim to develop the educational sector. In the past (2008-09), policies such as international students requiring to return to their home country and then apply for permanent residencies were detrimental in developing the full scope of the education sector.

The changes that have been incorporated since then have benefitted the educational sector immensely. The issue of language being a barrier has also been reduced over the years, but the continued preference of the international students on a few metropolitan areas continues to be a major hurdle for better, well-rounded growth.

The panel also agreed that Canadian educational establish-

ment is not understanding the immense scope of developing the sector if it is considered as a component of the service industry. Canada needs to learn this aspect from Australia. In the Canadian education system, universities are doing a great job of promoting and guarantee great quality of education system but where the Canadian universities and colleges need to be more flexible and accommodating in curriculum, where there is need to understand the needs of the industry.

"Our perspective is different, its equal responsibility of provincial and federal government as there is no national strategy and branding for Canada to grow as a higher education destination. We at universities need proper integration of international students into the culture, into the campus and with the domestic students; go beyond just an international centre in the campuses," said Gary Comerford.

Brian Kalakula mentioned his personal experience when he chose to study in the USA as Canada was not an international education destination six years ago. International students did not see Canada as a destination to come and study. However, bridging the gap and building opportunities for international students is the future. India was the first partner country of MITACS for research-based collaborations.

"Canadian education system is strong, and will become stronger in view of the global developments such as BREXIT and the Trump administration anti-immigrant postures," said Christopher H Evans.

Canada has become the destination for those who were earlier considering either the UK or the USA. Canada has many aspects working in its favour to become a favoured destination, expand international student base.

The conclusion:

- Global approach
- Involvement with the industry and the employers in curriculum development

The Business of Education

The issue:

The Education sector in Canada is worth \$15 to \$20 billion, supporting 170,000 Canadian jobs. International students who come to Canada are looking for employment opportunities and quick settlement into permanent residency following the completion of their education.

However, there is a large and growing gap between the expectation and the reality. In most cases, qualified international students have to work in minimum wage jobs to qualify for permanent resident status.

Education is a means to an end, with employment being the ultimate objective. The session explored the intricate relationship between education and employment and focus on the inherent schism between the two.

The session focused on setting up educational institutions from a business perspective and discuss international partnerships and collaborations as an essential element of the higher education offering in Canada.

The purpose should be to devise better systems that would lead to better linkages between education and employment, while also focusing on career readiness and return on investment on education both at the macro and micro levels.

The panelists:

Moderator



Harry Sharma

Manager, Canada-India Centre for Excellence
Carleton University

Panelists



Anuradha Subramanian

Professor
University of Nebraska



Nevzat Gurmen

Vice President, Finance and Administration
Seneca College



Rick Huijbregts

Vice President, Strategy and Innovation
George Brown College



Anurag Choudhury

Head - Alumni and External Partnerships
Indian Institute of Management Ahmedabad

The discussion:

Harry Sharma, the moderator of the session, sought responses from the panelists on What is ROI in education?

The following is the summary of the discussion.

Anuradha Subramanian said, "Schools are in a business of education and not education business." How Canadian educational institutions bring in bright graduate students is important for the Canadian job markets. These educational institutions need good research departments, publications that have global significance and the educational institutions need to develop a high profile and keep constant track of the students' placement.

Educational institutions can learn from tracking students' success for five years and checking with them what worked for them and what did not, or what skill set do they feel they lacked. These institutions can then provide support to these international students while they are on campus. Having a good feedback survey form for this could help ease the process to track.

Subramanian added, "In US, we believe in producing cutting edge research, and the perception about US higher education is a reality. Retention of students is not an issue in USA."

National surveys for demand and supplies are equally important. Return on investment basically boils down to being able to find a reasonable job in the area of their education and needs to be looked for 20 years down the lane.

According to Nevzat Gurmen what truly get a great return on investment is the crème del crème academic programs.

