

REFRAMING THE FUTURE

A Strategy For
Student Talent
and Quality of Life



UNION ÉTUDIANTE
DU QUÉBEC

QUEBEC STUDENT
UNION



CASA
Canadian Alliance of
Student Associations

ACAE
Alliance canadienne des
associations étudiantes

Students From Across Canada Take Parliament Hill

Canadian Alliance of Student Associations

The Canadian Alliance of Student Associations (CASA) is a non-partisan, not-for-profit advocacy organization representing students at 25 student associations across the country. Through our partnership with the Union étudiante du Québec (UEQ), CASA represents 365 000 students across Canada. CASA advocates for accessible, affordable, innovative, and high-quality post-secondary education in Canada.

Union étudiante du Québec

The Union étudiante du Québec (UEQ) represents 94,000 students from 11 student associations across Quebec. The UEQ's mission is to defend the rights and interests of the student community, its members associations, and of their members, by promoting, protecting, and improving the conditions of students and those of local and international communities.

National Indigenous Advocacy Committee

The National Indigenous Advocacy Committee (NIAC) is a national advocacy body within CASA, composed of Indigenous students from across Turtle Island. This group represents Indigenous students' advocacy interests within CASA and believes that access to post-secondary education is an inherent treaty right, guaranteed under the Numbered Treaties (1871-1921)¹. NIAC's mission is to ensure Indigenous students are being given opportunities to enter and succeed in post-secondary, as well as advocating for increased action to meet the Truth & Reconciliation Commission's 94 calls to action.

CASA's policy development and advocacy are guided by the belief "Nothing for us, nothing without us", in that we will not undertake any policy without the full and direct participation of members impacted by that policy.

Executive Summary

Post-secondary students across the country have felt the full force of the COVID-19 pandemic, and are now facing intensifying cost of living pressures that have put additional strain on the affordability of post-secondary education. Given the current barriers to accessing financial aid and rising cost of living, students require the federal government's continued support to ensure they succeed.

The Canadian Alliance of Student Associations and the Quebec Student Union have developed a suite of recommendations that support Canadian students in addressing the rising costs of living while building a more innovative, accessible, and affordable post-secondary system. These improvements could dramatically improve conditions in Canada's labour market, enhance completion rates for students in a range of high-demand disciplines, and support Canadians in need.



Recommendations:

» Relieving Cost of Living Pressures on Students

Invest \$813.6 million annually to permanently set Canada Student Grant maximums at \$4,200 per year and maintain weekly loan maximums at \$300/week.

» Supporting On-Campus Student Mental Health

Invest \$500 million over 4 years to hire 1,200 new post-secondary counsellors across Canada to address the ongoing mental health crisis in Canada's post-secondary institutions.

» Unlocking Canada's Housing Supply

Unlock housing supply by investing \$3.25 billion dollars to support the addition of student-oriented units to be completed within six years.

» Increasing Indigenous Access to Post-Secondary

Increase investments to the Post-Secondary Student Support Program (PSSSP) and Métis and Inuit Post-Secondary Education Strategies to support Indigenous students in attending post-secondary education.

» Investing in the Future of Canada's Research & Development

Protect Canadian talent creation by increasing the value of Canada Graduate Scholarships and Post-Doctoral Fellowships by 50%, and doubling the number of these competitive research awards.

» Solving Today's Labour Market Needs

Permanently lift the limit on off-campus working hours for international students.

» Preserving Educational Fair Dealing

Preserve the current balanced approach to educational fair dealing to continue to support high-quality and affordable post-secondary education.

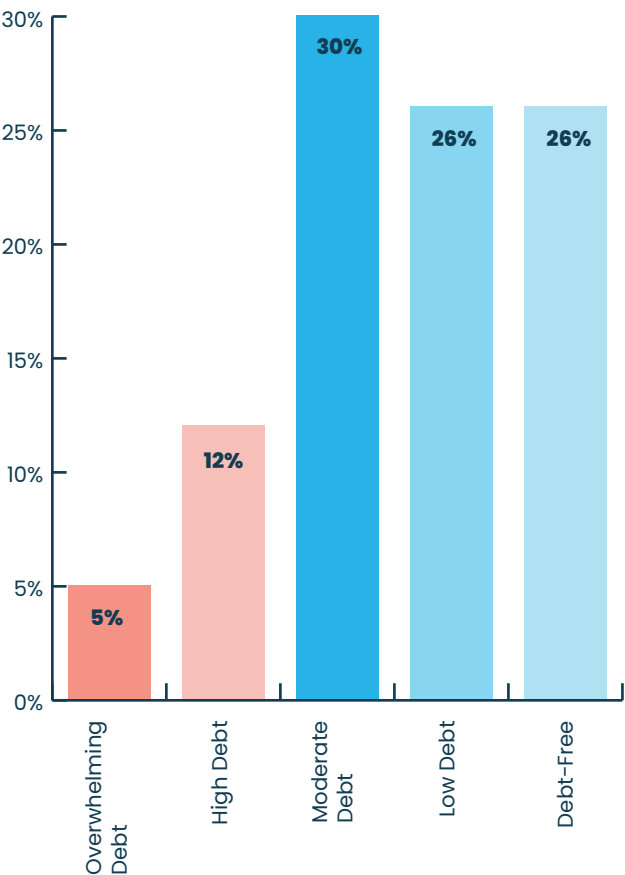
Relieving Cost of Living Pressures on Students

1. Maintaining investments in Canada Student Grants to support Canada’s next generation of working professionals.

CASA believes that an accessible and affordable post-secondary system in Canada is a fundamental ingredient for economic growth and equitable prosperity. All Canadians benefit from an education system where students with the desire to pursue post-secondary studies do not face any kind of barrier, financial or otherwise.

