

# Cardinal Points: How North-South Partnerships Support Internationalization Strategies

Promising Practices Guide and Case Studies



Association of Universities and Colleges of Canada  
Association des universités et collèges du Canada

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## 1. Executive summary

As part of its ongoing monitoring of internationalization at Canadian universities, the Association of Universities and Colleges of Canada (AUCC) organized a Leaders' Symposium, entitled *Cardinal Points: How North-South Partnerships Support Internationalization Strategies* in February 2010. Funded by the International Development Research Centre (IDRC), this symposium served two purposes: to understand the contributions of North-South partnerships to universities' internationalization efforts and to gather good institutional practices.<sup>1</sup> This report shares some of the findings from this event.

Canadian universities have a well-established history of reaching out to the world, sharing their knowledge and research capabilities while bringing a global perspective to Canadians. The symposium shed new light on the way Canadian universities align their respective missions of learning, discovery and engagement with the changing world. Two types of institutional approaches tend to prevail. Some institutions have a *de facto* internationalization strategy, whereby they identify areas of focus, including research fields and/or countries of focus. Others use a less-structured approach in which individual faculty members and departments are accommodated in pursuing partnerships that they select.

Khalil Sharif, Chief Executive Officer (CEO) of the Aga Khan Foundation of Canada opened the symposium by challenging Canadian universities to be generous in their planning for long-term partnerships with developing countries. He offered five principles of engagement: "be patient, be generous, be prepared to change, be prepared to create joint solutions, and be committed to excellence," which served as a useful point of departure. Several Southern speakers also contributed to the discussions, including Sukhdeo Thorat, Chairman of the University Grants Commission in India, who stated, "The principle of partnership and cooperation should guide our efforts, not competition."

European and Southern partners at the event shared their experiences in terms of North-South relations, to

provide a comparative context. This report contains selective models and examples as well as six case studies of Canadian universities demonstrating how North-South partnerships can play an important role in supporting their internationalization strategies.

Also available upon request is the *PowerPoint* presentation of Paul Davidson, AUCC President, as well as links to the websites of all Canadian universities' internationalization strategies (where available).

## 2. Introduction

For many Canadian universities their first international experiences are gained through international development cooperation projects, ventures that are continuing to grow in importance for Canadian universities.



Goolam T.G. Mohamedbhai, then-Secretary-General, Association of African Universities, and Michael Childs, Vice-Principal, Bishop's University

The symposium's goal was to share best practices to further advance the internationalization of the Canadian higher education community. In opening the symposium, David Turpin, President and Vice-Chancellor of the University of Victoria and Chair of AUCC's Standing Advisory Committee on International Relations (SACIR), remarked it provided "an opportunity to reflect" on how internationalization is organized within each institution and the benefits that are derived from it.

*Cardinal Points* was selected as a symposium title to help orient Canadian universities in their

<sup>1</sup> AUCC defines "internationalization" as "the process of integrating an international and intercultural dimension into the teaching/learning, research and service functions of a university."

internationalization efforts, and to acknowledge the increasing importance of South-South collaborations. As Pari Johnston, AUCC's then-Director of International Relations, observed, "There are multiple points on the compass in which institutions are engaging their internationalization efforts. It's not just a bilateral North-South dimension anymore."

Faculty and students are the main driving forces behind many of these partnerships, both in Canada and internationally. Canadian students, in particular,



John Hepburn, Vice-President Research and International,  
The University of British Columbia

increasingly demand opportunities to study in developing countries.<sup>2</sup> Attracting developing country students is also growing in importance for Canadian universities and forms an ever-expanding component of graduate exchange programs.

Increasing the diversity of international students on campus helps support the goal of internationalization at home. Ted Hewitt, Vice-President Research and International Relations, University of Western Ontario, underlined yet another motivating factor for North-South partnerships as, "quality in teaching, research and service." In fact, according to Dr. Hewitt,

faculty members are very much a driving proponent for North-South engagement as "good researchers are linked with good researchers" and "research collaboration with the South can be cutting-edge."

### 3. Common threads that influence institutional strategies

Over the course of summer 2009, AUCC conducted a comprehensive review of members' efforts in the area of internationalization to gain a better understanding of the various institutional approaches. The broader goal was to assess how internationalization strategies draw on North-South partnerships. At that time, roughly 50 percent of Canadian universities had a publicly available internationalization strategy, 10 of which mentioned North-South partnerships or international development in a specific section of their policies. For those institutions without a specific internationalization strategy, an overwhelming majority mentioned the importance of the international dimension either in their mission statement or in their strategic or long-term plans.<sup>3</sup> Further, many of these institutions have a broad and longstanding engagement in international development. In some cases, the extent of international activities has made the task of developing an all-encompassing internationalization strategy a challenge.

AUCC invited Canadian universities with longstanding North-South engagement to share their experiences in developing their internationalization strategy, as well as those managing internationalization on campus without having any such policies. In order to maximize the opportunities for peer exchange and learning, efforts were made to ensure different types of institutions from across the country were represented on the discussion panels.