What can add to this is to involve industry stalwarts to become mentors, tutors and coaches. This would definitely go a great way in enabling the international students get a much-needed opening in the job market. A combination of all these factors would ensure that international students get the right sort of exposure of Canadian work culture and become better fit for the job market.

There is a big demand of education in Canada. What level of expectations, level of income, level of knowledge can all be counted as ROI, institutions themselves need some financial return.

Rick Huijbregts said, "Canadian private sector hires our students and is heavily involved in client research. Skills are being challenged with technology. Understanding the job market everywhere, not just here but look for opportunities globally."

Industry connection is important, specific measures should be taken like involvement from industry while drawing up the curriculum. There is also a need to plug in all the gaps at multiple levels and repetitively do it.

Anurag Choudhary mentioned, "At IIM A, we have the global materials, the education is of international level and it incorporates the case studies as per the need and do not spoon feed the students, we teach them solve problems through the curriculum. We do have a lot of students exchange and global partnerships. We have highly motivated students, which is not satisfied by a good job in the field but look beyond in having own business and are interested in entrepreneurship."

As an institution IIM A takes the responsibility to provide such students with a ground to explore their game. Also staying with the times and anticipating current scenarios, partnerships, international relationships to foster the growth of the students.

The conclusion:

- Return on investment should begin with measuring students' challenges and then implementing solutions to overcome them
- Educational institutions should involve industry stalwarts

in designing curriculum

- International students should be provided with some experiences of Canadian work culture for proper return on investment



Unlocking Corporate Engagement in Education

The issue:

A 2014 report prepared by the Knowledge Synthesis Project and funded by Canadian federal government's Social Sciences and Humanities Research Council, unequivocally states that it found a lack of evidence of employer engagement in the provision of settlement services, notwithstanding the substantial employer stake in hiring and optimizing immigrant workers.

There is serious underinvestment by small and medium enterprises (SMEs) and larger companies in incorporating international students and immigrants into the labour market.

This session explored the ways and the means that the industry can evolve in cooperation with the government and the educational institutions to ensure that international students are employed gainfully upon the attainment of qualifications.

The panelists looked at the following spheres: formulating employer behaviour; importance of successful job placement for absorption and integration of newcomers; supply and demand of skills for the labour market; and promising practices and policies for absorption and integration of newcomers.

The panelists:

Moderator

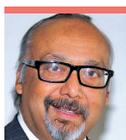


Anil Shah
National Convener
Canada India Foundation

Panelists



Andre Orbe
Senior Relationship Manager
TD Bank



Pradeep Sood
Co-Founder
Highbury Canco Corp
Board Member - George Brown College



Vikram Khurana
CEO
Prudential Consulting
Board Member - Ted Rogers School of Management



Arvind Vijn
Director, International Programs
Deloitte

The discussion:

Anil Shah, the moderator of the session, sought the panelists' responses to the following questions.

1. A 2014 report states the lack of employer engagement in providing employment opportunities. Why?
2. Why do employers ask for Canadian experience?
3. There is labor market in Canada and skilled people from India but they don't get jobs, why?
4. Talent of a newcomer does not get recognized, why?
5. What is your message to students here?

Broadly speaking the panelists had similar views on the subject and while seemingly at variance on some points, they provided a comprehensive overview of the best way to unlock corporate involvement in education. They didn't agree that there is a general lack of employer engagement in providing employment opportunities for qualified international students.

According to Andre Orbe, "Any and every experience needs to be well articulated and will definitely add value to the international student's profile."

Pradeep Sood observed, "What kind of job are you looking for needs to distinguished, whether at a large company or a small company, it is important to know the new country's culture. Canadian experience could mean two things - one is

you don't possess the skills required to also be the polite way of saying that they don't have the job for you."

Mr. Sood emphasized that qualification is just one of the qualities not everything. Onboarding programs, training and technology, job shadowing, being flexible and ready to move to a small place for a job are important considerations that need to be acquired to be absorbed into the job market. He also suggested that it wouldn't be a bad idea to compromise on a few critical issues to secure one's first job.

