

# To Succeed in internationalizing Québec education

*A mutually  
advantageous  
strategy*



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## A WORD FROM THE MINISTER

*Understanding is both a means and an end of human communication. Given the importance of education to understanding at all educational levels and all ages, the development of understanding must involve the internationalization of education.*

— Edgar Morin'



It might be said that it is through education that Québec society began to truly take on an international dimension. The Québec government's first initiatives on the international scene were linked to the establishment of direct relationships in this area with other nations such as France.

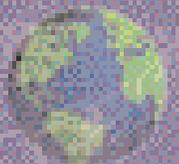
Over the last 40 years, the process has continued to expand, to grow in scope, to involve an ever greater number of fields, and to encompass increasingly numerous dimensions. Because it is eminently open to the world, modern Québec is subject to many influences and, over the past few decades, has become an extremely diversified society. While it is true that Québec plays host to the rest of the world as never before, it is also true that the rest of the world has opened its doors to Québec. More than at any other time in its history, Québec can be proud that it is making its mark in many different ways in the four corners of the world. Its expertise in education is recognized. Québec students and teaching staff throughout the world are ambassadors of whom we can be proud.

In fact, internationalization and education go hand in hand. The educational value of travel has been recognized for a long time. It is well known that travel broadens the mind. Travel here should be understood in its broadest sense: to leave one's own country, but also to compare oneself with cultures, eras and types of intelligence that are different from our own. Reading, or any type of learning process for that matter, is a journey of sorts. This is what makes education exciting. It also reflects the etymology of the verb "to educate," which means "to lead out of."<sup>2</sup>

In Québec, internationalization and education have gone hand in hand for a long time. Initiatives are taken at all levels and in all fields. This strategy, developed on the basis of several rounds of consultation with numerous partners involved in the internationalization of Québec education, is designed to establish solid orientations that will give greater coherence and a new thrust to the very large number of initiatives that the Ministère de l'Éducation (MEQ) and its partners have already undertaken. Our objective is to ensure that Québec makes optimum use of the most positive aspects of internationalization, and educational opportunities are undoubtedly one of them.

A handwritten signature in black ink.

Sylvain Simard,  
Minister



## A WORD FROM THE DEPUTY MINISTER

The desire to internationalize Québec education is not new. The MEQ and its partners (institutions at all levels of education) have, over the last few decades, made continued efforts in this regard. Recently, however, owing to major political changes on the international scene, technical progress and the explosion of world trade, the situation has changed very rapidly.

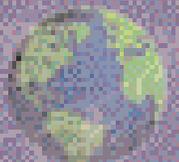
Given these new opportunities, the desire to internationalize has strongly intensified throughout the education system. Initiatives have come from every direction, with Québec reaching out to the world and vice versa. Given this willingness, this enthusiasm, this abundance and diversity of action, and the initiatives and requests received by the Ministère, we have reached the conclusion, together with our partners, that the time has come to develop an internationalization strategy for education by identifying some guiding principles and ways of giving them concrete expression.

This strategy has been defined thanks to the commitment and patience of our partners, the elementary and secondary school system, CEGEPs, universities, and other government departments and organizations, which have participated actively in various rounds of consultation on the internationalization of Québec education. Our strategy is proof that this exercise has been rich and fruitful. May the same spirit of collaboration guide us in carrying out this strategy. For if we continue to work together as we have done so far, in a spirit of partnership, we will succeed in devising an effective and dynamic framework for action. This will allow us to meet, in an exemplary manner, the noble challenge of internationalizing education.



*André Vézina*

André Vézina,  
Deputy Minister



# WHAT IS INTERNATIONALIZATION?

*Internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service of the institution.*

**(Jane Knight, University of Toronto)<sup>3</sup>**

## IT ALSO INVOLVES<sup>4</sup>

### SHARING KNOWLEDGE . . .

*by promoting the international exchange of knowledge through the international mobility of teaching staff and students and the sharing of educational know-how and research in order to foster economic and social development and adapt the internationalization program.*

### TRANSCENDING LIMITS . . .

*by asking students and teaching staff to adopt a broad outlook so that they may view themselves as citizens of the world who have the responsibility of understanding other viewpoints and solving problems from a worldwide perspective.*

### EMBARKING

#### ON A PROCESS OF CHANGE . . .

*a process by which educational institutions learn to function in a worldwide market that fosters the dissemination of learning and knowledge as well as the mobility of learners beyond national borders.*

### PREPARING

#### FOR THE WORKING WORLD . . .

*by helping students at all educational levels and in all disciplines learn how to work in a global environment and economy, whether they are based in Canada or elsewhere.*

### UNDERSTANDING

#### AND ACCEPTING OTHERS . . .

*through a process that allows students, teachers and non-teaching professionals to come into contact with people of other cultures, carry out joint projects with them and integrate understanding and acceptance of "others" into their learning, teaching or research.*