To create this ideal education system, it is important that the federal government play a role in ensuring that Canada’s next generation of working professionals are provided with adequate upfront funding to not only relieve the cost of living pressures they accumulate while they are pursuing their post-secondary education but also those they face upon graduation.

Figure 1 – Levels of Student Debt for Young Canadians in Post Secondary Education



Student expenses have increased sharply the past year, impacting rent (+46%), educational costs (4.2%), transit (5.4%), and groceries (+27%)². As a result, for the average Canadian post-secondary student, yearly expenses typically include: off-campus shared housing (\$9,265.08), transportation (\$2,144.40), books and supplies (\$4,300.80), and other living expenses (\$5,527.92)³.

In total, a Canadian post-secondary student can expect a total annual cost of living of \$21,238.20⁴, in addition to an average annual tuition of \$7,076 (undergraduate)⁵ or \$7,573 (graduate)⁶.

The rising cost of living has created a new reality for young Canadians: nearly half of all young Canadians find themselves burdened with moderate to high levels of debt⁷, with an additional two-thirds living paycheck to paycheck⁸. A further 2 in 3 students graduate with student debt, and nearly half finish their degree with over \$10,000 in debt owing⁹. Additionally, these heavy financial burdens often present significant barriers to accessing post-secondary education for many young Canadians.

“My dad works in Kenya and my mom doesn’t work,”. So I ended up having \$15,000 in loans that I did not know about. I’m just not comfortable with the idea of taking that [debt] for the rest of my life,”¹⁰

Samuel Bonne, University of Toronto

Source: CBC news, 2023

The Canada Student Financial Assistance (CSFA) Program is the federal government’s primary loan and grant funding method to assist low- and middle-income students to cover the costs of post-secondary education. The CSFA program plays a crucial role in expanding access to post-secondary education, especially for underrepresented groups.

According to the latest CFSA annual report, 60% of female students, 38% of mature students, 9% of student with disabilities, and 7% of indigenous learners were able to access post-secondary education through financial support provided through the program¹¹.

Since their inception in 2009-10, usage of Canada Student Grants (CSGs) has risen 84.3%¹², helping hundreds of thousands of college, polytechnic, and undergraduate students afford post-secondary education¹³. As a means-tested program that provides a return-on-investment of \$3.50 for every dollar invested¹⁴, the federal government has been able to effectively remove financial barriers and ensure equal opportunities for thousands of marginalized students across Canada.

Budget 2023's one-time investment of \$813.6 million into supporting student financial assistance needs to extend beyond one year to ensure long-term predictability of the CSFA program for students. **However, despite the growing student need, the federal government plans to further reduce Canada Student Grant maximums by 29% in 2024, which will cut access to over 16,000 low and middle income students^{15 16}**. This stands in direct opposition to the government's 2019 promise to permanently raise grant maximums from \$3,000 to \$4,200¹⁷.

Low- and middle-income students depend significantly on the current \$4,200 grant maximums, and will require increased levels of financial support in the following years as cost of living pressures continue to rise for the foreseeable future¹⁸. **While the student cost of**

living has risen 31.9% (graduates) and 30.6% (undergraduates) since 2019¹⁹, along with a 16% jump in inflation²⁰, Canadian students will be expected in the coming years to face these significantly rising costs with the same funding levels they received in 2019.

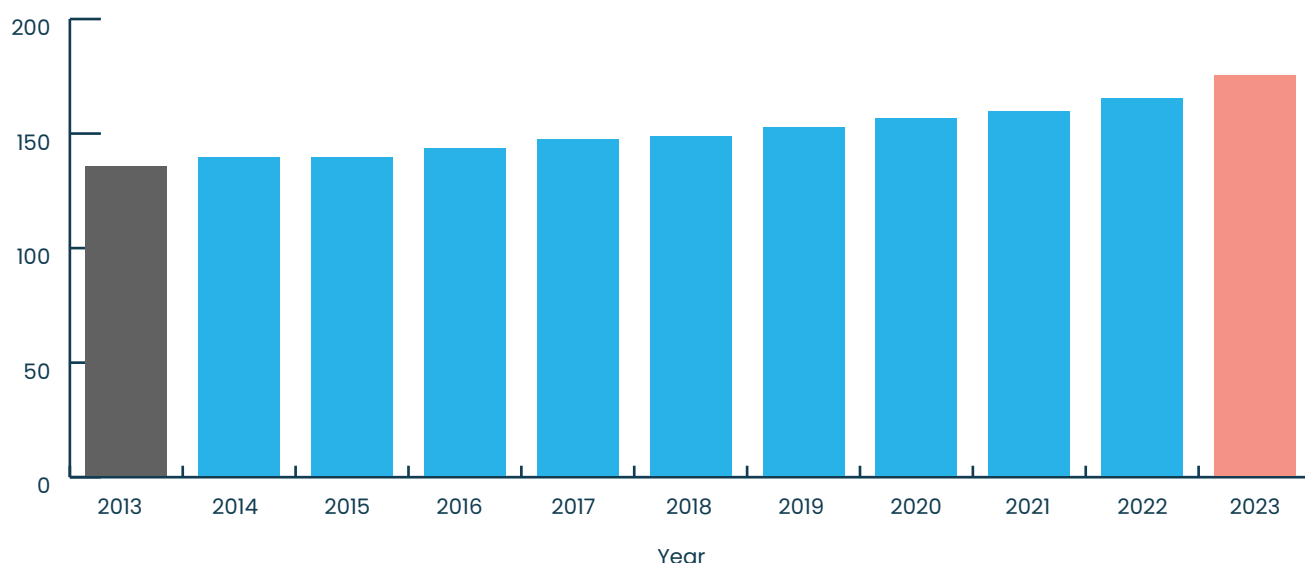
To ensure post-secondary education in Canada remains affordable, and therefore accessible to low- and middle-income students, keeping the CSG at \$4,200 will be critical. Canadian students are the future of this country^{21 22}: they will help build the houses we need, deliver healthcare services we lack, design the products we use, push Canadian innovation forward, and build tomorrow's families²³. However, they can only do this if they get the support they need now. It is important that the government keep its promise in its most-recent Speech from the Throne and continue to make "life more affordable" for the future drivers of the Canadian economy: post-secondary students²⁴.