Experiential learning is of great value in Canada. According to Vikram Khurana, "Canadian experience is majorly related with possessing the soft skills. India's technical knowledge is strong but in Canada, customer service matters the most."

Job market in Canada is competitive, interviewing skills, understanding the job, research and studying the organizations, networking in the chambers of commerce, all of this will help. The art of 'asking' and learning to ask is important, how to pitch one is important to know. Professors are an asset to think of places outside downtown Canada.

One of the factors that has always worked, Mr. Khurana observed is to not stick only to HR person and process but to develop parallel channels within an organisation to get insight and information that may lead to a job. He strongly recommended that while employment was important, international students may also consider self-employment and entrepreneurship.

Arvind Vijh said, "Soft skills matter the most, interacting with the potential employers is of great value to land in a desired job. Colleges and universities must add about these aspects in the curriculum which is relevant to current scenario." Networking is the best method to get to know potential employers.

Making connections over LinkedIn is one of the tools of networking using social media. Knowing what is expected and knowing what the dos and the don'ts are. Every interaction is an opportunity, students these days don't push their career centres located on the college campus, they need to escalate that.

Giving his own example, Anil Shah, the moderator of the panel discussion, said that he has during the last 25 years,

implemented the policy of hiring newcomers to Canada. His company has employees belonging to many different ethnicities and for a majority of them, employment at his company was their first job. He said, he had never understood the concept of Canadian experience and felt that it was an invisible barrier artificially created to deprive opportunities to newcomers, and this was also equally applicable to international students.

The conclusion:

- Networking opens doors and create opportunities
- Soft skills are as important as qualifications in the Canadian context
- Canadian experience should be acquired, even if it is in a job that is not an accurate fit for one's qualification and experience



Integration of Technology to Education:

The issue:

The future of education is technology in general and online in particular. Willingness to embrace change is a major requirement for successful technology integration. Technology is an ongoing process and demands continual learning.

Effective integration of technology is achieved when both students and institutions are able to select technology tools that enable exchange of information in a timely manner, analyze and synthesize the information, and present it professionally.

The session explored how technology should and can become an integral part of how the classroom functions – as accessible as all other classroom tools, and how central it will be in managing institutions.

The panelists:

Moderator



Wendy Cukier
Founder Director,
Diversity Institute, Ryerson University

Panelists



Usha Srinivasan
Vice President, Venture & Talent Programs
MaRS Toronto



V Kumar Murty
Professor, Department of Math
University of Toronto



Sunil Johal
Policy Director
Mowat Centre



Sushanta Mitra
Executive Director
Professor, Mechanical and Mechatronics

Engineering, Physics and Astronomy
Waterloo Institute of Nanotechnology

The discussion:

Wendy Cukier, the moderator of the session, sought the panelists' responses to the following questions:

1. What are the key drivers for the technological innovation in education
2. Instances where the technology is doing a good job or is human interaction important?
3. Ensuring quality of education.
4. How digital literacy is changing?
5. Is the adoption of technology in the small business still a problem? Are there any AI moderated tools? Data analytics on any research?
6. The professors teach in the same way they used to teach 20 years back.

Usha Srinivasan said, "People are working and learning at the same time, thinking about the immediate instead of the future is important." MaRS provides online programs and these programs have become popular because these days accessibility and internet have become commonplace. Human interaction can be made available virtually with real time virtual learning environment even in multiple languages.

According to V Kumar Murty, "Danger of technology is its limitations and potential both. We need to develop a proper understanding of both the limitations and the potential."

MIT has all the courses online but still people pay heavy fees and go to study as human component and community is important in shaping you as a person and one's learning curve includes all of these components. Also, accessibility and internet are yet to reach all corners of the world and until that happens, we cannot discount human interaction in teaching-learning experience.

