

Structural Reforms to Pragmatize the Canadian Higher Education

Djamel SEBBAH ^{1*} Amel DEHMOUNE ²

¹*University of Oran2, Mohamed Ben Ahmed, Algeria
sebbah.jamel@gmail.com*

²*University of Oran2, Mohamed Ben Ahmed, Algeria
adehmoune@gmail.com*

Received date: 17/10/2022 Revised date: 31/12/2022 Publication date: 31/12/2022

Abstract:

As the present world is characterized by its determination to reach efficiency throughout competition in all domains, modern and developed societies are engaged to reach efficacy in higher education systems, and Canada is not an exception. It is commonly assumed that higher education in Canada reflects the image of the country, since this sector is the source of skilled labour which guarantees the economic welfare for the nation. This article seeks to investigate the latest reforms and the role of autonomy in realizing the standards required by the Canadian Association of Universities and Colleges as asserted by different annual reports to reach the competitiveness at both local and international levels. Accordingly, it aims at questioning the role of higher educational institutions in inclusively developing the Canadian society and the lucrative contribution of higher education to Canadian economy; it is based on primary resources, such as annual official reports and Canadian government statistics, and seeks to measuring the importance of higher education in Canada and its improvements according to international standards. The results of the study revealed that Canadian higher education realized a continuum progression in world university rankings, which has generated common profits which serve the whole society.

Keywords: Canada higher education; Canadian society; Competitiveness; Knowledge economy; Neo-liberal system, Socio-economic environment

* **Corresponding author:** Djamel SEBBAH, sebbah.jamel@gmail.com

1. Introduction:

The Canadian society is nowadays widely assumed to be unique in its innovative socioeconomic, cultural, and educational approaches. Its uniqueness is based on important ethnic and linguistic diversities which turned it into an immigration land during the last forty years. The country has adopted selective measures for immigration typically collecting skilled and skilful persons to professionals in different domains. These selective measures have impacted the strategic sector represented by higher education. It is observed that the higher education Canadian institutions are highly competitive and represent nowadays a lucrative source of income to the Canadian economy.

The Problem of the Study:

What are the characteristics and mechanisms that higher education institutions should adopt and be adapted to in order to become competitive?

The importance of the study consists of searching for a model from an international perspective to solution some problems of higher education institutions worldwide. Henceforth, according to the annual universities ranking, since the end of the 90's, Canadian higher education institutions have constantly progressed.

The Present Work aims at clarifying points concerning the impact of reforms in higher education on Canadian society, settled as follows:

- Questioning the role of higher educational institutions in inclusively developing the Canadian society, since it is commonly assumed that modern developed societies are the fruit of efficient and pragmatic higher education systems. The idea is that higher education in Canada is neither centralized nor incorporated in a nationwide policy; it is rather the provinces at the local level that manage post-secondary institutions. The latter is ruled by the scientific and the academic community which has generated autonomous management.
- Investigating the mechanisms to widen and get open to the socio-

economic environment by offering adequate specific knowledge and know-how in several fields.

- Depicting the role of neo-liberalism and knowledge-economy theory championed by North Americans. Complementarily, higher education in Canada offers an opportunity for everyone to develop their skills and knowledge. In other words, the policymakers in Canada conceptualize higher education for the benefit of 'social inclusion' (Basi, 2012, p.2)

2. Theoretical Background

Canadian history has basically been submitted to two different political and societal systems: The French and the British ones. This double structure has impacted deeply its history, society, economy, and directly its educational system at different levels. It is noteworthy to mention that in Canada the responsibility of education is constitutionally one of the Provinces, respectively the local governments. After a long series of reforms in the educational sphere, at both federal and provincial levels, Canada adopted a non-centralized system in Higher Education (no Ministry of Higher Education) which is defined as an 'anomaly' (Vickzo, 2013, pp26). This "anomaly" should be investigated to know its impact on higher education and whether it is vicious or malicious in nature. The Autonomy granted to higher education institutions has become a reality with which both the teaching board and administration have to cope to ensure the standards required.. During the last forty years, Canada has become attractive in terms of immigration and an exponential of skilled to highly skilled workers who are ceaselessly moving there targeting a better life and a standard of living. The researcher in the field of academic reforms throughout the world may notice the uniqueness of Canadian post-secondary education and may question its features and its efficiency in terms of scientific production, attractiveness, and lucrativeness.