If the current student funding level is not maintained, students will be in a worse position than they were pre-pandemic.

Maintaining grant maximums at \$4,200 and weekly loan maximums at \$300 under the CSFA demonstrates a commitment to stability, enabling students from all backgrounds to focus on their studies, knowing that consistent support will be available throughout their academic journey.

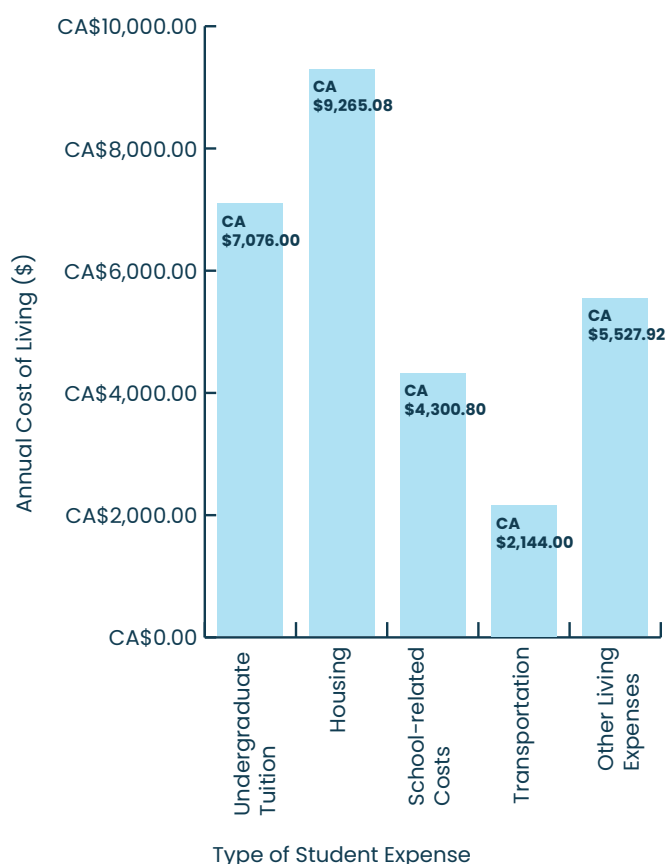
Recommendation #1: Invest \$813.6 million annually to permanently set Canada Student Grant maximums at \$4,200 per year, and maintain weekly loan maximums at \$300/week.

Figure 2 – Impact of Consumer Price Index on Rental Housing Costs in Canada by Year (2013 – 2023)



Source: Statistics Canada, 2023²⁵

Figure 3 – Average Annual Cost of Living for Undergraduate Domestic Students in Canada, by Category



NIAC Lens

Under the CSFA Program, Indigenous learners accounted for only 7% of those who received either loans or grants. The rising cost of living is especially difficult for Indigenous learners, who experience significant additional costs associated with attending post-secondary, including travel, technology, educational supplies, tuition, and childcare costs. For example, Indigenous learners pay 11% more for tuition, on average, than non-Indigenous students²⁶. In addition, half of First Nations women (aged 19-30) have children, along with a quarter of First Nations men²⁷. With the average cost of full-time childcare in Canada at \$7,790 per year, this can increase an Indigenous student with dependent's average cost of living by 12%²⁸.

As a result, this leads to much higher levels of student debt among Indigenous learners, with 2 in 5 Indigenous students (43%) reporting that Canada Student Loans are their primary source of post-secondary funding²⁹, and over half (54%) graduating with over \$10,000 in debt owing³⁰. Providing better access to Canada Student Grants is an effective way to support many Indigenous learners in accessing and thriving in post-secondary education.

In the spirit of TRC Call to Action #11, the federal government should commit to steady funding to increase the availability of non-repayable grants to Indigenous learners, which will significantly relieve the inflationary pressures they face, help address the current backlog of students needing funding, and better enable them to have the financial assistance they need to access post-secondary education.