Pre-packaged solutions won't work. There is more access to internet in India than in Canada. These days kids are born with technology so it is easy for them to learn through technology. "By creating a learning society in small villages, makes communities smart and not the technology. Technology is just a tool," said V Kumar Murty.

Sunil Johal said, "Demographics is shifting base, skills, technology and its efficiency. We need to know what value does a university education offer." Economic growth in Canada is bringing people together to join in the conversation on the changing use of technology.

Digital economy is changing the landscape of human interaction in every sphere and this has had its impact also on the educational sector. Training everybody in coding depends on how we marry the digital literacy and what type of skills are we building? These were the questions that were raised by Sunil Johal.

According to Sushanta Mitra, "Changing our methods and encouraging peer to peer learning is a key factor to development and marrying information to integration" Given the same access to knowledge the determining factor would be the use of that knowledge. Technology will enable personalised education where students will be able to customise their educational curriculum based on their needs. This process has already been set in motion and needs to be validated further.

The federal government needs to subsidize net accessibility and make it affordable in Canada, which has some of the highest internet rates in the world. As a nation, we have to continuously transition towards a knowledge-driven economy. Intuition, impact and emotion cannot be coded so that is something to be looked for.

Moderator of the panel discussion, Wendy Cukier said that the impact of technology should also be analysed. She provided some statistics:

- 42% of jobs will disappear by 2020 (Osbourne and Frey)
- AI: job automation (12%); enhancement (75%) creation (13%) (Frank et. al., 2017) – not just low skills: physicians, coders, journalists

- WEF reports almost 65 percent of the jobs elementary school students will be doing in the future do not even exist yet
- Without users and adoption there is no innovation
- Canadian consumers lead in mobile but companies lag
- 40% of Ontario's SMEs do not have an internet presence
- 20% of labour force is in the public sector
- Its not just about STEM

The conclusion:

- App based learning could be one of the solutions
- More experimentation and learner centric innovation
- Setting our priorities, customized, universities need to bring in more such models
- Output based university studies breaking disciplinary boundaries could be the future



Students Perspective: Challenges and Experiences

According to a CBC report of February 2018, hundreds of thousands of international students have to fend for themselves without adequate support from school boards, provincial governments and the federal government. Settlement agencies, student recruiters and host family companies are urging these bodies to regulate the industry.

Pertinently, the Conference Board of Canada's research, states that more could be done to build awareness amongst international students about Canada's immigration pathways. Canada has more than 50 immigration streams, which can make navigating the system daunting for international students.

The session discussed the problems that international students face and the possible solutions that they recommend based on their experiences and challenges. With international students becoming new immigrants, we need to identify how we can deliver cost-effective settlement supports to them to facilitate a seamless integration process.

The panelists:

Moderator



Abhinav Pardeshi
Student Advocate

Panelists



Parminder Singh
Sheridan College



Husain F. Neemuchwala
CEO
Canada India Education Council



Ashish Agarwal
Director of Product Engineering
AT & T



Mohammed Lakdawala
Seneca College



Devika Penekelapati
Solicitor
Borders Law Firm

The discussion:

Abhinav Pardeshi, the moderator, sought the panelists' responses to the following questions:

1. International students face a humongous challenge. How did you overcome these challenges?
2. Diversification and integration?

Parminder Singh, one of the international students in Canada, shared his experience by saying, "Planning the residence and getting acquainted with the city and its culture gradually eases things a bit." Starting to look for part-time jobs, connecting with the professors makes the integration in the Canadian culture and job markets smooth.

Hussain Neemuchwala said, "There should be effective student associations which make the integration a smooth process with their peers and friends and teachers. Getting out of one's own comfort zone and have multiple mentors and to get a diverse viewpoint is what helps the international students grow and learn Canada's working and industry"

According to Ashish Agarwal, said, "One should be self acquainted and self independent. Counseling companies in India are based in the bigger cities. Students should continue on their research for local clubs, not to form an opinion and do not stop exploring."