# A FEW DEFINITIONS

## **INTERNATIONALIZATION . . .**

*reflects a world order dominated by nation-states where the emphasis is on strategic relations.*

## **THE PROCESS OF INTERNATIONALIZATION**

*States hold an increasing number of high-level meetings and make a greater effort to cooperate in areas of common interest, such as economic policy, conflict prevention, the management of epidemics and the conquest of space. Ordinary people can fly to the ends of the earth or use telecommunications to learn about the myriad events that are gradually transforming our entire world.*

(Jean-Pierre Lemasson, Université du Québec à Montréal)

## **INTERNATIONALIZATION OF THE ECONOMY**

*Internationalization not only reflects the processes of world competition; it also involves intensified collaboration, for a global division of labour has developed between low-cost mass production and services and technology with high value-added and innovation. Internationalization involves a reorganization of the world order.*

(Peter Scott, Kingston University, England)

## **GLOBALIZATION**

*The concept of globalization is related to that of internationalization, a phenomenon that is spreading worldwide and which designates an advanced state of integration that characterizes the entire world economy.*

(Office de la langue française)

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**For the purposes of this paper, the expression "internationalization of education" includes the Canada-wide situation, both as it pertains to relations with francophone communities and with anglophone and native communities.**

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# LIST OF ABBREVIATIONS AND ACRONYMS



**AIF** Agence intergouvernementale de la Francophonie **AUF** Agence universitaire de la Francophonie **CIDA** Canadian International Development Agency **CMEC** Council of Ministers of Education, Canada **CONFEMEN** Conférence des ministres de l'Éducation des pays ayant le français en partage **FPT** Formation professionnelle et technique **FTAA** Free Trade Area of the Americas **G-8** Group of 8 **GATS** General Agreement on Trade in Services (GATS) **IDB** Inter-American Development Bank **IGO** International Governmental Organization **INGO** International Non-Governmental Organization **MESS** Ministère de l'Emploi et de la Solidarité sociale **MIC** Ministère de l'Industrie et du Commerce **MRCI** Ministère des Relations avec les citoyens et de l'Immigration **MRI** Ministère des Relations internationales **MRST** Ministère de la Recherche, de la Science et de la Technologie **NAFTA** North American Free Trade Agreement **NGO** Non-Governmental Organization **OECD** Organisation for Economic Cooperation and Development **OIF** Organisation internationale de la Francophonie **OLMP** Official-Language Monitor Program **PIEQ** Program for the Internationalization of Québec Education (PIEQ is the acronym of Programme pour l'internationalisation de l'éducation québécoise) **SAIC** Secrétariat aux affaires intergouvernementales canadiennes **UNESCO** United Nations Educational, Scientific and Cultural Organization **WB** World Bank **WTO** World Trade Organization

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# THE NEED FOR A STRATEGY

## CONTEXT FOR THE INTERNATIONALIZATION OF QUÉBEC EDUCATION

Since its first agreements with France regarding education and training some 40 years ago, Québec has continued to modernize, diversify and open up to the world.

For many Quebecers, establishing, and even maintaining links with people of different cultures and languages is now an everyday reality. In the area of culture, they are exposed to artists from many different countries everyday. Through television and the Internet, they are abundantly informed and open to a variety of foreign influences. Commercially, they deal with clients, suppliers of goods and services, collaborators and competitors from all over the world.

The roots of these profound and rapid social changes can be traced to technological factors and the evolution of civilization. Their effects on our teaching institutions are undeniable.

For example, Québec schools receive, either on a temporary or permanent basis, tens of thousands of students from different countries. Each year, Québec universities alone receive more than 14 000 foreign students and 11 000 students from other Canadian provinces. Colleges and CEGEPs also receive students from other countries. Some of these institutions are particularly active abroad in the area of technical training, notably in South America, North Africa and China.

This relationship is not one-sided. Never before have there been so many young Québec students studying or completing practicums abroad, on a part-time or full-time basis. Teachers and non-teaching professionals in schools also show a strong interest in the internationalization of education. From elementary school to CEGEP and university, it provides a way for them to train, update their training and compare their work methods.

The MEQ recognized this trend a long time ago, and decided to become a player in the internationalization process. Like its partners at all three educational levels, for example, it exports its educational expertise worldwide, particularly in vocational and technical education and continuing education, thus contributing directly to Québec's prosperity.

The education community has no choice but to pay close attention to the main international issues, since it will have to deal with them. The challenges are considerable. To a certain extent, Québec has participated in defining the main trends in this area.

The acceleration of the phenomenon and its enormous scope creates the impression that everything is new, that everything has still to be accomplished. But over the years, the MEQ and educational institutions have already developed and implemented an impressive variety of measures geared to promoting the internationalization of education.