Supporting On-Campus Student Mental Health

2. Supporting Student Health and Wellness Across Canadian Campuses

The long term impact of COVID-19 has significantly intensified the existing academic, financial, and emotional challenges that students face in post-secondary education. According to the Mental Health Commission of Canada, post-secondary students across Canada experienced high levels of social isolation (83%), financial distress (64%), and loneliness (61%)³¹ during the pandemic. Over the past year, the majority of post-secondary students across Canada experienced worsening pre-existing mental health challenges (74%) or new mental health struggles (61%)³².

increasingly turned to mental health services, with nearly half of all students (44%) reporting they accessed counselling services in the past year³⁵. However, there are significant barriers to accessing these supports, including lack of quality services, wait times, and stigma³⁶. In fact, post-secondary students identified wait times as the highest ranked barrier to accessing on-campus mental health supports in 2022³⁷.

71% of LGBTQ+ students reported wait times their #1 barrier to services, and 74% of students living with disabilities reported wait times their #1 barrier to services

Furthermore, these barriers disproportionately affect students identifying as a visible minority, 2SLGBTQ+, Indigenous, and those with a pre-existing mental illness or disability³⁸. 71% of LGBTQ+ students, along with three-quarters of students living with a disability, identified wait times as the top barrier preventing them from accessing mental health supports in the past year³⁹. As a result, 1 in 3 students were interested but unable to access an on-campus counsellor in the 2022-23 academic year⁴⁰

In 2023, a third of students rated their mental health as poor, with disadvantaged groups reporting much higher rates of negative mental health, including LGBTQ+ students (44%), students living with a disability (49%), students under 20 years old (43%), and female students (41%)³³.

"I haven't really received a lot of support from administration or anything, so that's something that I do kind of yearn for the most"

Noor-UI Ain, University of Calgary
Kinesiology student

Source: CBC News, 2023³⁴

To cope with these challenges, students have

Figure 4 – Proportion of Students Reporting Worsened Mental Health Challenges (2022)

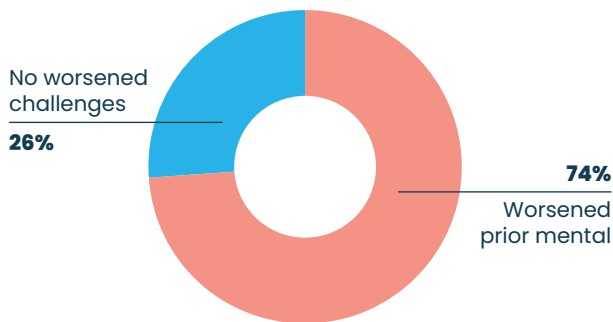


Figure 5 – Proportion of Students Reporting New Mental Health Challenges Over Past Year (2022)

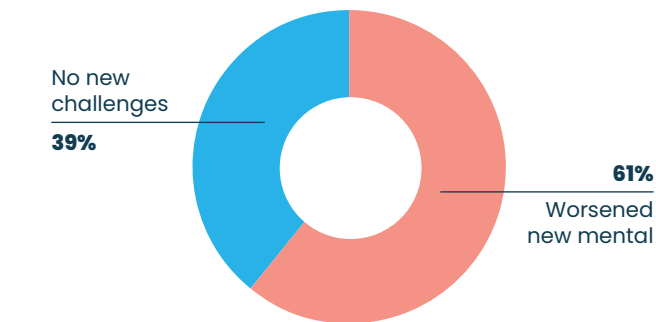
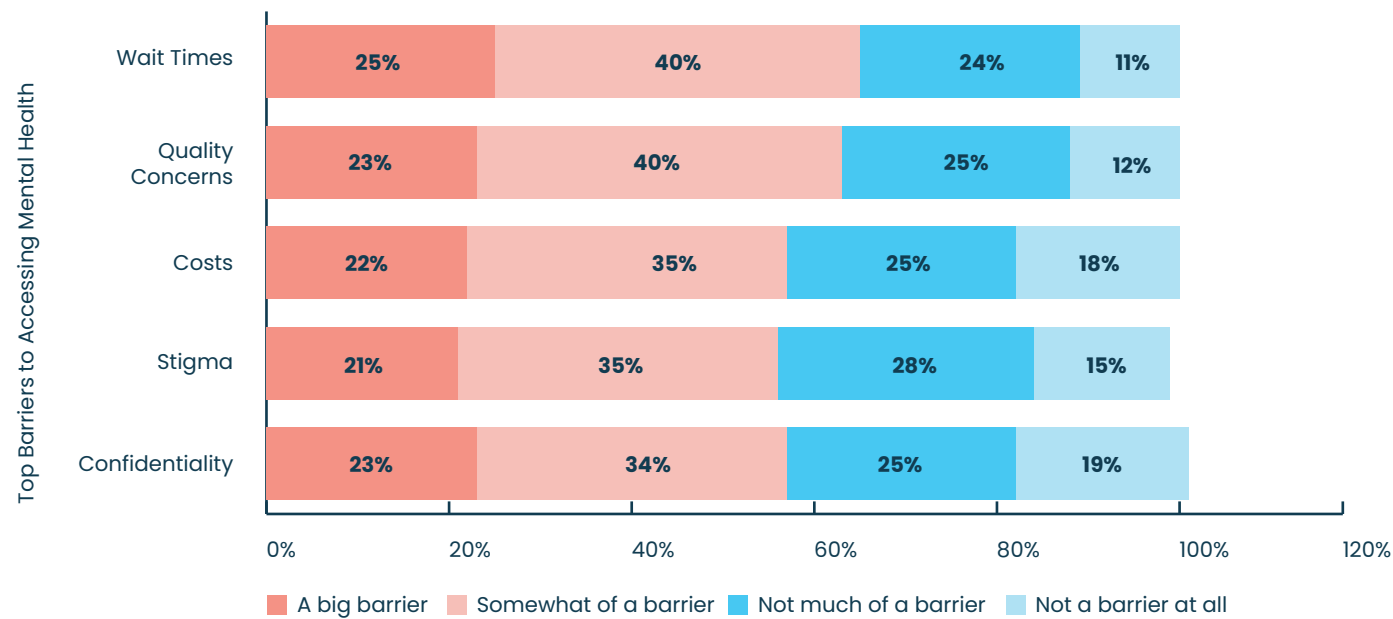