Since the beginning of the 21st century, the Association of Universities and Colleges of Canada has issued annual reports¹ (The AUCC is a non-profit, non-governmental association that represents Canadian

universities at home and abroad. The Association's mandate is to foster and promote the interests of higher education in the firm belief that strong universities are vital to the prosperity and wellbeing of Canada. Founded in 1911) to assess the development, trends and general orientations of different institutions, i.e., their efficiency and competitiveness. For this account, a number of parameters are to be considered to measure the quality of academic institutions.

2.1 Democratization

The democratization of higher education in Canada or, as a more commonly used term, “accessibility” (Vickzo, 2013, p32) constitutes a central point to enhance one’s career and future as asserted by Fisher and Rubens “This is based on the principle that everyone with the intellectual ability and the desire has the right to post-secondary education. The objective is to enable the greatest number of these people not only to attend postsecondary institutions but also to obtain the diploma or the degree in question within a reasonable time frame”(D. Fisher,2014, p.47). Henceforth, the ‘accessibility’ to higher education became a nationwide political matter and a social issue to permit the greatest number of citizens to have an academic qualification in the in-service sphere. However, as money is the crux of every political and social issues, the budget question needed not to be neglected to finance the increasing number of students and to guarantee the material and logistic supports to obtain higher qualifications and enhance the labour force. Accordingly, the federal government participates with a certain percentage and the provinces assume another portion of the budget allocated to post-secondary education (Fisher, 2014, p47). According to Kirby (2012), the financing of higher education has gone under different phases to reach the autonomy granted to its institutions starting from 2000’. He put it as follows:

The growing reliance on public higher education to serve the purposes of private, global capital has coincided with an increased role for private institutions, for-profit and otherwise, as well as increased private-like activities among publicly-funded institutions. At the same time, the

landscape of public-sector higher education is becoming more diversified and, to some extent, more stratified. (Kirby, 2012, p.44)

It is worth mentioning that both education and higher education are guaranteed by the constitution of Canada. They fall under the responsibility of both the federal and provincial governments. However, there is no central political ruling body as asserted by Stephen B. Lawton; “.... Canada with 10 provinces and two territories, was created with a federal government that has a very limited role in education” (Lawton, 1996, p.517) the reason behind was to protect the different social groups of the Canadian population from any group domination and to preserve the educational system from any conflict (Lawton, p.518). Starting from the latter point, one may understand the need for democratization via the accessibility to education based on a non- centralized decision in higher education.

Henceforth, the need for democratizing higher education in Canada goes hand in hand with the problem of financing. To tackle the latter, the solution was to promote more quasi-market-oriented degrees to fill the gap of public investment shortage by incorporating the private sector investment. The reforms initiated since the 2000’s stipulated the need for private institutions and the creation of degrees in diversified and non-limited fields. In 2001 some universities granted private degrees (the case of the University of DeVry, the Institute of Technology) (Kirby, 2012, p.46). The need behind the diversification of degrees was to switch the higher education elitist conception of degrees to a mass-education conception to serve the needs of the economy (Gale, 2011, p.27); this can be observed via the statistics from the 1980s to the beginning of the 21st century. Interestingly, the following proclamation was exposed by the Association of Colleges and Universities of Canada in its annual report of 2011:

In 2010, there were almost 1.2 million students in degree programs on Canadian campuses: 755,000 undergraduates, 143,400 graduate students studying full-time, and an additional 275,800 students studying part-time. Fifty-six percent of university students were women, and 10 percent were international students. The number of full-time university students has more than doubled since 1980, and part-time enrolment is up 16 percent. In