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At the MEQ, efforts include exchanges and language training periods for students, professional development for second-or third-language teachers and efforts to promote Québec expertise in the area of education. This is only one aspect of a large-scale and comprehensive initiative to which the MEQ already devotes a considerable budget.

However, despite the MEQ's efforts, often made in conjunction with the MRI and the SAIC, its international initiatives and the means for carrying these out may no longer be suited to the current situation.

Over the past few years, no doubt because internationalization appears to have become a mark of excellence and prestige, international initiatives have become much more numerous at all levels of education. Given the incredible diversity of the multifaceted needs and challenges associated with internationalization, it is imperative that the MEQ develop a solid frame of reference, rethink its tools and develop better analytical guidelines. To do this, it has embarked on a course of broad dialogue and concerted action with its partners.

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## AN APPROACH BASED ON COLLABORATION, INTERACTION AND PARTNERSHIP

The strategy for the internationalization of Québec education, to which the MEQ is committed, will be undertaken together with its partners and will be carried out by them. The MEQ will base itself, initially, on the assessments, requests and observations presented during the consultations. Subsequently, it will draw on its long experience with international relations to define a coherent approach that corresponds as much as possible to the needs of its partners.

It is important to note that the elements of this strategy are regarded as a point of departure. These elements are flexible and are likely to change in order to reflect the evolving and diverse needs of the MEQ's partners. Of course, we will have to work with the available resources.

The first aim of the MEQ's strategy is to clarify its areas of activity on the international level. It establishes coherence among the various actions undertaken by the MEQ and encourages the clarification and proper definition of the roles of all players. It also seeks to ensure cooperation among the various players so that the process of internationalization will be ongoing, durable and effective and will help achieve the objectives of all those involved. This approach is essential owing to the rapidity with which education is undergoing internationalization.

This rapid evolution makes it imperative that the MEQ and its partners conduct an interactive strategic watch in matters relating to the internationalization of education. In this way, everyone can be aware of the main issues involved in internationalization (so as to counter its negative effects), the challenges facing other countries and societies as well as their educational policies. The MEQ will oversee this strategic watch, while welcoming input from its partners and the different observational tools of the Québec government such as the Observatoire québécois de la mondialisation and the civil service. In this spirit, the MEQ will maintain a special relationship with the Observatoire.

This is an essential condition if Québec education is to excel and play a fruitful role in a world that is becoming increasingly globalized.

## ROLES AND RESPONSIBILITIES OF THE PARTNERS

Students are the mainstay of any educational system. By overseeing the elementary, secondary and post-secondary level institutions attended by Quebec students, the MEQ carries out its fundamental mission, which is:

*. . . to promote education; to contribute to elevating the scientific, cultural and professional calibre of Quebecers by promoting, developing and supporting these areas; to provide access to the higher forms of learning and knowledge for all those who have an interest and aptitude in this regard; to ensure that orientations and activities reflect government policies as well as economic, social and cultural needs.*

As the MEQ's strategy for the internationalization of Québec education is in keeping with this objective, the MEQ considers that students, teachers, researchers and school staff must be the focus of this strategy.

Giving concrete expression to Québec's concerns regarding the internationalization of education is primarily the responsibility of educational institutions and groups of institutions dedicated to international development. School boards, private and public colleges, as well as universities are the agents of international activity in education. They have already played this role for a number of years. Recognizing their key contributions in this area, the MEQ considers it important to support their activities and projects as much as possible.

Over the years, major organizations in Québec have been active in international development, and their activities complement those undertaken by the world of formal education. The main organizations in this regard are the Office franco-québécois pour la jeunesse (OFQJ), the Office Québec-Amériques pour la jeunesse (OQAJ) and the Agence Québec Wallonie-Bruxelles pour la jeunesse (AQWBJ). Born of Québec's desire to maintain and develop close ties with certain regions of the world by focusing on young people, the programs these organizations manage promote learners' mobility and their subsequent entry into the labour market. For the most part, these organizations work together with groups of educational institutions. The MEQ recognizes this important role and hopes that these organizations and institutions at all three levels of education will continue to work together and will find increasingly coherent and innovative ways to do so.

It should also be noted that the Québec government places a great deal of importance on promoting Québec studies abroad. The Association internationale des études québécoises (AIEQ) has assumed this mandate with considerable success. The MEQ will therefore continue its association with the AIEQ with a view to promoting the history, culture and evolution of Québec.

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The MEQ's circle of partners is large; other Québec ministries and organizations play a key role in helping the MEQ attain its objectives with respect to the internationalization of education. These partners include the Ministère de la Culture et des Communications (MCC), the Ministère de l'Emploi et de la Solidarité sociale (MESS), the Ministère de l'Industrie et du Commerce (MIC), the Ministère des Régions, the Ministère des Relations avec les citoyens et de l'Immigration (MRCI), the Ministère des Relations internationales (MRI), the Ministère de la Recherche, de la Science et de la Technologie (MRST) and the Secrétariat aux affaires intergouvernementales canadiennes (SAIC).