Figure 6– Student-Identified Barriers to Accessing Mental Health Services Offered by Post-Secondary Institutions



Source: Abacus Data, 2023⁴¹

In recent years, the federal government has acknowledged the urgent need to address mental health across post-secondary campuses. In 2021, the Government of Canada promised a new mental health transfer of \$500 million over four years to increase access to mental health services across post-secondary campuses, including the hiring of 1,200 mental health counsellors^{41 42}. Furthermore, the Minister of Mental Health and Addictions’ mandate letter calls for a new student mental health fund dedicated to improving campus mental health⁴³.

However, since 2021, this mandate letter commitment to create a new student mental health fund remains unfulfilled⁴⁵. Lack of action on this commitment by the federal government is inevitably affecting student health and well-being as well as costing student lives. With three-quarters of students reporting struggles with mental health during their post-secondary studies, this amounts to over 1.4 million students nationally who are impacted by this unfulfilled commitment^{46 47}.

Given that three quarters of all mental illnesses are diagnosed between the ages of 16–24, it is essential to effectively address these concerns directly at the post-secondary level. It is imperative that students can access the support they need as soon as possible, as the mental health concerns that have arisen over the past year will continue to negatively impact student academics, health, and future outcomes⁴⁸. The federal government needs to act on its commitment to create a new \$500 million student mental health fund over 4 years^{49 50} to help address the ongoing student mental health crisis.⁵¹

“Student mental health is one area where immediate additional attention is needed, as the supports available in schools may not be sufficient for students that require intensive interventions,”

Dr. Eileen de Villa, Toronto medical officer of health,

Source: Toronto Star, 2023⁴⁴

Recommendation #2: Invest \$500 million over 4 years to hire 1,200 new post-secondary counsellors across Canada to address the ongoing mental health crisis in Canada’s post-secondary institutions.

NIAC Lens

Cost of living impacts over the past year have disproportionately worsened mental health outcomes that Indigenous students have been experiencing for decades, as the result of a wide range of factors rooted in Canada's colonial history, including racism, marginalisation, and poverty⁵². Indigenous learners continue to face significant mental health disparities in post-secondary education compared with non-Indigenous students, including higher levels of stress (41%), anxiety (40%), and negative mental health (60%)⁵³, and are five to six times more likely to commit suicide⁵⁴.

Lack of available, culturally-relevant mental health supports have not only cut off Indigenous students from cultural and traditional practices and community support systems⁵⁵, but have been significantly disrupted by lack of funding for culturally-sensitive mental health services.

In the spirit of TRC Call to Action #63, the new mental health transfer must fund Indigenous traditional, trauma-informed, and culturally-appropriate mental health services and healing practices that have demonstrated benefits for improving Indigenous student outcomes.

Unlocking Canada's Housing Supply

3. Building On-Campus Residences to Relieve Pressure on Canada's Strained Housing Market

Accessible, affordable housing is critical for student success and improving life outcomes. However, thousands of Canadian students continue to face dire housing situations. This case was shown in summer 2022, when thousands of students nationwide were unable to secure housing before their studies began⁵⁶⁵⁷, resulting in the University of Prince Edward Island (UPEI) asking students to defer their studies.⁵⁸

Post-secondary students are one of the most vulnerable groups to financial housing challenges. **Of the 1.3 million students currently in the private rental market, three-quarters report spending 30% or more of their income towards housing costs, and pay, on average, 25% higher rents than all other Canadian households.**⁵⁹ Amidst these financial pressures, the need to adjust monthly budgets due to housing expenses has become an unfortunate reality for most young Canadians.⁶⁰ A resounding 89% of young Canadians emphasize that ensuring housing affordability should be a top priority for the federal government⁶¹. Abacus Data reports a significant 4 out of 5 young Canadians express their unease about housing affordability, while 62% have

seen their concerns intensify in recent months.⁶² They further report having to make financial adjustments to food and groceries (68%), emergency savings (57%), investments (49%), and debt payments (51%).⁶³ As a result, students often accept inadequate housing out of desperation to complete their education which may exacerbate existing mental and physical health challenges, as well as impact students' ability to feed themselves. As the Canadian Mental Health Association notes, "when a person has adequate housing they experience fewer health problems and are able to devote more of their income to adequately feed themselves and their family."⁶⁴

"The average rent for all property types across Canada in September 2023 was \$2,149 per month, representing an annual increase of 11.1%."⁶⁵

According to the Canada Mortgage and Housing Corporation's Deputy Chief Economist, Aled ab Iorwerth, "We need to think of housing as a system. All parts of it need to be strengthened together because problems in one area affect another."⁶⁶

Figure 7 – Average Monthly Rental Costs for 1 Bedroom Apartments in Canada, by City



Due to a lack of purpose-built student housing relative to the size of Canada's student population, students are living in housing environments that were designed for other populations - including homeless shelters⁶⁷, and single, detached family homes, where they live beyond their means - not out of greed, but out of lack of choice. Creating housing designed and designated for students unlocks existing housing options for other Canadians across the housing continuum, while embracing the environmental benefits of new, efficient construction and density.