1980, there were 550,000 full-time and 218,000 part-time university students on Canadian campuses. Clearly, universities have experienced tremendous growth over the past 30 years. (Clark, 2012, p.28)

The above description is of major importance since it demonstrates the progression of enrolment in the Canadian higher educational institutions over four (4) decades. This increase is not due to demographic expansion but rather to the shift that occurred in the economy of the country in terms of new market profiles. The move to a service-oriented economy explains even the programs proposed by higher educational institutions. The idea behind this sought to reach an elaboration of an adequate diagnosis of higher education by seven provinces (out of ten), between 2004 to 2009, in order to assess the efficiency and the reforms they needed in the field (Kirby p.46). “.... while the reports alluded to the intrinsic value of higher education, each tended to emphasize an economic-utilitarian outlook on its ‘raison d’être’. The reports collectively pointed to the important role of further education as an instrument of economic development that fosters innovation and meets the shifting educational requirements of the” knowledge economy.”. The need to improve the higher educational standard was perceived at the level of provinces. Since then, it was urgent to find out solutions to tackle the growing number of new professions and new fields in economy requiring renewal, and to heighten the income of individuals in the private and public sectors. The Canadian policymakers had the merit to promote the quality of investment either by direct financial contribution through students’ enrolment fees or by the injection of private funding.

2.2 The Reforms

In terms of the proposed reforms, the Master seems to become the focal point that determines the student’s career. The approach behind such an assertion is that the bachelor degree in Canada is viewed as a preparatory step during which the students acquire the basis of a definite field. The Master favours in-depth studies leading to a greater understanding of a particular field while it is also an opportunity to develop research and professional skills. During decades, the master degree has been viewed as an

entry to post-graduation studies (mainly the Doctorate), and to an academic-oriented career instead of a professional one. The deal for the Canadian higher educational system was to include more students (young adults) to the professional world. The students had to be equipped with adequate knowledge and multiple career perspectives that higher education might offer instead of limiting them to academic careers. Thus all the systemic reforms undertaken took into consideration the limitation of access to academic- oriented careers, but at the same time they offered more opportunities to market -oriented degrees via the Master professional profiles (Clark, 2012, p34).

2.3 Marketization:

To ensure the central role of higher education in the field of economy, higher education had to assume the selective patterns for competitiveness and standardization to meet the needs of the labour market. Kirby notes “many of the policies recently considered and adopted exemplify the continuing role of market mechanisms in Canadian higher education. This is especially the case with regard to reforms to policies on student access. In this quasi-market environment, student access to educational opportunities is inextricably linked to state economic goals.” (Kirby, 2012, .49)

The quasi-market orientation of the higher education policy-makers was *de facto* imposed by the new social and economic realities of post-industrial society (Bell, 1973) and the transformation occurred since the 1980s and 1990s as the labour market shifted from goods-producing economy to service-based economy in CEOD (Organisation for Economic Co-operation and Development created in 1961 by the industrialized developed countries.). Furthermore, the Canadian policy-makers felt the need to incorporate the Bologna Process (Bologna process was initiated in the late 20th century to harmonise degrees and diploma throughout Europe and later all over the world. This was basically done to insure the mobility of both student and higher education staff) to internationalize higher education, to award the needed visibility to Canadian universities and

colleges, and to promote excellence as stated by the Association of Universities and Colleges of Canada Statement in June 2008: “best educated, most skilled and most flexible workforce in the world...” The clear-sightedness of policy-makers in Canada, as far as higher education is concerned, could be attested since they had to take the pledge to maintain the standards of the quality granted by the institutions, but also to improve the quality of the workforce as well. To achieve the aim of excellence and high quality, the academic sphere and policy-makers concerned with higher education in Canada understood the pivotal role of internationalization since it could be the means by which the increasing demand on the labour market should develop itself within the global knowledge economy.