Through bilateral or multilateral initiatives, the MEQ intends to call upon their collaboration and expertise in order to promote a better understanding in the education community and jointly define concrete solutions to problems often faced by educational institutions or the student population. We consider this dialogue as pressing as it is crucial.

Other groups must also be consulted and, by the same token, be invited to participate in the internationalization strategy. The MEQ's partners were unanimous in their wish that our initiatives include the impressive network of students, teachers and Québec researchers studying or working abroad. To this group must be added those who enter the Québec school system for a limited amount of time. They all experience the most concrete aspects of internationalization and we must find innovative ways of strengthening and cultivating these groups and making the most of what they have to offer.

The Québec government, through the participation of the Minister, managers and other professional staff, plays an active role in activities of strategic importance such as ministerial meetings, events organized by multilateral organizations in the field of education and the work of these organizations.

Given the central and pioneering role it has always played, the MEQ must set an example by ensuring that in its areas of responsibility, Québec is coherent in its international activities. This will be the case at least with respect to the priorities, policy orientations and measures regarding programs of study, funding and support, as well as to efforts to stay abreast of developments and to promote cooperation.

The MEQ's aim in proposing a strategy for the internationalization of Québec education is to ensure coherent means and cohesive action, suggest a collaborative approach and recognize the roles and responsibilities of the partners. The Ministère also reaffirms its intention to improve its support to educational institutions.

# THE STRATEGY

This strategy reflects the firm resolve of the MEQ and its partners to give a new impetus to the internationalization of Québec education. Although it is in general continuity with previous efforts in the area of internationalization, it seeks to establish a new cohesion of forces and a coherence of means—to unite the past with the present, without predetermining the future, and to create an environment that remains open to the possibility of other strategies devised for different contexts that may arise in the future. That is why staying abreast of developments in this area and making the required adjustments is so important.

The internationalization of education involves a dual dynamic:

- a process for creating a fruitful harmony among the various forces at play
- a growing trend toward including the international and intercultural dimensions in the teaching, research and services provided by the state, schools, organizations and companies (see the section entitled "What Is Internationalization?")

Its purpose is to increase international influences in training and education and in the mission of educational institutions. The strategy has four main components, each of which represents a sphere of action.



1

## COMPONENT

The first component involves the *education and training of Québec citizens*. It concerns the following areas:

- the acquisition of knowledge, competencies and professional and technical skills specific to subjects and disciplines
- academic programs and courses of study
- international student-exchange activities and projects that may be integrated into these programs and courses of study
- activities and projects intended for school staff, as well as anything that clearly incorporates a concern for internationalization into staff planning

Thus, the human and democratic values of internationalization should be reflected in the educational activities of students, professional staff and all those who have an interest in education.



2

## COMPONENT

The second component concerns the *mobility* of knowledge and people. This includes all education-related travel undertaken by Quebecers:

- study periods abroad
- participation in medium and long-term educational programs, including various levels of general, vocational and technical education and university-level specialization
- research and participation in advanced research
- presentation and sharing of pedagogical expertise by teachers and non-teaching professionals, the school administration or people in positions of authority in the education system

There is also movement in the opposite direction (i.e. students coming to Québec). An important aspect of this process is recruitment, which must be emphasized in order to increase mobility toward Québec. Recruitment requires welcoming structures and important adjustments in order to encourage and facilitate the placement of those who choose to come to Québec.

Lastly, in addition to the mobility of people, there is the mobility of knowledge, which is perhaps even more important. All of these productive comings and goings made possible by promotional and cooperative activities and the creation of networks of educational institutions should lead to the enrichment of knowledge and competencies. This enrichment is mutual, to the extent that it is beneficial both to Québec and to the countries it deals with.

To sum up, not only does the MEQ's strategy for the internationalization of Québec education tend to encourage the mobility of knowledge and people, it also seeks to facilitate such mobility.

The third component concerns the *exportation of Québec's educational expertise*. Québec already exports knowledge, courses, academic programs and methods such as the competency-based approach and the reform of educational systems. These operations are mainly carried out by the schools themselves, but also at times by the MEQ. They receive financial and logistical support from the MEQ, notably with regard to their promotion. It would be worthwhile if this involvement were better known and shared by all those concerned.

Québec also has educational subsidiaries abroad. For example, there are colleges and universities that, alone or with partners in the countries concerned, set up a "branch" in a foreign country to provide access to Québec diplomas. The MEQ has encouraged these initiatives and has facilitated the establishment of rules to make their implementation easier. This is also the case with regard to distance learning institutions: the MEQ has supported their efforts to make this type of teaching accessible to foreign students, particularly at the college level.