<sup>2</sup> Since 2005, AUCC has managed the Students for Development (SFD) program to support senior-level university students (third- and fourth-year undergraduates through to PhD students) to participate in internships for a minimum of three months in partner developing countries. There has been a high demand amongst students to participate in the program. The 2011–2015 SFD program continues to support Canadian students' participation in internships abroad but also introduces two new pilot components, namely internships to Canada for developing country students and funding for initiatives that connect students in Canada and in developing countries. As part of the 2011–2015 program, AUCC member institutions are invited to submit a multi-year project proposal that addresses one or more of the program's three components. Please see [www.aucc.ca/sfd](http://www.aucc.ca/sfd) for more information.

<sup>3</sup> As tracked by the 2006 AUCC internationalization survey, please see [www.aucc.ca/policy/research/international/survey\\_2007\\_e.html](http://www.aucc.ca/policy/research/international/survey_2007_e.html)

## *New “generations” in partnerships: focusing on the right partners*

University representatives spoke of “new generations” in international partnerships. Many Canadian universities have reached an increased level of maturity in their partnerships and are choosing fewer partners to ensure the relationships are focused and strategic. This process of selecting strategic partners requires an honest assessment of institutional strengths and interests. Mapping areas for collaboration with Southern partners could also help identify key areas for partnerships with other Canadian universities. Recently, several universities developed databases containing information on faculty members’ subjects and countries of expertise. These efforts aim to better respond to funding and international collaboration opportunities on an institutional, rather than on an individual level.

## *Importance of mutual learning and reciprocity*

Mutual learning among the Canadian and Southern participants was one of the main objectives of the symposium. Many participants noted that they appreciated the opportunity to learn from colleagues and gain knowledge to improve their own approach to North-South partnerships. Southern participants’ views were actively sought to help Canadian universities improve their approach to internationalization and their observations enriched the dialogue.

As an example, Suzana Monteiro, then-President of the Forum of Brazilian Universities for International Affairs (FAUBAI), noted the importance of reciprocal higher education partnerships with Brazil. She placed a particular emphasis on the needs of undergraduate students, such as the availability of more courses in English and French in Brazil, and in Portuguese in Canada, to ensure the two-way mobility of students.

Brazilian institutions are known for their leadership role in fostering mobility with other countries in South America. Brazilian universities are also active in supporting the development cooperation efforts of their government by assisting in the capacity-building of partner institutions in Haiti, Angola and Mozambique. The Brazilian government has funded programs for undergraduate and graduate students from Latin America, Africa and East Timor that have encouraged South-South partnerships. The objectives of this effort are academic collaboration and adding value to the experiences of Brazilian faculty and students through academic and cultural exchanges with developing-country students (internationalization at home).<sup>4</sup>

African partners called for the internationalization of African universities to support increasing local capacity, and ensure that institutions are more relevant to their respective region. “[At this stage] in Africa, all the thrusts of internationalization are basically regionalization – getting universities to collaborate with each other. . . I hope eventually after a decade or two, Africa will think outside Africa. Globalization is here, we cannot live inside a closed environment,” said Goolam T.G. Mohamedbhai, then-Secretary-General, Association of African Universities (AAU). Prof. Mohamedbhai urged Canadian universities to not forget about Africa.



Ann Weston, Director, Special Initiatives Division,  
International Development Research Centre

<sup>4</sup> AUCC manages the Canada–Latin America and the Caribbean Research Exchange Grants (LACREG) program which is designed to strengthen international partnerships and consolidate emerging networks among academic researchers from Canada, Latin America and the Caribbean. Its purpose is to support small collaborative research activities that will contribute to the creation, dissemination and application of knowledge for international development. Please see [www.aucc.ca/lacreg](http://www.aucc.ca/lacreg) for more information.





Ted Hewitt, Vice-President Research and International Relations,  
The University of Western Ontario

The discussions also underscored other important factors for successful partnerships with African universities, including Southern-led research projects where the research agenda is set to suit the needs of Africans. There was also a call for more opportunities for African researchers to manage development projects. African researchers need more research funds and additional networking opportunities with industry. As well, there is a need to establish greater reciprocity in mobility, including for faculty.<sup>5</sup>

### ***Links to the community, including First Nations***

An important component of internationalization is the role of an institution's connection to their local community and relations with local cultural groups. In particular, the University of British Columbia (UBC) and the University of Victoria underlined the importance of their respective relationships with First Nations groups. In the case of UBC, the close

collaboration with three coastal First Nations was highlighted, including a project funded by the Canada Foundation for Innovation (CFI), the BC Knowledge Development Fund, UBC, and the Museum of Anthropology. The project, *Partnership of Peoples*, focuses on “the creation of a new research facility featuring two complementary and innovative new capacities: a dramatically redesigned research wing that will provide unprecedented access to research collections; and a reciprocal research network that will provide a portal to Northwest Coast artifact collections in institutions worldwide. This will ideally lead to an ongoing collaborative and interactive research environment for students, scholars and First Nations.”<sup>6</sup> The University of Victoria sees ongoing indigenization and partnerships with First Nations as an important component of its mandate. There are 11 aboriginal programs and a First People's House on campus. The cross-cultural awareness and related communication skills developed through this engagement can also be drawn upon to establish international partnerships.