In fact, to assess and evaluate higher education in terms of competitiveness and productivity vis-à-vis the other international universities and colleges policy-makers engaged Canadian higher education institutions within globalized higher education organizations. The AUCC, in its annual report of 2008, puts it as follows: “Canadian universities commit to moving forward in step with the progress in higher education elsewhere in the world. Engaging with the Bologna Process, and with other regions as well, will ensure the continued excellence of our higher education system and ultimately the prosperity and well-being of our society.” In this passage the report points out the utility and validity of international connection to the Canadian higher education sector as a fundamental and focal point at improving the quality of the service via the extension of benefits from the ‘others’ experiences.

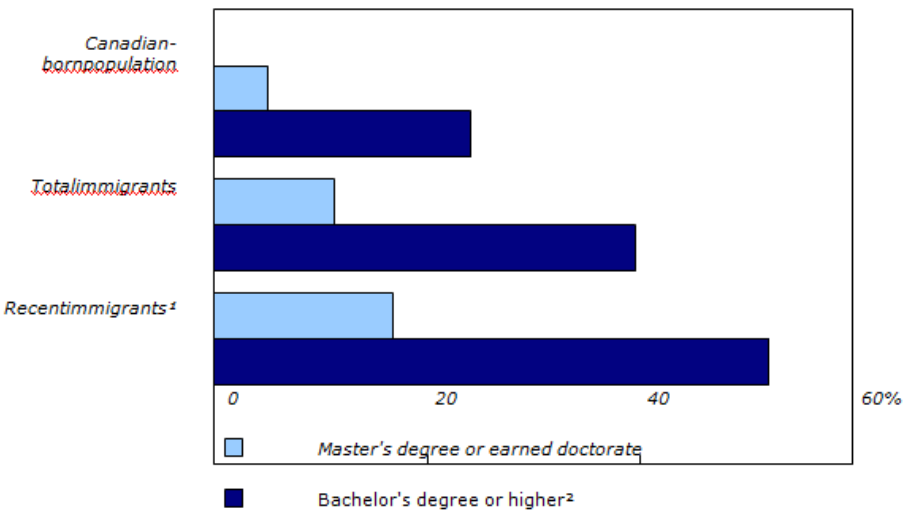
Notwithstanding the fact that higher education in Canada is not politically represented by a minister or central administration, there are three prominent non-governmental organizations to maintain higher education in the global knowledge economy: Association of Universities and Colleges in Canada (AUCC), the Council of Ministers of Education Canada (CMEC) the Canadian Bureau for International Education (CBIE)) they sign agreements via the associations and unions of colleges and universities (Vickzo, 2013p.30). In this respect, it is noteworthy to mention that the process would be more beneficial to international students since it permits

them to incorporate Canadian higher education institutions, the latter can be involved in the international scientific and academic cooperation and dynamism. In 2010 the AUCC noted in its annual report the following:

Between 1980 and 1995, the number of full-time international students fluctuated widely. Strong increases at the beginning and end of the 1980s were followed by periods of similarly strong declines so that enrolment in 1995 was almost the same as in 1980. But since 1995, international enrolment has grown rapidly. In 2010, there are 3.5 times more international students enrolled at Canadian universities than in 1995, or 90,000 in 2010 compared to 25,500 in 1995. An additional 13,000 international students were studying part-time in 2010.