By making the exportation of its educational expertise a component of its strategy, the MEQ is entering a promising field whose opportunities and modes of operation have yet to be explored. It calls not only for the cohesion of internal forces within the MEQ and the education system, but also for cooperation among agencies, organizations and government ministries that wish to be associated with this strategy for the internationalization of Québec education.



### 3 COMPONENT



## 4

### COMPONENT

The fourth component focuses on *Québec's participation in international forums on education and training* where alliances are formed and agreements negotiated and concluded.

The MEQ, on its own or through educational institutions involved at the international level, also has an extended network of partners in other Canadian provinces as well as in countries with which it has dealings. It has access to this network through Canadian or international multilateral organizations such as CONFEMEN, CMEC, AIF, UNESCO, OECD or the European Broadcasting Union (EBU).

These links must be strengthened if Québec is to assert, exercise and extend its exclusive jurisdiction in the field of education on the Canadian and international scene. The Minister of Education, education ministry staff and the staff of educational institutions that directly or indirectly participate in the activities of the above organizations all contribute to positioning Québec on the international scene. They are ambassadors for our exemplary educational practices. At the same time, however, they constitute the "eyes and ears" of Québec abroad, since they observe, analyze and report the main educational trends occurring throughout the world.

Québec's role in the area of education on the international scene is also expressed by the affirmation of its domestic jurisdiction. It takes the form of the conclusion of bilateral, regional or multilateral agreements with foreign countries. To do this, Québec must, however, ensure that it minimizes the potential impact that trade negotiations and the creation of large-scale economic blocks can have on the field of education.

This is why close cooperation among the agencies, organizations and ministries concerned is an essential aspect of the MEQ's strategy for the internationalization of Québec education, especially when the Québec government must prepare, negotiate and implement the "education" component of intergovernmental and international agreements.

In the final analysis, the Ministère's strategy for the internationalization of Québec education must allow it and the education community to work together so that instead of being imposed on us, globalization will reflect our expectations and priorities in educational matters.

# Internationalization of Québec Education

## COMPONENT 1 Education and Training Conditions

### Objective

*To educate citizens who have humanist and democratic values and are capable of making responsible choices in a globalized labour market and world*

By incorporating an international dimension into the largest possible number of academic and training programs

By supporting students' international activities and projects that contribute to the development of vocational and technical knowledge, skills and abilities

By supporting international activities and projects related to the development and training of the staff of educational institutions



## COMPONENT 2 Mobility for success

### Objective

*To increase and facilitate the mobility of knowledge and people*

By encouraging students to pursue studies and activities abroad that involve the construction of knowledge and the acquisition of competencies

By supporting institutions in their efforts to recruit and place students from other countries

By supporting institutional networking and cooperation projects that favour and promote partnership and reciprocity



## COMPONENT 3 Exportation of Educational Expertise

### Objective

*To create conditions that would make Québec educational expertise and academic and training programs available to a larger number of Canadian and international partners*

By supporting the efforts of educational institutions and groups of institutions that offer their services in Canada and abroad

By supporting the strategies aimed at exporting Québec's educational expertise abroad

By ensuring that Québec's distance learning services are available to foreign students

By promoting Québec's educational expertise



## COMPONENT 4 Influence and Positioning

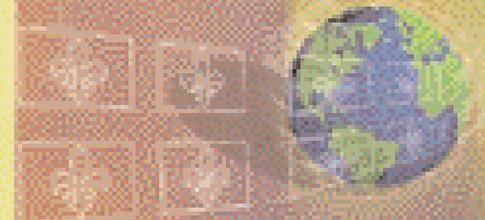
### Objective

*To exercise and affirm Québec's jurisdiction in educational matters, to promote it internationally and to position Québec as an influential player in internationalization*

By ensuring Québec's active presence in meetings with other education departments and educational forums held by multilateral organizations

By developing and affirming Québec's positions with respect to education within the framework of international trade negotiations or the creation of large-scale economic blocks

By contributing to the preparation, negotiation and implementation of the "education" component of intergovernmental and international agreements concluded by the Québec government



# SPHERES OF ACTION AND OBJECTIVES



COMPONENT **1** Education  
and Training



# COMPONENT 1:

## EDUCATION AND TRAINING

*The objective related to this component is **to educate citizens who have humanist and democratic values and are capable of making responsible choices in a globalized labour market and world.** The main types of action will therefore be taken here in Québec, in our institutions.*

*This objective may be achieved by:*

- including the rest of the world in the training and education that Quebecers receive, which involves incorporating an international dimension in the knowledge, competencies and abilities they acquire, as well as in the academic programs and courses of study. Concretely, the MEQ and the educational institutions will promote the learning of foreign languages, emphasize intercultural education and responsible citizenship, and include international competencies and content in the fields of study.
- welcoming the world into our institutions, which must also play a role on the international scene; we will achieve this dual objective by increasing the number of credited or uncredited activities of an international or intercultural nature; these activities could include international educational projects, study trips (from elementary school to university), as well as short stays abroad. The world will also come to us, thanks to the promotion and development of foreign student exchange programs. These activities and contact with the rest of the world will be facilitated by the effective and innovative use of new technologies.
- encouraging and supporting, as much as possible, international activities and projects related to the development and training of the staff of educational institutions; internationalization will be all the more successful and dynamic if its principles are incorporated into staff training and professional development activities.