In response to current housing challenges, UPEI constructed a new residence in 2023 costing approximately \$60 million and creating 376 beds.⁶⁸ However, at roughly \$160,000 per bed, the cost is prohibitive for post-secondary institutions without support. The federal government can address institutional hesitance directly. It has an infrastructure relationship with Canada's post-secondary institutions, long established through the Post-Secondary Institutions Strategic Investment Fund and its predecessors.⁶⁹

In light of the housing crisis, and limited options for the federal government to influence housing supply, CASA calls on the federal government to support

institutions through direct cash transfers for eligible projects completed before 2031. Eligible projects would be institution-built units, or student-oriented units built and owned by co-operatives or non-profits. We call on funded projects to provide at least 80 square feet per occupant meet student-relevant liveability standards, with maximum increases in rental price each year^{70 71}. Additionally, CASA calls for up to 15% of these funds to be made available for residence retrofits that do not decrease the number of student beds, to recognize those institutions that have taken housing leadership in the past.

Through adding much-needed, specialized new construction that is both more dense and at a lower cost than family-oriented housing, Canada can continue action on its emissions reduction targets. Simultaneously, by inducing post-secondary institutions' investment in housing in their local communities, the Government of Canada is poised not only to improve the living situations of students, but to relieve pressure on Canadian rental markets.

Recommendation #3: Unlock housing supply by investing \$3.25 billion dollars to support the addition of student-oriented units to be completed within six years.

NIAC Lens

Indigenous students face a number of unique barriers entering the housing market. Firstly, Indigenous peoples are more likely to live in crowded dwellings and in a dwelling in need of major repairs⁷². Secondly, Indigenous learners are more likely to travel long distances to access educational opportunities outside of their home communities, and therefore require access to affordable housing options near their campuses.⁷³ Lastly, Indigenous learners are more likely to have children than non-Indigenous learners,⁷⁴ and as such, most university residences are unsuitable living situations for the number of Indigenous learners with children and families.

Indigenous housing has only recently been recognized as a top priority for the federal government. In fact, housing itself is not mentioned in the Truth and Reconciliation Commission's Calls to Action⁷⁵. While recent efforts have been made to engage on this issue with the Urban, Rural and Northern Indigenous Housing Strategy,⁷⁶ the lack of quality, affordable housing options continues to have a significant impact on Indigenous peoples. This lack of affordable housing leads to higher rates of illness, safety issues, lower mental health outcomes, and poorer educational attainment rates⁷⁷.

Furthermore, Indigenous peoples face institutionalized discrimination when seeking housing options. For example, Indigenous women are more likely than non-Indigenous women to experience discrimination from landlords when seeking rental housing options, including eviction without notice, unreasonable rent increases, and rental refusal based on ancestry⁷⁸. 44% of Indigenous women experience discrimination from a landlord when trying to rent, which 27% when accessing shelter/transition services⁷⁹.

It is essential that Canada's National Housing Strategy (NHS) and other housing strategies take into consideration Indigenous perspectives, and generate specific Indigenous student housing options to address their unique needs.

Increasing Indigenous Access to Post-Secondary

4. Taking Real Action Towards Reconciliation Through Effective Funding Supports for Indigenous Learners

The Indigenous population is the fastest-growing segment of the Canadian population⁸⁰. Since 2006, the Indigenous population has grown 29.4%⁸¹, nearly four times the rate of the non-Indigenous population⁸², and is projected to grow by 36% between now and 2041⁸³. Currently 130,000 Indigenous individuals from the ages of 17 to 51 are eligible to attend post-secondary education in Canada this year alone⁸⁴.