## **4. Models of engagement**

There is no “one-size-fits-all” approach to internationalization, given the variety among Canadian institutions and developing-country partners. Institutional approaches are not static, and very often they evolve significantly over time. The nature of North-South partnerships ranges from knowledge transfer to mutually beneficial collaboration.

Internationalization is both a bottom-up and a top-down process. The main challenge is to strike a balance between setting institutional priorities and allowing for faculty members' autonomy and creativity. Having key “champions” on campus can greatly increase

<sup>5</sup> AUCC launched the *Strengthening Higher Education External Stakeholder Relations* in Africa project on May 31, 2010. This three-year project is being managed by AUCC and the Association of African Universities (AAU) in partnership, and is funded by the Canadian International Development Agency (CIDA). This project will strengthen higher education stakeholder relations in Africa and will include a focus on university-industry linkages. African universities in partnership with Canadian universities will produce case studies of successful African university-industry linkages. Please see [www.aucc.ca/programs/intprograms/africa\\_e.html](http://www.aucc.ca/programs/intprograms/africa_e.html) for more information.

AUCC signed an agreement with the IDRC for the management of the Canada-Africa Research Exchange Grants (CAREG) program. The need to establish greater reciprocity, including for faculty, between Canadian and African universities was central to this program's purpose and design. As part of this two-year pilot program, IDRC has funded eight grants worth a maximum of \$40,000 each to support short-term exchanges between Canadian and African universities and research institutes that address IDRC research themes. As well as joint research activities, the program supports activities to improve student training at the graduate level.

<sup>6</sup> [www.arts.ubc.ca/nc/research/single-page-news/browse/15/article/229/a-partnership-of-peoples-a-new-infrastructure-for-collaborative-research.html](http://www.arts.ubc.ca/nc/research/single-page-news/browse/15/article/229/a-partnership-of-peoples-a-new-infrastructure-for-collaborative-research.html)

the focus on North-South partnerships within the internationalization process. The directors of Canadian universities' international offices underlined the importance of providing administrative and proposal-development support to ensure faculty engagement in North-South partnerships. The following section features a range of institutional examples, top-down and bottom-up, for managing internationalization.

### Setting a formal strategic focus

One approach to internationalization involves setting a formal strategy and then implementing it across the institution. This often involves making specific choices in terms of areas of focus, including research fields and/or countries of focus.

In the case of the University of Alberta, for example, the administration streamlined some 300 linkages to ensure partnerships were deep and strategic. The university has developed a comprehensive strategic plan for its international activities with six chosen countries of focus: the United States, India, China, Germany, Brazil and Mexico. Developing priority institutional partnerships in these countries for mobility, research collaboration and specific international projects is key, as well as high-profile country-specific events on campus.

Another example is the restructuring of international activities at Dalhousie University. The Lester Pearson International's mandate, which used to focus on North-South partnerships, was expanded beyond development to also include international research. It is now known as International Research and Development, and is one of the units of Dalhousie Research Services. These changes were made to "streamline, integrate and improve the provision of services to researchers within the university community." Faculty and staff were concerned that development activities would suffer as a result of this change. On the contrary, international development cooperation and research have been brought into the broader research agenda and effectively mainstreamed.

Other universities go even further and opt to focus exclusively on one priority country. Two years ago, the Vice-President of Research at the Université du Québec à Montréal (UQAM) decided to choose one country

of focus for the institution's strategic international engagement. Of the 200 agreements in place, Brazil was selected due to UQAM's 25-year history of collaboration and joint research with this country, especially in the fields of literature, environmental sciences and Cuban studies. UQAM is home to the centre for research and studies on Brazil (*le Centre d'études et de recherches sur le Brésil (CERB)*), which provides weekly seminars on Brazil and Portuguese language programs and supports the development of relationships between researchers in Canada and Brazil.

Having a clear focus also opens up opportunities for inter-university networks or consortia to complement areas of strength: "There is certainly some competition between universities, but at the international level, there are also many opportunities. A single university has little attraction on its own. As a group, however, we are able to generate more interest," said Sylvain St-Amand, Director, International Relations Service, UQAM.



Gerhard Dueck, Director, International Relations, University of New Brunswick (Fredericton)



## Identification of specific policy approaches

Given that UBC has over 8,000 faculty members, the university administration has decided to concentrate its focus on developing efficient policies to add value to its diverse international research activities. One such example is the university's policy on drug discoveries, which is intended to meet development objectives. UBC researchers developed an oral antifungal pharmaceutical that has proven effective in treating Visceral Leishmaniasis (VL).<sup>7</sup> VL, a potentially fatal parasitic disease typically transmitted by sand flies in areas with poor sanitation conditions, attacks the liver and spleen and destroys the patient's immune system. Biotech companies have had great success in advancing academic discoveries such as this, and commercializing them. In turn, organizations such as the Bill and

two-thirds for competitive allocations and one-third for ad hoc or discretionary allocations. This provides flexibility to support opportunities as they emerge, including two-way flows of students working on research projects. There is also a dedicated staff person in the International Office at UBC to help faculty find additional research funds.