COMPONENT 2 Mobility



# COMPONENT 2:

## MOBILITY

*The objective related to this component is **to increase and facilitate the mobility of knowledge and people**. This involves making sure that as many people as possible have the opportunity to travel, visit other places and experience other countries and cultures; this will ensure that knowledge too will "travel" and become enriched by different ways of thinking and doing things.*

### MOBILITY OF KNOWLEDGE

The mobility of knowledge is predicated on the comings and goings of students and faculty, which serve to update and, often, to generate new knowledge and competencies. In this regard, activities involving cooperation and networking among groups of educational institutions should be supported. Distance learning is also important. Because of Québec's vast and sparsely populated territory, various types of distance learning have been employed here for a long time. More specifically, distance learning meets the needs of people who live far from large urban centres and who must reconcile studies, work and family life. This expertise in making knowledge mobile inside Québec is already being put to good use on the international scene. The strategy will favour this orientation by:

- promoting types of partnerships and reciprocity that provide a temporary or sometimes even a permanent structure for mobility, which is often a feature of structured contexts such as networking and cooperation projects, notably in universities.

### MOBILITY OF PEOPLE

Mobility is an essential element for all those involved in Québec education, i.e. elementary and secondary school students, CEGEP and university students, teachers, researchers, non-teaching professional staff of educational institutions and groups of institutions and, lastly, MEQ staff. This objective could be achieved by:

- encouraging teachers, school administrators and education ministry officials to go abroad to undertake part-time or full-time studies, to carry out internships, to teach or do research, as well as to present and share expertise.
- conversely, encouraging and promoting the recruitment, reception and placement of foreigners in Québec.

COMPONENT **3** Exportation  
of Educational Expertise



## COMPONENT 3:

# EXPORTATION OF EDUCATIONAL EXPERTISE

*The objective related to this component is **to create conditions that would make Québec educational expertise and academic and training programs available to a larger number of Canadian and international partners.***

*Modern government is of relatively recent date in Québec, and its educational system is even more recent. This is why over the past few decades, Québec has invested so much in training and education. This investment has made it possible to produce a great deal of original content and know-how that should be internationalized, both in Québec's own interest and that of its foreign partners. This objective could be achieved by:*

- supporting the efforts of educational institutions and groups of institutions that seek to make their educational expertise known. This support could take different forms, i.e. the organization of trade missions, the production of promotional material, assistance in securing funding so as to facilitate the exportation of expertise and support for international calls for tenders.
- supporting strategies aimed at exporting Québec's educational expertise abroad; some educational institutions may opt for opening Québec "subsidiaries" abroad (for example, some colleges have set up branches in North Africa). Others could decide to implement a Québec program in an already established foreign educational institution; this is a suitable approach for vocational and technical training and continuing education.
- making sure Québec distance learning courses are available to foreign students. A special effort will be made to submit service proposals in this regard.
- supporting the promotion of Québec's expertise in dealing with international aid or funding institutions such as CIDA, the World Bank and the Inter-American Development Bank. Québec players in the field of education must join forces and make themselves known to international funding institutions, foreign governments, the governments of other Canadian provinces and territories, international organizations and non-governmental organizations.

COMPONENT 4 Influence  
and Positioning



## COMPONENT 4:

# INFLUENCE AND POSITIONING

*The objective related to this component is **to exercise and affirm Québec's jurisdiction in educational matters, to promote it internationally and to position Québec as an influential player in internationalization.***

*Québec has sole jurisdiction over education. This means that in the field of education, Québec is a player on the international scene. This objective could be achieved by:*

- actively participating in international meetings and forums held by multilateral organizations in the field of education; this would primarily involve meetings with other education departments (CMEC, CONFEMEN) as well as all activities of organizations in which the participation of the Minister of Education and education department staff is required. This implies working with the educational networks, particularly with regard to the activities and work carried out by multilateral organizations (UNESCO, OECD).
- developing and affirming Québec's positions with respect to education on the international scene within the framework of bilateral, regional and multilateral agreements. Particular attention should be paid to trade negotiations relating to GATS under the WTO, the FTAA and NAFTA, or to the creation of large-scale economic blocks in education and training.
- contributing to the preparation, negotiation and implementation of the "education" component of intergovernmental and international agreements concluded by the Québec government; the MEQ's strategy for the internationalization of Québec education requires the cooperation not only of other ministries (MIC, MRI, MRST<sup>5</sup>, MRCI, MCC, MESS), but also of educational institutions at the elementary, secondary, college and university levels, and the agencies and organizations concerned (OFQJ, AQWBJ, OQAJ).