In the quote cited above two main notions can be highlighted, the first one is related to the importance of internationalization of Canadian higher education via selecting the most efficient students. The second point concerns the mosaic of multinational student profiles which is the most prominent characteristic of the Canadian multicultural society. The following statistics may provide a deeper insight into international students' involvement in Canadian higher education institutions and the remarkable progression during the 21st century two first decades. It is noticeable that; "The percentage of all immigrants with a master's or doctorate degree is twice that of the Canadian-born population. Among immigrants aged 25 to 64, 11.3% had a master's or doctorate degree compared with 5.0% among the Canadian-born population. Recent immigrants were even more likely to have a master's or doctorate degree with 16.7% of them holding these graduate degrees in 2016".(from Canadian National Statistics)

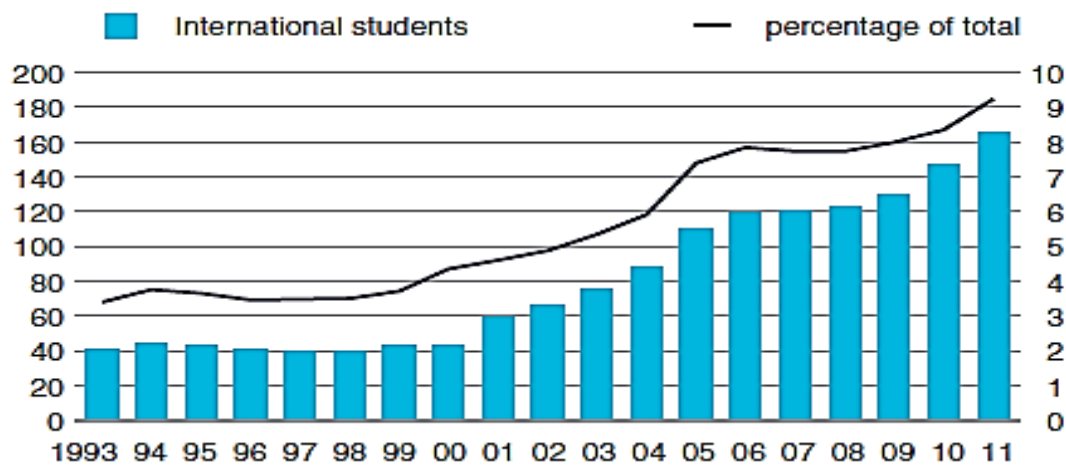
Canadian-Born Graduates vs. Immigrants Graduates



- 1 Recent immigrants refers to immigrants who first obtained their landed immigrant or permanent resident status between January1,2011 and May10,2016.
- 2 .The term Bachelor's degree or higher corresponds to the category University certificate diploma or degree at bachelor level or above in the Highest certificate, diploma or degree classification

Source(s): Statistics Canada, Census of Population, 2016.

The Economic Impact of Post-Secondary Education in Canada Conference
Board 2014 (Grant, 2014, p.158)



Grant, Michael. *The Economic Impact of Post-Secondary Education in Canada*. Ottawa: The Conference Board of Canada, 2014 p141

In the last chart issued by the Canadian Statistics Office, the investigation shows the extent to which the Canadian higher education attracts an increasing number of international students per year from 1993 to 2011.

2.4. Accountability and Profit Generating:

2.4.1 Profit Generating:

Beside knowledge production and the increase participation of higher education institutions in the development of the country by creating an ‘elite’, these institutions expanded their roles to generate profit, On the one hand, to improve the quality of the teaching -learning process in higher education institutions, and on the other hand, to decrease the federal budget allotted to higher education. Post-secondary education in Canada proved to be a source of national income, explained as follows:” PSE is a growth industry in Canada. The real GDP of Canada’s universities and colleges grew by over 17 per cent between September 2007 and September 2013, and now stands at over \$40 billion.¹ Full-time equivalent (FTE) enrolments in university increased from 665,098 in 1999–2000 to over 1 million in 2010–11 (including 660,723 full-time Canadian bachelor’s students), while

college FTE enrolments went from 436,035 to 576,919 over the same period.² These increases far outpaced growth in the Canadian population.” (Grant, 2014). It is clearly established that HE attracts more and more international students, who, in returns, generate an important source of profit as asserted by the Canadian National Statistics’ Office as shown in the following chart for 2014:

Table 1. - Comparison of Total Annual Spending of International Students with Canada’s Service and Merchandise Exports

<i>Total Annual Spending – All International Students</i>	<i>\$11.372 billion</i>	<i>Students from Top Ten Source Countries</i>	<i>\$8.429 billion</i>
<i>Canada’s Export in Services</i>	<i>\$95.744 billion</i>	<i>To Top Ten Source Countries</i>	<i>\$62.652 billion</i>
<i>International Student Spending as % of All Export in Services</i>	<i>11%</i>	<i>Students from Top Ten Source Countries</i>	<i>13%</i>
<i>Canada’s Export in Merchandise</i>	<i>\$525.0 billion</i>	<i>To Top Ten Source Countries</i>	<i>\$453.424 billion</i>
<i>International Student Spending as % of All Export in Merchandise</i>	<i>2.2%</i>	<i>Students from Top Ten Source Countries</i>	<i>1.9%</i>

<https://www.international.gc.ca/education/report-rapport/impact-2016/index.aspx?lang=eng>

The figure above shows the contribution of foreign students to the Canadian economy and the progression rate of their spending from one year to another. Basically, the reforms undertaken are meant to increase the contribution of higher education in the service of economy rather than being heavily dependent on central government budget. The conception of nowadays Canadian higher education, since then, is being submitted to strict control to ensure the quality of the service proposed. This leads us to shed light on one of the mechanisms of assessing higher education, named accountability.

2.4.2 Accountability:

In the Canadian higher education system, the term ‘accountability’ was introduced as early as the mid 1990’s. According to Theresa Shanahan, it has to be carefully used since it represents multiple parameters that should be taken into consideration to assess the efficiency of higher education institutions. She puts it as follows: “It means to demonstrate responsibility in the exercise of our duties. It means being transparent. Accountability in postsecondary education is more than just the technical process of counting. Thus, it means more than counting numbers or monies; or counting the number of students in classrooms; or counting students graduated or employed; it is more than counting publications; and it is more than counting research dollars. Accountability in postsecondary is more than counting inputs and outputs.” (Shanahan, 2012, p.45)

Policy makers in Canada could perceive the 21st century challenges and orient postsecondary institutions towards excellence by maintaining their position and overcoming the best universities and colleges in the world. In another attempt to define the term, the council of education ministers in Canada points out: “PSE institutions and governments are openly accountable to the public in relation to mandates and outcomes and for reassuring citizens, and students in particular, that resources are allocated to achieve maximum value and sustainability of postsecondary education”(CMEC (1999). *A Report on Public Expectations of Postsecondary Education in Canada*. Toronto: Council of Ministers of Education, Canada). However, since higher education in Canada is not submitted to one central organizational and control body, the term ‘harmonization’ seems to be more adequate to maintain the quality desired and to assess and evaluate the programs in term of adequacy with the Canadian and the international economic environment.

Harmonization occurs at several levels, but the most prominent one concerns the diplomas reform to meet the need of mobility as asserted by T. Shanahan (2012) who gave the example of the law degree in Ontario which the label of the degrees had to change from’ LLB’ ‘Law Bachelor’ to meet

the USA standards as ‘JD’ (juris doctor). This change was to permit the move of both Canadian and American jurists easily from one part of the borders to the other side. This kind of initiative was soon followed by others to spouse the needs of students and graduates’ mobility especially within the north American sphere to attract more students from the USA and pave the way to competitiveness via harmonization of degrees.

3. Findings and Discussions

Thus, accountability, investment (public and private financing), marketization in Canadian Higher education, according to scholars, have led to undertake the process of harmonization of diplomas to serve the needs of; first to assess the quality according to international norms, second to capitalize the amount of progression or regression in the academic field, and to meet the needs of market and market- oriented economy. Though the previous mechanisms are submitted to discussion and evaluation, the necessity of accountability should not be neglected to ensure the degree of performance needed. To maintain the higher degree of performance, T. Shanahan (2012) notes the following: “Accountability has expanded from explaining our conduct, being transparent and providing information, to ‘quality assurance’ and standardization which involves control, evaluation and improvement ». For Canada, accountability in higher education emerged as early as 1990’s under the impulse of Ontario Prime Minister Bob Rae (influenced by neoliberal theory. He was Canadian politician and Prime Minister of Ontario from 1990- 95 he undertook structural reforms in Ontario Higher Education).