## Faculty members as catalysts to North-South engagement

Institutional representatives expressed the belief that faculty must lead content selection in order for North-South partnerships to be successful. Engaged faculty members, including diaspora faculty members, are generally very driven and committed to international development.

At the University of Victoria, faculty members are keen actors in internationalization, especially in terms of their role in shaping or redesigning the curriculum. North-South projects at the University of Victoria are led by faculty members. The Office of International Affairs and the Learning and Teaching Centre have jointly developed a workshop open to all faculty to support the internationalization of their courses or "teaching towards global-mindedness."<sup>8</sup> Workshops focus on peer support and exchange, as well as a manageable, gradual approach for faculty to bring an international dimension to their courses. Further, the university administration's support of faculty was demonstrated recently by a senior management retreat for faculty members, deans and chairs, to discuss how to lead internationalization on campus.

Several universities also underlined their belief that internationalization is a team project. For example, the École Polytechnique de Montréal and UQAM co-fund research or support projects that involve an entire department rather than an individual faculty member. This ensures a divisional ownership of the project and increases its sustainability.

In cases where the approach involves faculty engagement, often the institution does not have a specific internationalization strategy. A decentralized or bottom-up approach can allow for internationalization to



Alain Boutet, then-Director, International Activities Office, Saint Mary's University, shares his insights with symposium participants

Melinda Gates Foundation help make infectious disease treatments available at cost in developing countries via its global licensing and global access process. Such institutional policy approaches support internationalization strategies and facilitate access by Southern populations to much-needed, state-of-the-art-medicines.

Many university representatives spoke of the importance of guiding researchers in their efforts to obtain funds to support their North-South partnerships. The scope of the available collaborative budgets is quite wide-ranging. In the case of UBC, the available budget is divided into

<sup>7</sup> [www.publicaffairs.ubc.ca/2010/12/07/ubc-developed-formulation-of-leishmaniasis-drug-shown-to-be-stable-and-effective-in-tropical-temperatures/](http://www.publicaffairs.ubc.ca/2010/12/07/ubc-developed-formulation-of-leishmaniasis-drug-shown-to-be-stable-and-effective-in-tropical-temperatures/)

<sup>8</sup> [www.universityaffairs.ca/invite-the-world-into-your-classroom.aspx](http://www.universityaffairs.ca/invite-the-world-into-your-classroom.aspx)

be mainstreamed rather than marginalized. Many universities experiment with the organizational structure to support international activities as much as possible. The management of internationalization evolves over time, and frequent adjustments to an institution's approach are quite common.

For example, the University of Guelph has a long tradition of faculty engagement in international development cooperation. The institution's senate recently approved an internationalization strategy that formalizes its commitment to international engagement. Until recently, the challenge has been that of finding a policy that captured the breadth of the institution's longstanding development cooperation activities.

## 5. Common themes

### *Responding to students' expectations*

North-South partnerships can play a role in responding to student demands for mobility to non-traditional destinations and preparing graduates for the global knowledge economy. Many symposium participants raised the importance of embedding students' experiences into an academic credit structure.

At Huron University College, a small liberal arts institution affiliated with the University of Western Ontario, academic planning leaders view internationalization through the lens of graduates' needs. "Internationalization used to be a goal in and of itself. Now, it is more and more integrated as a means to help develop the ideal graduate," said Arja Vainio-Mattila, Associate Dean, Faculty of Arts and Social Sciences. These "ideal graduate" characteristics include having a global awareness and being a creative and critical thinker who actively questions the scope of knowledge, and has good language skills.

Huron's smaller size has allowed for experimentation as they respond to students' needs. Building on the success of the "Building Civil Society Capacity for Poverty Reduction" project (an AUCC-

managed University Partnerships in Cooperation and Development Tier 2 initiative)<sup>9</sup>, an innovative student-exchange agreement has been created. Two undergraduate students from Huron University College study at the University of Dar es Salaam in Tanzania for a full year. In exchange, a graduate student comes for a term as a visiting scholar to Huron University College and uses the facilities of the University of Western Ontario to develop his/her PhD proposal.

There is also strong student demand for community service-oriented learning with a developing-country focus. This is reflected in the overwhelming interest experienced by many organizations which offer youth internships, such as AUCC, CIDA, the Canadian Bureau for International Education and the Department of Foreign Affairs and International Trade.