Mohammad Lakdawala said, "Colleges always look forward to support the international students and get them integrated in the Canadian system and culture through various friendly campus wide clubs and events where students should seek for assistance and keep themselves updates.

Devika Penekelapati said, "Schools should provide better facilities in terms of housing." The Indian consulate also provides many services to international students. Social skills and soft skills are very important. Students need to explore the potential possibilities.

The conclusion:

- Integration of international students into Canada begins when they seek admission to an educational institution
- Developing a wide network of friends, associates and building professional networks will assist in better assimilation

The Topic: Why do Indian students study abroad?

The speaker



Prashant Srivastava, MBA

Director, South Asia, Seneca International
Seneca College

The discussion

1. Why do Indian students study abroad?
2. What are the current recruitment trends in India?
3. What are the study choices of Indian students?
4. Who are the key influencers in decision making?
5. What are the transitional challenges faced by Indian students and tips to deal with these challenges

Why do Indian students study abroad? Indian student mobility statistics state that the number of Indian students studying abroad is on the rise each year. Canada is one of the top destinations with more than 150,000 Indian students studying in this country.

With 1.4 billion population, 29 states, 7 union territories and 22 recognized languages India is diverse as it gets. Student recruitment in Indian subcontinent can be challenging due to the acute regional diversity. This diversity influences the decision making of students, leading to a shift in parameters on which the decision making is based. The key influencers of student decision making process also base their input which is marked by their thought process.

This talk by Prashant Srivastava tries to delve into the reasons, behaviors and outcomes of Indian students studying abroad.

Prashant Srivastava, who comes with over 10 years of experience in International student mobility and partnership building, explained the quality and capacity challenges currently faced by India. He said "The demand and supply gap in training the young nation poses a big challenge to the country." Culturally, in India, parents fund the education of their children. With the increase in disposable incomes of middle class and upper middle class, families have more to spend on quality education. This is where Canada presents itself as a quality education destination.

A majority (42%) of Indian students choosing to study abroad are strivers according to World Education Services Report on International Student Segmentation Research published in 2016, followed by 25% of strugglers. Prashant explains, the importance of helping the students to cope with cultural, social and academic challenges faced by these students in Canada. Pre-departures briefings and post-landing orientation become necessary to acclimatize the students to the new country. Introducing them to the academic expectations of Canadian Education System must become an integral part of orientation.

Prashant also shared some tips for the Canadian faculty and staff to help them quickly connect with Indian students. Some of the tips shared are, to use Indian company examples in lectures and case studies, conduct plagiarism workshops, stress on the importance of class norms and deadlines and last but not the least socialize with the students to make them feel at home.

The conclusion

- With Indian students one size doesn't fit all, owing to sheer diversity of the country. The experience must be tailored to fit the requirement of each individual student.
- The orientation, pre-departure and post-landing, will play a key role in quickly acclimatizing the student to the new culture and environment.
- Small tweaks in the teaching and support mechanisms can aid in student performance.

Interactive Session

Interaction between Sheldon H Levy, CEO, Next Canada and Vishakha Singh, a Hindi cinema actor on the use of innovation in interacting with fans; moderated by Kasi Rao, President & CEO, Canada-India Business Council



Sheldon H Levy



Vishakha Singh



Kasi Rao

The discussion:

Kasi Rao

1. We constantly hear about brain drain and brain change, what have you seen from various vantage points about Next Canada?
2. Technology, entrepreneurship and film industry, how did this all work together for you?
3. How did you take the education and the soft skills from Bollywood together?
4. What is the difference between the Silicon Valley, Toronto's tech scenario and now in context of new India?

The interactive session was one of the highlights of the Forum and the participants discussed the rapidly changing terrain of the innovation economy and the merging of different spheres into a cohesive stream.