The mechanisms of accountability designed to assess higher education institutions in Canada were introduced by Shanahan, and they are summarized as follows:

- a- Legislation is used to control the terms used by higher education institutions and to regulate the different diplomas granted. As an illustration, one may cite the 2000 Postsecondary Education Choice and Excellence Act.
- b- Institutional governing boards serving the government: their

responsibility consists of submitting the inner situations of the academic institution to the public authority.

- c- External or internal reviewing (audit): They are handled by academic peers to investigate both general and specific situations inside the institution. The reviewing are programmatic and cyclical, and they are undertaken by government recognized bodies working in the field of higher education. In Ontario, an undergraduate program review is conducted by the Ontario Council of Academic Vice Presidents through the Council of Ontario Universities (COU).
- d- Accreditation: the particularity of this step consists of charging external peer reviews not only of assessing the programs but also of proposing and introducing new curricula by professionals to meet the needs of the desired disciplines. It must be added that Canada does not have a unique national accreditation organization; rather it has many disciplines- review institutions linked to different fields (engineering, nursing, medicine, etc.).
- e- Credit transfer and articulation agreements: they either guide or council the institutions; besides, they are designed to facilitate credit transfer between post-secondary institutions and to assess the efficiency of credits.
- f- Peer review: the members of the academic community have to submit their academic work to peers for publication, scientific promotion and recognition.
- g- Students feedback: this is done by direct surveys submitted to students to assess the learning process and experience.
- h- Intermediary Assessment bodies: the local governments in Canada may ask external agencies to control and inspect higher education institutions. These agencies have the right to audit the academic institutions in all fields (finance, programs and curricula, students hosting conditions...., etc.).

The mechanisms cited above are themselves submitted to multiple

parameters. They are in constant change to meet the continuous development in higher education. They give indications on the performance of postsecondary education institutions in Canada and are reliable sources of information related to the academic field.

The reforms and the control mechanisms in Canada; as far as higher education is concerned, have led to international recognition since the Canadian higher education institutions are in constant progress in the world ranking since 1990's.

3.1 World Ranking and Performance

After having reviewed the reforms and the mechanisms of control, one should highlight the efficiency of the said reforms and mechanisms. The most prominent parameter is based on consulting the world ranking data, particularly the Shanghai List and the Organization for Economic and Co-operation and Development (OECD). In this respect, Canada has the highest rate of graduated working population with 55% of the total working force compared to 35% to 40% in the rest of OECD countries (BBC, 2017).

As far as the Shanghai List ranking is concerned, among the 200 first universities in the world, nine are Canadian universities (2019) (Shanghai University Ranking 2019). So, both in terms of attractiveness and academic performance, Canadian higher education institutions are improving their existence and their central role at emancipating the Canadian society.

4. Conclusion

The role of higher education in Canada is based on pragmatic parameters in the sense that it involves the whole society. Canadian Higher education institutions are regarded as dynamic factors to espouse modernity and adequate changes in the society, especially in terms of market- oriented policies. They could adapt and adopt the adequate reforms at the right time, and they could generate profit and become financially independent via the increasing number of national and international enrolments and continuous development in terms of programs and curricula. On the other hand, when it comes to performance, we notice a continuum progression in the world

ranking which stipulates in counterpart the maintain of stable position and progress (the case of Ontario University). Besides, one should not neglect the inclusiveness of the Canadian higher education institutions in the economy, since they are mostly in charge of training learners in professional degrees and in including new arrivals (immigrants) in the process of training and developing their skills. The post-secondary institutions are fully integrated in the socio-economic Canadian landscape. They represent the vehicle by which the society is developed and the economy is increased. For many developed and developing countries, the Canadian higher education system has become a model of pragmatism, inclusiveness, and autonomy that countries with less performing systems should follow to reach the academic and professional competitiveness sought by higher education institutions all over the world; however, some specific reforms are to be undertaken in conformity with the range of specificities characterizing each nation.