James Otieno Jowi, Coordinator, African Network for Internationalization of Education

As a result of collaboration between representatives from Kwantlen Polytechnic University (KPU), which has four campuses in metro Vancouver, and James Otieno Jowi, Coordinator of the African Network for the Internationalization of Education, three faculty members (two from the Criminology Department and the Associate Dean of Social Sciences) explored partnership possibilities during a mission to Moi University in Kenya. The delegation had productive discussions with the Law School at Moi University which resulted in a commitment to sign a Memorandum of Understanding and plans for a field school<sup>10</sup> for Kwantlen students in Kenya to study the social justice system.

<sup>9</sup> UPCD Tier 2 projects are development and institution-building projects administered by the Association of Universities and Colleges of Canada on behalf of the Canadian International Development Agency. See: [www.aucc.ca/upcd](http://www.aucc.ca/upcd)

<sup>10</sup> Field school programs are structured programs for a group of students that take place outside the traditional classroom, supplementing the students' academic training with hands-on experience in another culture or environment.



Joanne Benham Rennick, Director, Beyond Borders International Service Learning Program, St. Jerome's University

## *Complementary expertise, aligned public engagement*

Given the unmet needs in developing countries, scaling-up existing successful projects to increase their impact is imperative. Challenges that arise as part of this include how to build effective partnerships between universities and civil society organizations (CSOs). Furthermore, to what extent have universities been inclusive of NGOs or CSOs in developing their internationalization strategy and how can these actors optimize the benefits of complementary relationships?

One directly relevant example is at the University of Victoria, which has developed a partnership with the Society for Participatory Research in Asia (PRIA), a civil society organization in India with experience in grassroots development, to deliver a Master of Arts in Community Development (International). PRIA's bottom-up community-based research focuses on the thematic areas of civil society-building, gender mainstreaming and urban and rural governance.<sup>11</sup> "Being engaged internationally is about the transformation of our own universities. It's a two-way relationship: Capacity goes both ways. Social betterment goes both ways. Recruitment goes both ways. Increasingly, the Southern institutions are choosing us. It's not quite the way it used to be and I think that's very healthy," said James Anglin, Director, Office of International Affairs and Adviser to the Provost, University of Victoria.

## *Partnerships with Canadian civil society*

The symposium created a valuable opportunity to exchange information and build bridges between Canadian universities and Canadian CSOs active in international development cooperation and a sampling of some outstanding examples are described in this section. The importance of public engagement and the ability of universities to foster a genuine connection with their local communities on development issues were debated with civil society representatives at the symposium. This raised awareness of existing partnerships and how civil society organizations could further add value to Canadian universities' efforts. The ensuing information exchange regarding potential, future, mutually beneficial collaborations has prompted further exploration. In addition, IDRC has just completed a study of these types of partnerships.

**The Federation of Canadian Municipalities** has been the national voice of municipal government since 1901. With more than 1,900 members, it represents the interests of municipalities on policy and program matters. Municipal experts from Canada work in a peer-to-peer way and provide practical assistance to counterparts in the developing world. The federation works with local government associations in the host country and also directly with local government. The work of the federation in developing countries intersects with Canadian universities' expertise in a number of ways. Discussion was held on how existing research collaborations could form the basis of a pilot project. Further, the federation could use its expertise to bring academics in public administration from both Canada and developing countries together to influence public policy development.

Public administration academics could potentially train government officials in partnership with local government associations. Canadian academic experts in turn could help transfer techniques in public engagement to local government counterparts. Involving students would augment the academic and practical participation and expertise. A current example of this type of activity is at the Université de Montréal, which is working closely with the University of

<sup>11</sup> [http://publicadmin.uvic.ca/programs/graduate/mainCommunityDevelopmentInt/MACD-I%20Flyer-%2007-23-2010%20\(New%20Final\).pdf](http://publicadmin.uvic.ca/programs/graduate/mainCommunityDevelopmentInt/MACD-I%20Flyer-%2007-23-2010%20(New%20Final).pdf)



Hanoi in the areas of architecture and urban planning. Vietnam is the country of focus for the federation for 2010-2015.

**The Association of Canadian Community Colleges (ACCC)** is the national, voluntary membership organization created in 1972 to represent colleges and institutes to government, business and industry, both in Canada and internationally. There is a high demand internationally for the services offered by ACCC, specifically capacity-building brought about by technical and vocational training. ACCC is highly active internationally in the South.

There are complementarities in the work being pursued by ACCC and AUCC members in international development. “I think we realize that to make things stick, to have sustainable changes, to help countries move into more developed frameworks, you need an integrated approach. You need both the policy change and the implementation. You need the research and the application,” said Paul Brennan, Vice-President, International Partnerships, ACCC.

In Mr. Brennan’s view, colleges and universities should increasingly work together to build relationships around each other’s complementary strengths. ACCC representatives indicated an openness to sharing their system with Canadian universities as an increased knowledge of their work could clarify pathways for collaboration. AUCC and ACCC could exchange best practices and lessons learned on relevant issues on an ongoing basis. Further, AUCC and ACCC could help foster a better awareness of respective international activities within the college and university communities to leverage new opportunities.