# FOR THE SUCCESSFUL INTERNATIONALIZATION OF EDUCATION

The consultations highlighted not only the orientations, but also the main types of action to take. These are listed below.

## A STRATEGIC ORIENTATION

The MEQ intends to:

- incorporate internationalization in its strategic planning
- support the development and implementation by educational institutions and groups of institutions of strategic development plans centred on internationalization

The MEQ considers that internationalization is an integral part of its mission and that of the educational institutions and groups of institutions at all three educational levels.

## NECESSARY COHERENCE

The MEQ intends to:

- make it easier to access its services related to questions pertaining to internationalization
- establish coherence in its internationalization policies and practices by seeking feedback and information from the different units of the MEQ

## INTERACTIVE STRATEGIC WATCH

The MEQ intends to:

- ensure that its strategic watch includes an interactive portal dedicated to internationalization
- provide schools with information on exemplary internationalization practices
- develop indicators for evaluating the extent of the internationalization of Québec education. This approach will be in keeping with the process of accountability, in the context of the modernization of the civil service.

Internationalization invites comparisons. Other societies, which are often faced with situations similar to ours, take measures and conduct experiments. We must monitor these initiatives as well as their results and spin offs. We must keep track of what other players on the Canadian and international educational scenes are doing.

It is important that we be well aware of Québec's situation and of what is being done province wide with respect to internationalization, so as to have a clear picture in this regard. The strategic watch must also have a Québec component.

## INFORMED MANAGEMENT

The MEQ intends to:

- draw up a list of its activities in the area of internationalization
- review the financial resources earmarked for internationalization, in order to give its programs more structure
- analyze the possibility of entrusting to its partners responsibilities for managing certain programs related to the internationalization of Québec education
- play a leadership role in close collaboration with its governmental partners

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## CONCLUSION

The MEQ believes its strategy for the internationalization of Québec education rests on a solid foundation and that it is geared to achieving concrete results.

As follow-up to the consultations that the MEQ conducted with its partners, targeted action and initiatives based on collaborative efforts are now called for. With this in mind, and in the context of its strategy, the MEQ felt it useful to highlight the areas of cooperation related to each of the four components, which will be the focus of further study. These components and areas of cooperation are set out in the document entitled A Joint Action Plan, which complements the MEQ's strategy for the internationalization of Québec education.

# PEOPLE CONSULTED

## ELEMENTARY AND SECONDARY SCHOOLS

### International Education

- **Fernand Caron** International Education  
Advisor to the Director General
- **Jean-Pierre Hillinger** International Education  
Director General

## CEGEPS AND PRIVATE COLLEGES

### Cégep international

#### Association des collèges privés du Québec (ACPQ)

- **Marcel Bacon** Cégep international  
Consultant for Cégep international
- **Serge Brasset** Cégep international  
Director General, Cégep de Saint-Jean-sur-Richelieu
- **Evelyne Foy** Cégep international  
Director General
- **Louise Landry** ACPQ  
Secretary General
- **Gilles Lévesque** ACPQ  
Director General, Collège Mérici
- **Jacques Marchand** ACPQ  
Director General, LaSalle College
- **Carole Martin** ACPQ  
Student Affairs Coordinator, Collège de Bréboeuf

## UNIVERSITIES

### Sous-comité des relations internationales (SCRI)

#### Conférence des recteurs et principaux des universités du Québec (CREPUQ)

- **Fernand Caron** École de technologie supérieure  
Interim Director, International Relations
- **Céline Cloutier** CREPUQ  
Head, International Relations
- **François Carrier** McGill University  
Director, International Research
- **Line Dubé** Polytechnique  
Director of International Relations
- **Frederick Francis** Concordia University  
Deputy Director, Centre for International Academic Cooperation
- **Pierre-Richard Gaudreault** Université de Sherbrooke  
Director, Research and International Cooperation
- **Bernard Landriault** Université de Montréal  
Director, International Relations
- **Jean-Pierre Lemasson** UQAM  
Director, Research and International Cooperation
- **Diane Mills** Bishop's University  
Assistant to Vice-president, Academic and Scholarship

## DISTANCE LEARNING

### Télé-université (TELUQ)

#### Société de formation à distance des commissions scolaires du Québec (SOFAD)

#### Cégep@distance

- **France Bilodeau** TELUQ  
Director of Market Development
- **Pierre Giguère** SOFAD  
Director General

- **Louise Patoine** TELUQ  
Assistant to the Director General and Director of CAERENAD
- **Normand Shaffer** Cégep@Distance  
Assistant Director of Client Services

## TEACHERS

### Fédération québécoise des professeures et professeurs d'université (FQPPU)

#### Centrale des syndicats du Québec (CSQ)

- **Jocelyn Berthelot** CSQ  
Research Consultant
- **Arpi Hamalyan** FQPPU  
President
- **Daniel Lachance** CSQ  
Second Vice-president