Reference and Work Cited

Books

- Basi, Tehmina, (2012), *Social inclusion and higher education*, Bristol, Publisher: Policy Press
- Bell, Daniel, (1999), *The Coming of Post-Industrial Society a Venture in Social Forecasting*, New York, Basic Books
- Clark, Ian D. (2012), *Academic Reform Policy Options for Improving the Quality and Cost-effectiveness of Undergraduate Education in Ontario*, Montreal, Queen's Policy Studies, Queen's University
- Fisher, Donald et al., (2014), *The Development of Postsecondary Education Systems in Canada, a Comparison between British Columbia, Ontario, and Quebec, 1980-2010*, Montreal, McGill Queen's University
- Grant, Michael. (2014), *The Economic Impact of Post-Secondary Education in Canada*. Ottawa: The Conference Board of Canada
- Lawton, Stephen (1996), *Financing Canadian Higher education*, Toronto, Canadian Association of Education

Articles

- Vickzo, Melody. (2013) “*Internationalization of Canadian Higher Education: Troubling the Notion of Autonomy through an Examination of Policy Actors, Knowledge and Spaces.*” *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, vol. 6, no. 1, 2013, pp. 26–46. JSTOR, www.jstor.org/stable/24718029. Accessed 7 July 2021.
- The AUCC is a non-profit, non-governmental association that represents Canadian universities at home and abroad. The Association's mandate is to foster and promote the interests of higher education in the firm belief that strong universities are vital to the prosperity and wellbeing of Canada. Founded in 1911 <https://www.postgraduatefunding.com/provider-159> retrieved on 25 October 2021
- Dale Kirby, (2012), “*Marketizing Canadian higher education: An examination of recent access policy reforms* ».; *State and Market in Higher Education Reforms* (pp.43-55) , Sense Publisher
- Gale, Trevor and Tranter, Deborah (2011) '*Social justice in Australian higher education policy: an historical and conceptual account of student participation*', *Critical Studies in Education*, 52: 1, 29 — 46
- Theresa Shanahan, (2012), « Accountability initiatives in higher education: An overview of the impetus to accountability, its expressions and implications. Faculty of Education University of York
- https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en retrieved on June 2020, (Bologna process was initiated in the late 20th century to harmonise degrees and diploma throughout Europe and later all over the world. This was basically done to insure the mobility of both student and higher education staff.)

Websites

- <https://www150.statcan.gc.ca/n1/en/daily-quotidien/171129/dq171129a-eng.pdf?st=DU5U4YTi> retrieved on August 15, 2021, 20:15

- Statistics Canada, CANSIM table 379-0031.2 Canadian Association of University Teachers, CAUT Almanac 2012–2013, 39; Statistics Canada, CANSIM table 477-0019 as cited in Grant M., 2014
- <https://www.international.gc.ca/education/report-rapport/impact-2016/index.aspx?lang=eng> retrieved on august 22, 2021,22:20
- http://www.scics.ca/wpcontent/uploads/CMFiles/conferences/86039231_e.pdf 01/10/2021
- https://en.wikipedia.org/wiki/Bob_Rae retrieved on 30/09/2021
- <https://www.bbc.com/news/business-40708421> « How Canada became an education superpower » Sean Coughlan, Education correspondent, Published 1 August 2017 retrieved on 30/09/2021
- <http://www.shanghairanking.com/World-University-Rankings-2019/Canada.html> retrieved on 30/09/2021