**World University Service of Canada (WUSC)** is a leading Canadian international development agency with over 60 years of experience. WUSC is a membership organization with about 50 university and college members across the country, and has a network of 80 local committees made up of students, faculty and staff. WUSC is active in about 25 countries, with field offices in Botswana, Malawi, Ghana, Burkina Faso, Vietnam, Sri Lanka and Peru. It works in the higher education sector and plays a role in linking Southern organizations with Canadian universities in a number of ways. WUSC has three main mechanisms

to support internationalization on campus: coordinating work placements with Southern institutions during an academic term (Students Without Borders program); student groups educating other students and supporting WUSC’s work through the local committees and their role in WUSC’s Student Refugee Program; and through supporting the development of institutional linkages with Southern institutions.

WUSC’s work has been reinforced by Canadian universities’ own efforts. Increasingly, working with faculties/departments/programs rather than recruiting individual students has also proven to be beneficial. Over time, WUSC has developed a number of partnerships with Canadian institutions, faculties and programs where placements are secured in countries and sectors of interest. Universities can also access other sources of funding and can align existing cooperative programs with learning and development plans to allow students to obtain credit for their experience.



James Anglin, Director, Office of International Affairs and Adviser to the Provost, University of Victoria

**Engineers Without Borders** is a movement of professional engineers, students, overseas volunteer staff and supporters across Canada. There are 27 chapters in universities across the country; it is a student-driven and directed process. In terms of international engagement, the organization is present in four countries in Africa. It sends on average 40 students per year for a summer internship, and it covers the related costs (funded by the chapters). It costs approximately \$1,600 for a student to spend four months abroad. At the undergraduate level, there is a need for global service learning, or field postings, which draws on partnerships with civil society.

In December 2009, the **North-South Institute**, an Ottawa-based think tank, and the **University of Ottawa** signed a partnership agreement to work more closely over the next five years. Possible areas of collaboration include research, sharing resources, fundraising and further engaging students. The partnership will encourage collaborative projects



Sky McLaughlin, Regional Manager/Middle East and Africa,  
University of Alberta International

between the institute and the university's School of International Development and Global Studies, the Graduate School of Public and International Affairs, and the Centre for International Policy Studies. The North-South Institute will offer placements to masters and post-doctoral level students from the University of Ottawa. Further, the agreement will also see the partners collaborating on events and activities such as a speakers' series, expert panels focused on development, and the North-South Institute Forum.

## 6. European universities: A rich tradition of North-South engagement

### Norway

Norwegian universities are mindful of North-South partnerships in developing their internationalization strategies. Many Norwegian higher-education institutions see North-South cooperation as a key component in their internationalization strategy and as such, create partnerships that respond to Southern demands to ensure mutual benefit. Norwegian representatives at the symposium underlined the

*relevance and quality* of North-South partnerships as guiding principles to plan future engagements.

Since 1991, the Norwegian Programme for Development, Research and Education (NUFU) has been a key actor in Europe, contributing to the development of North-South partnerships in higher education and research. This has been done by facilitating cooperation between Norwegian universities and similar institutions in the South. Likewise, the Norwegian Agency for Development Cooperation's Programme for Master Studies, initiated in 2006, aims to contribute to developing public and private sectors in eligible countries by establishing and developing masters programs in the South in collaboration with Norwegian institutions. Many Norwegian university institutions are recognized for their strong links with institutions in developing countries in Africa, Asia and Latin America.

For more information, please see:

[www.siu.no/en/Programme-overview/The-NUFU-programme](http://www.siu.no/en/Programme-overview/The-NUFU-programme) and [www.siu.no/en/Programme-overview/NOMA](http://www.siu.no/en/Programme-overview/NOMA)

### Germany

North-South partnerships support the internationalization of German universities for several reasons. For one, internationalization is a marketing tool to recruit developing country students. Further, German students have an interest in development cooperation, and researchers seek Southern research partners to address global challenges (e.g. climate change, natural resource management, rainforest management and desertification). The competition for new, bright young researchers has also intensified, and developing countries are a significant source of future talent.

The German Academic Exchange Service (DAAD) has had a long and respected engagement in international development, especially through scholarship programs. The point of departure has been mobility grants for PhD students from developing countries (from all countries and in all fields of study). In the 1970s, more specific masters programs were developed to suit the needs of developing countries. Gradually, individual exchanges evolved into institutional cooperation. For



example, a student would be expected to return to his or her home country and work at the local university, bringing knowledge of the modern curriculum and research proposal models gained with which he/she would have become familiar during time spent at a German institution. A lifelong relationship with the German *alma mater* remained, with a possible return by the developing country scholar to conduct ongoing research and receive upgraded training. Mentoring of young developing country deans is also a priority of the DAAD alumni network. Alumni databases and summer school projects allow for the relationship to remain current and relevant.

For more information, please see:  
[www.daad.org/](http://www.daad.org/)

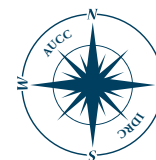
## 7. Moving forward

Canadian universities are committed to internationalization and to North-South partnerships. Partnerships have reached a new level of maturity as universities focus on a smaller number of partners for greater impact. Exploring and operationalizing more opportunities for leveraging strengths among Canadian universities is being actively pursued.