Sheldon Levy, who has had a long innings as a political decision maker and is now the head of one of Canada's most innovative organisations, Next Canada said that the future is mainly technology and a bit of everything else. "I am in a unique position to have seen it through different vantage points, it doesn't really matter which government it is, the march of technology companies is inexorable."

He said even at present, industries don't have the talented people to do skilled jobs, this situation will be exacerbated with the advent of artificial intelligence, and the scenario could well take on rather grim overtones. "The challenge is that what we did 20 years back took us long to reach where we are today," he said.

Mr. Levy said that businesses have begun to change fundamentally because of the artificial intelligence and

its incorporation in the system. In a true comprehensive manner, it is impossible to comprehend the totality of the transformation that has been unleashed upon us.

"We have no understanding of what is going on, and the industry, the educational institutes or are people ready for it. We need a true partnership of industry to grow with universities," he said.

At Carleton University, one of their courses is taught by the Shopify's staff as per their specific needs and students are thus prepared for the market. This model emphasizes on the needs of the industry is to be elaborated in future.

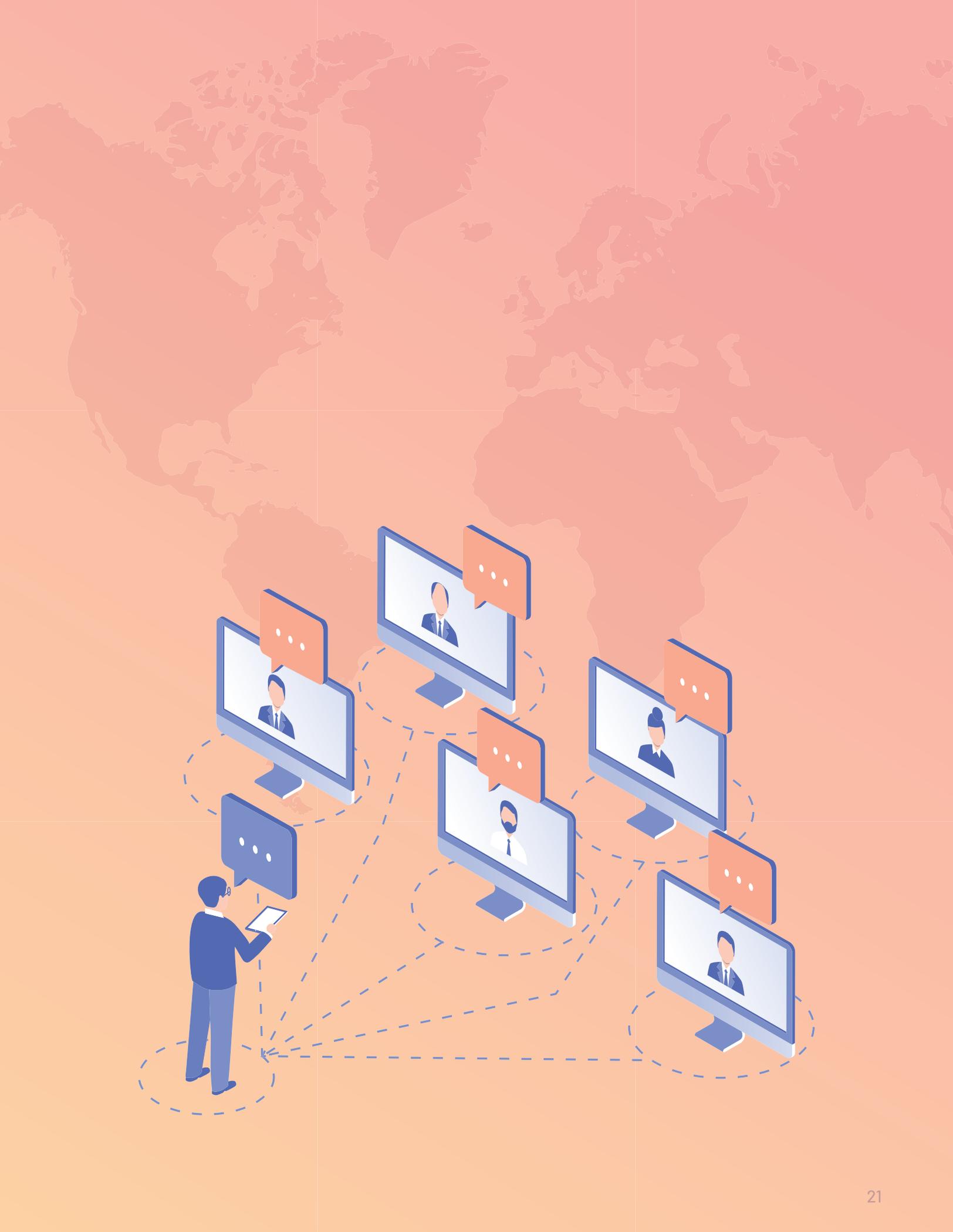
Mr. Levy said his affinity for India stems from the emphasis the economy is placing on innovation. India has and always been a great friend of Canada.