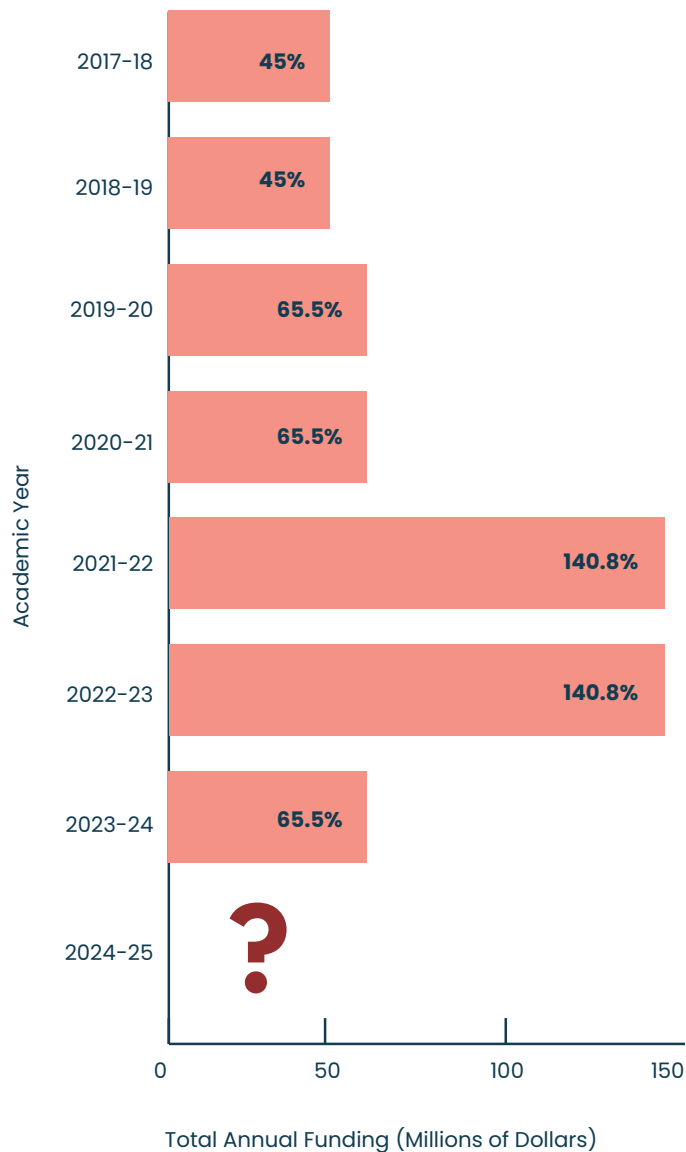
Despite this rapid growth in demand for post-secondary access, federal funding for Indigenous post-secondary education has not kept pace⁸⁵. **The Post-Secondary Student Support Program (PSSSP) comprises 93% of all federal funding to Indigenous students, yet, the program funds less than half (43%) of the 54,805 First Nations students enrolled in post-secondary**^{86 87}⁸⁸. According to 2023 Abacus Data survey results, only 7% of students received funds through the PSSSP program⁸⁹. Though PSSSP funding levels were expanded in Budget 2019, they are set to expire in 2024^{90 91}. **Currently, PSSSP only provides on average \$2,695 per student, the equivalent of one month's rent in Toronto⁹², and less than a fifth of the average annual tuition for Indigenous students (\$15,753.96).**⁹³ According to the Assembly of First Nations: "The demand for student funding far exceeds the money that First Nations receive to support members who wish to attend post-secondary."⁹⁴

Similarly, the Métis Nation Post-Secondary Education Strategy and Inuit Post-Secondary Education Strategy provide funding to help Métis and Inuit students access higher education, providing \$76.2 million^{95 96} and \$34.35 million⁹⁷ per year, respectively. However, with approximately 16,296 Inuit learners and 133,583 Métis learners (age 20 to 34) eligible to attend post-secondary education, only a small percentage of Métis (2.85%) and Inuit (10.5%) students ever receive funding through these programs^{98 99}.

In addition to a lack of available federal funding, Indigenous learners face a much higher cost of living, paying an average of \$29,115.18 per year for post-secondary education¹⁰⁰. As mentioned previously, Indigenous learners also face unique

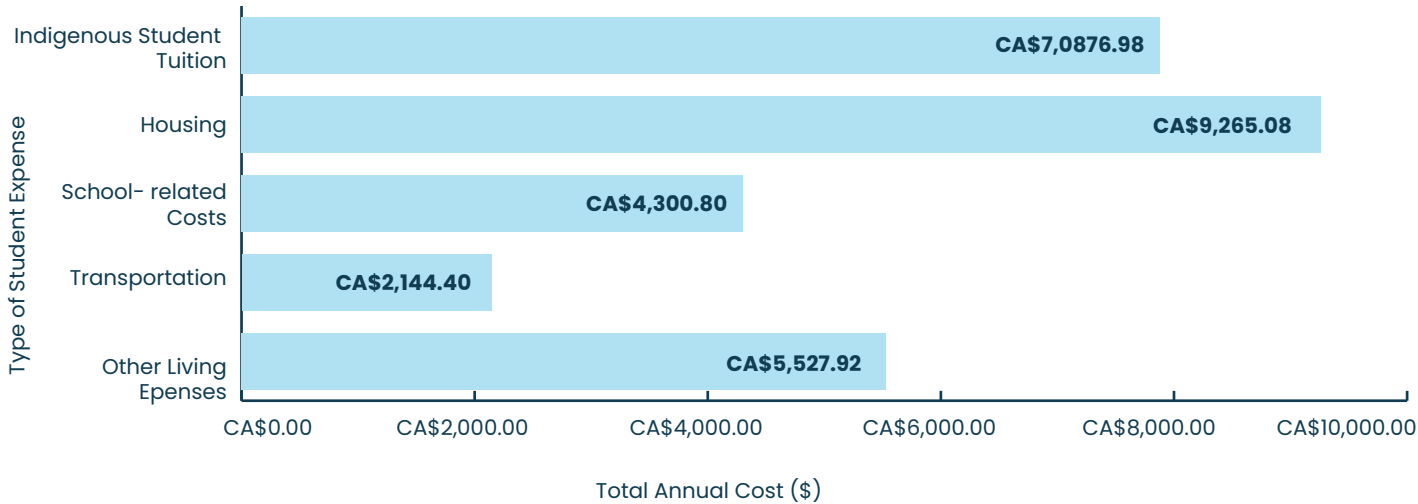
costs associated with attending post-secondary, including travel and accommodation expenses, mental health supports, and childcare^{101 102}. For example, half of First Nations women (aged 19-30) have children, along with a quarter of First Nations men¹⁰³. In Canada, parents pay \$7,790 per year for full-time childcare for children aged 0 to 5, which alone could increase an Indigenous student's average cost of living by 12%¹⁰⁴.