## STUDENTS

### Fédération étudiante universitaire du Québec (FEUQ)

- **Nicolas Brisson** FEUQ  
President
- **Benoît Riopelle** FEUQ  
Vice-president

## ORGANIZATIONS

### Office franco-québécois pour la jeunesse (OFQJ)

### Office Québec-Amériques pour la jeunesse (OQAJ)

### Agence Québec Wallonie Bruxelles pour la jeunesse (AQWBJ)

- **Madeleine Bourgeois** OFQJ  
Director of Services and Programs
- **Nicolas Diotte** OQAJ  
Project Officer
- **Éric Gauthier** OQAJ  
Director of Programs
- **Lucie Latulippe** OQAJ  
President and Director General
- **Michel Leduc** OFQJ  
Secretary General
- **Jean-Marc Urbain** AQWBJ  
Director of Programs and Development

## MINISTRIES OF THE GOVERNMENT OF QUÉBEC

### Ministère de l'Industrie et du Commerce (MIC)

### Ministère des Relations internationales (MRI)

### Ministère de la Recherche, de la Science et de la Technologie (MRST)

### Ministère des Relations avec les citoyens et de l'Immigration (MRCI)

### Secrétariat aux affaires intergouvernementales canadiennes (SAIC)

- **Luc Bergeron** MRI  
Director General of Policy and Planning
- **Valérie Bisson** MIC  
International Relations Consultant,  
Direction de la politique commerciale
- **Lucien-Pierre Bouchard** MRI  
Director of Strategic Watch and Sectorial Planning and Activities
- **Richard Dupont** MRST  
Coordinator for Europe at the Direction des activités internationales

- **Jean-Pierre Furlong** MIC  
Director of External Trade Analysis
- **Jean-Pierre Gagnon** SAIC  
Director of Internal Trade and Policies Outside Québec
- **Raymond Gauthier** MRI  
Advisor for International Affairs, Strategic Watch and Sectorial Planning and Activities
- **Anick Lescop** MRCI  
Research Officer at the Direction des politiques et programmes d'immigration sociale et humanitaire

## MINISTÈRE DE L'ÉDUCATION DU QUÉBEC

- **Robert Bisaillon**  
Assistant Deputy Minister for Preschool, Elementary and Secondary Education
- **Michel Brunet**  
Director of Student Affairs and Cooperation
- **Guy Demers**  
Director General for Teaching and Research
- **Marie-France Germain**  
Assistant Deputy Minister for Higher Education
- **Liette Michaud-Hedge**  
Director, Direction de la production en langue anglaise, Services à la communauté anglophone
- **Vân Hap Guy Hô**  
Director of Research and Evaluation
- **Denis Laroche**  
Head of International Cooperation at the Secteur de la formation professionnelle et technique et de la formation continue
- **François Lefebvre**  
Communication Consultant at the Direction des communications
- **Lino Mastriani**  
Coordinator of Literacy Services at the Secteur de la formation professionnelle et technique et de la formation continue
- **Micheline Roberge**  
International Affairs Consultant at the Direction des affaires étudiantes et de la coopération
- **Denise Trépanier**  
Interim Director of Communications
- **Alain Veilleux**  
Director of Planning and Coordination

## MINISTÈRE DE L'ÉDUCATION DU QUÉBEC

### Direction des affaires internationales et canadiennes (DAIC)

- **Marc Champeau**  
Cooperation Consultant
- **Jean-Marc Peter**  
Cooperation Consultant
- **Diane Simpson**  
Cooperation Consultant
- **Diane Viel**  
Cooperation Consultant

**The following people at the Ministère de l'Éducation were especially involved in this operation:** Pierre Brodeur, Nancy Clairet, Patrice Lafleur, François Lefebvre, Sylvie Malaison, Michel Martel, Véronic Massé, Marcel Ross, Carole Roy and Carmelle St-Gelais. Antoine Robitaille (Co-author).

## ENDNOTES

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- 1 Edgar Morin. "Diversité culturelle et humaine condition." *Le magazine du ministère de l'Éducation nationale, de la Recherche et de la Technologie*, no. 7 (Paris, March-April 2000) Translation.
- 2 Louis Balthazar, Jules Bélanger. *L'école détournée* (Montréal: Boréal, 1989).
- 3 Jane Knight. Monterey Conference. "Strategies for Internationalisation in Higher Education: A Global Comparison." Monterey, California, 1995.
- 4 Jane Knight, *Progress and Promise: The 2000 AUCC Report on Internationalization at Canadian Universities* (Ottawa: Association of Universities and Colleges of Canada, 2000).
- 5 Note that as of January 1, 2003, the MIC, the MRST and the Ministère des Finances will have merged to form the Ministère des Finances, de l'Économie et de la Recherche.