Vishakha Singh explained that she developed the ICONIC software from personal experience as it was challenging to respond to 600 messages she received on her birthday from her fans on the social media is when the artificial intelligence-based fan management tool began.

"Machines do what you feed them, I was entering this space with a co-founder who was in his 20s and was a tech savvy person and we began to participate in various competitions and started to get recognized in the industry, that is how we reached to Silicon Valley with this idea. People then forgot I was an actress as they were struck by the whole concept of artificial intelligence-based fan management tool," she said.

Singh said it's all about building networks. She met the president of Bombay Stock Exchange in a competition. Getting money is just not enough in Silicon Valley, it is less about money and more about the people and this makes a difference between Silicon Valley and other places.

She emphasized that Canada and India should grow together. Canada is amazing when it comes to education but Indian education system is weak compared to Canada. Companies like NEXT Canada needs to come to India and while talking of brain drain, they need to come back to India and mentor these students.





Conclusions and Recommendations

1. The Higher Education sector is poised to become one of the most important service sectors in the Canadian economy
2. The federal and provincial governments in Canada need to coordinate their efforts to ensure that Canada continues to retain and improve its status as one of the most favoured higher education destinations globally
3. The federal and provincial governments in Canada need to modify immigration regulations and link these more comprehensively with the education sector's need to grow at a sustained rate
4. Education sector provides employment to over 170,000 Canadians and contributes over \$20 billion annually to Canada's economy. To ensure that there is sustained growth, there needs to be more cohesion between the industry and the government
5. Regulatory control needs to be strengthened to ensure that the quality of intake of international students meets the set standards. There is agreement that the number of international students coming to Canada need to grow continuously, it is also important to ensure that there is no compromise on the quality of these students
6. There is need to ensure that eventually Canadian and international students pay the same fees for higher education
7. Canadian employers need to be more proactive and sensitive to the needs of international students' needs to find suitable jobs. This is an important factor to ensure that students continue to come to Canada for higher education
8. Vocational programs that teach students the skills needed to be employed in Canada should become a priority
9. Developing educational institutions outside of the main urban areas would assist in decongestion and spread the growth more evenly
10. Technological innovations will continue to change the education sector and will have an impact on the quality of international students coming to Canada



Master of Ceremonies

Zenji Neo

Event Manager

Divya Kumar - DT International Inc.

Gala Coordinator and Editor - Souvenir

Sudha Sharma

Décor

Paras Mehta - Paras Events

White Paper / Brand Design

Nick Ladani @ DNL Core Design # 647.220.2300

Photography / Videography

Ranjit Benipal - RB Photography

Audio Visual

Empire Entertainment

A/V: Naik Productions

Panel Discussions and Interactive Session

transcription: Akshata Naik

And

All volunteers

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