In partnership with IDRC, AUCC will pursue an ongoing role to create opportunities to convene the higher education community to discuss strategies to manage and implement further efforts in internationalization. At the same time, AUCC will build on current findings and will work collaboratively with other partners to learn about and expand upon their experiences to ensure activities have an even broader impact.

It is anticipated that a future IDRC grant will focus on the theme of “New Models of North-South Partnerships.” It is apparent that Canadian universities’ North-South partnerships are increasingly multifaceted and involve a vast array of partners (e.g. Southern universities, professional associations, civil society organizations/non-governmental partners in Canada and in the South). Further, they often involve more than one country to widen the benefits of knowledge-sharing. As such, AUCC plans to research the characteristics and success factors of these new models of North-South partnership.

## Appendix A: Agenda



### Agenda

*Cardinal Points: How North-South Partnerships Support Internationalization Strategies*

February 2 and 3, 2010 • Grand Salon, Convention Level, Crowne Plaza Ottawa, 101 Lyon Street, Ottawa ON

*This symposium is supported by IDRC (International Development Research Centre).*

#### Purpose:

The AUCC Leaders' Symposium represents an opportunity for senior Canadian university representatives, as well as experts from university associations abroad and the Canadian non-governmental community, to gather and exchange views on the role of North-South partnerships in supporting Canadian universities' internationalization strategies. The symposium will feature new AUCC research, guest speakers from the South, plenary sessions and small group discussions to explore key issues, challenges and good practice in the conceptualization and implementation of the North-South dimension in Canadian universities' broader internationalization efforts. Further, exchange with relevant external stakeholders will support AUCC's ongoing promotion of the importance of North-South university partnerships in Canada's development cooperation and foreign policy agenda. Broadly speaking, the symposium is part of ongoing efforts to highlight the important contribution universities can make to Canadian foreign policy. This initiative is funded under AUCC's partnership grant with the International Development Research Centre.

The symposium will result in a "promising practice" guide summarizing global trends, current opportunities, issues, challenges and exemplary institutional initiatives surfaced by the case study research and the symposium discussions. The goal is to inform AUCC member institutions and other relevant stakeholders in policy development and implementation with regard to ensuring North-South partnerships (in all their dimensions – including research collaboration, curriculum development, student exchange, development projects, community outreach etc.) effectively support internationalization strategies at Canadian universities.

#### Monday, February 1, 2010

5 – 7 p.m. Networking Reception

Panorama room, Crowne Plaza Hotel

Keynote speaker: **Khalil Shariff**,  
CEO, Aga Khan Foundation Canada

#### Tuesday, February 2, 2010

8 a.m. Continental Breakfast

Grand Salon, Crowne Plaza Hotel, Ottawa

**"India's education reforms and the role of international collaboration with universities abroad"**

Keynote speaker: **Dr. Sukhadeo Thorat**, Chairman,  
University Grants Commission,  
New Delhi, India

9 a.m. Opening Remarks

**How North-South Partnerships Support Internationalization**

**Dr. David Turpin**, President and Vice-Chancellor of the University of Victoria, Chair of AUCC's Standing Advisory Committee on International Relations (SACIR)

**North-South University Partnerships: Innovation for Development**

**Dr. Rohinton Medhora**, Vice-President, Programs, International Development Research Centre (IDRC)

9:30 a.m. Health Break

10 a.m. The Global Landscape

- Chair: **Dr. Roy Culpeper**, President, The North-South Institute (NSI)

- **Paul Manger**, Head of Section for Global Cooperation, Norwegian Centre for International Cooperation in Higher Education (SIU)
- **Prof. Suzana Monteiro**, President, Forum of Brazilian Universities for International Affairs (FAUBAI)
- **Prof. Goolam T.G. Mohamedbhai**, Secretary-General, Association of African Universities (AAU)

12 p.m. Networking Lunch

Guest speaker: **His Excellency Paulo Cordeiro De Andrade Pinto**, Ambassador of Brazil to Canada

1:30 p.m. The Canadian Landscape: Trends and Key Issues

Chair: **Ann Weston**, Director, Special Initiatives Division, International Development Research Centre (IDRC)

**Paul Davidson**, President and CEO, Association of Universities and Colleges of Canada (highlights of AUCC's new research)

**Respondents:**

- **Dr. Alain Boutet**, Director, International Activities Office, Adjunct Professor International Development Studies, Saint Mary's University
- **Dr. Ted Hewitt**, Vice-President Research and International Relations, The University of Western Ontario
- **Dr. Sky McLaughlin**, Regional Manager/ Middle East and Africa, University of Alberta International, University of Alberta
- **Dr. James Anglin**, Director, Office of International Affairs and Adviser to the Provost, University of Victoria

3:00 p.m. Health Break

3:30 p.m. Creating Sustainable North-South Partnerships

Small group discussions on innovative collaboration between civil society partners and Canadian universities

- **Tim Kehoe**, Director, International Department, Federation of Canadian Municipalities (FCM)
- **Tom Tunney**, Senior Manager, University and College Programming, World University Service of Canada (WUSC)

- **George Roter**, Founder and President, Engineers Without Borders (EWB)
- **Paul Brennan**, Vice-President, International Partnerships, Association of Canadian Community Colleges (ACCC)

4:30 p.m. – 5:30 p.m. Report Back in Plenary on Range of Initiatives

## Wednesday, February 3, 2010

8 a.m. Continental Breakfast

### **“Building science and technology capacity in developing nations”**

Guest speaker: **Suzanne Corbeil**, Director, Global Outreach Initiative, Perimeter Institute for Theoretical Physics

9 a.m. Integrating a North-South Dimension: Key Organizational Factors

Chair: **Robert Sauder**, Director, Policy Research, Canadian International Development Agency (CIDA)

This session will engage four Canadian university institutional representatives to speak about their experiences with regard to integrating a North-South dimension into existing or planned internationalization strategies: choosing priorities and criteria for investing limited resources; implementation structures and resources; evaluation of progress; and sustainability. Key questions include: how to balance a top down vs. a bottom up approach (e.g centralized vs. decentralized strategy to promote buy-in); addressing risk management issues; core resources and critical mass of support needed.

**Respondents:**

- **Dr. John Hepburn**, Vice-President, Research and International, The University of British Columbia
- **Dr. Arja Vainio-Mattila**, Associate Dean, Faculty of Arts and Social Science, Huron University College
- **Sylvain St-Amand**, Director, International Relations Service, Université du Québec à Montréal
- **Pat Rodee**, Director, International Research and Development, Dalhousie University

10:30 a.m. Health Break

11:00 a.m. Success factors highlighted in AUCC's case study research

Three break-out small group discussions will be led by two university representatives from each of the case study institutions.

**Session 1: 11:00 a.m. – 12:15 p.m.**

- **University of Saskatchewan**, Leigh-Ellen Keating, Global Relations Coordinator, and Laurel O'Connor, Manager, International Research Office, and **Université de Sherbrooke**, Mario Laforest, Associate Vice-President, Director of International Relations
- **École Polytechnique de Montréal**, Line Dubé, Director, International Relations Office, and **Saint Mary's University**, Dr. Alain Boutet, Director, International Activities Office, Adjunct Professor, International Development Studies
- **University of Guelph**, Lynne Mitchell, Director, Centre for International Programs, and **University of Manitoba**, Dr. James Dean, Executive Director, Office of International Relations

12:15 p.m. Networking Lunch

Guest speaker: **James Otieno Jowi**, Coordinator, African Network for Internationalization of Education (ANIE)

1:45 p.m. Success factors highlighted in AUCC's case study research

Three break-out small group discussions will be led by two university representatives from each of the case study institutions.

**Session 2: 1:30 p.m. - 3:00 p.m.**

- **University of Saskatchewan**, Leigh-Ellen Keating, Global Relations Coordinator, and Laurel O'Connor, Manager, International Research Office, and **Université de Sherbrooke**, Mario Laforest, Associate Vice-President, Director of International Relations
- **École Polytechnique de Montréal**, Line Dubé, Director, International Relations Office, and **Saint Mary's University**, Dr. Alain Boutet, Director, International Activities Office, Adjunct Professor, International Development Studies

- **University of Guelph**, Lynne Mitchell, Director, Centre for International Programs, and **University of Manitoba**, Dr. James Dean, Executive Director, Office of International Relations

3 p.m. Health Break

3:30 p.m. Partners' Circle

An interview of the participants will help gather Southern partners' perspectives on what they have heard over the two days and their views on the needs of their constituencies, opportunities for Canadian universities to engage their communities and issues to be addressed for this engagement to occur in a fair, effective and mutually beneficial manner.

Interviewer: **Pari Johnston**, Director, International Relations, AUCC

**Respondents:**

**Prof. Goolam Mohamedbhai**, Secretary-General, Association of African Universities (AAU)

**Prof. Suzana Monteiro**, President, Forum of Brazilian Universities for International Affairs (FAUBAI)

**James Otieno Jowi**, Coordinator, the African Network for Internationalization of Education (ANIE)

4:30 p.m. - 5:00 p.m. Lessons Learned and Next Steps

**Margaux Béland**, Director, Partnership Programs, Association of Universities and Colleges of Canada (AUCC)

**Pari Johnston**, Director, International Relations, Association of Universities and Colleges of Canada (AUCC)

Closing Remarks

**Paul Davidson**, President and CEO, Association of Universities and Colleges of Canada (AUCC)

# Appendix B: List of participants for the Leaders' Symposium of February 2-3, 2010

## Leaders' Symposium Participants

*Cardinal Points: How North-South Partnerships Support Internationalization Strategies*

February 2 and 3, 2010 • Crowne Plaza, Ottawa ON

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