Figure 8 - Total Annual PSSP Funding (Millions of Dollars) per Year



Source: Abacus Data, 2023¹⁰⁵

Figure 9 – Cost Of Post-Secondary Education For Indigenous Students In Canad, By Category



Source: Abacus Data, 2023¹⁰⁶

As a result, Indigenous learners are significantly underrepresented in post-secondary institutions across the country^{107 108}. According to Statistics Canada, only 53% of Indigenous individuals (aged 25 and above) earned a post-secondary certificate¹⁰⁹, compared with three-quarters of non-Indigenous individuals (73%)^{110 111}. Furthermore, the educational gap widens when comparing rates of university degree completion. Rates of earning a Bachelor’s degree or higher are much lower for Indigenous groups, as shown in First Nations (9%)¹¹², Métis (12.6%)¹¹³, and Inuit (4.8%)¹¹⁴ populations, compared with 27.4% of the non-Indigenous total Canadian population¹¹⁵.

the educational gap between Indigenous and non-Indigenous peoples in Canada, the federal government must follow the Truth & Reconciliation Commission’s Call to Action #11 and provide adequate federal funding to end the backlog of Indigenous students seeking post-secondary education

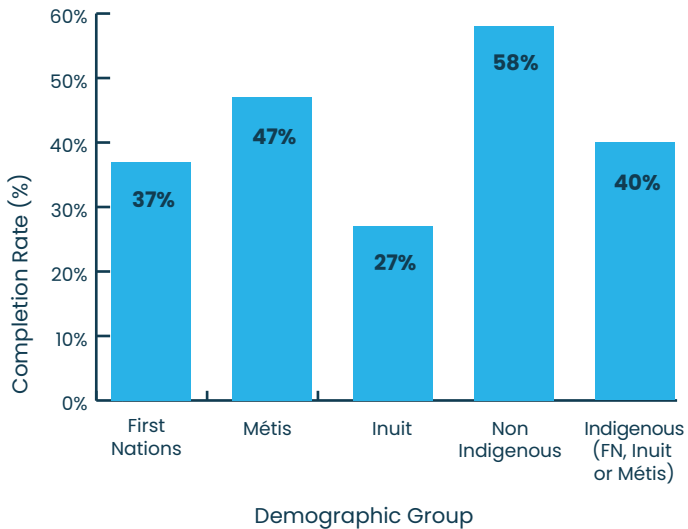
Recommendation #4: Increase investments to the Post-Secondary Student Support Program (PSSSP) and Métis and Inuit Post-Secondary Education Strategies to support Indigenous students in attending post-secondary education.

“Currently, the PSSSP only provides an average of \$2,695 per student¹¹⁶, the equivalent of one month’s rent in Toronto¹¹⁷, and less than a fifth of the average annual tuition for Indigenous students (\$15,753.96).”¹¹⁸

Indigenous Services Canada cites that these significant educational gaps are due to “...a history of colonial assimilation practices, chronic underfunding, and inadequate education systems.”¹¹⁹ which needs to be addressed by ensuring “adequate, predictable, sustainable and equitable funding and resources to support strong student outcomes.”¹²⁰

Access to post-secondary opportunities is a treaty responsibility that the federal government must uphold for Indigenous learners, as outlined in the Numbered Treaties of 1871-1921¹²¹. In order to close

Figure 10 – Post Secondary Completion Rates in Canada, by Demographic Group



Source: Statistics Canada, 2023¹²²

Investing in the Future of Canada's Research & Development

5. Investing in graduate student awards to retain the next generation of top researchers, problem solvers, and entrepreneurs

Canada's innovation strategy aims to make Canada a world-leading centre for innovation by leveraging its top talent¹²³. **Graduate student researchers are a strong driver behind Canada's success so far, generating \$16 billion in research and development (R&D) at Canadian universities¹²⁴, representing 40% of total national R&D^{125 126 127 128 129}.**

One of the most effective support mechanisms for Canada's 279,021¹³⁰ graduate student researchers are the Tri-Agencies awards, namely the Canada Graduate Scholarships (CGS)^{131 132 133 134}. Unfortunately, only 2% of student applicants¹³⁵ (4,500 total) are awarded these scholarships each year, providing funding to less than 1 in 50 students^{136 137 138}. Additionally, the value of the Tri-Agency Canada Graduate Scholarships, \$17,500 for Master's students (CGS–Master's)¹³⁹ and \$35,000 for PhD students (CGS–Doctoral),¹⁴⁰ have not changed since 2003^{141 142}, despite inflation rising 54% over this period¹⁴³.

Currently, domestic graduate students face a much higher average annual cost of living (\$28,811.20) than undergraduates¹⁴⁴. Not only do they pay 12% more in tuition fees¹⁴⁵, but graduate students are more likely to graduate with higher levels of student debt^{146 147} and to have additional costs due to family responsibilities. Nearly 1 in 5 graduate students are currently raising families^{148 149}, with the majority (57.7%) reporting their financial situation is either "tight" or

"struggling"¹⁵⁰. Despite high costs associated with graduate-level research, many graduate students do not either have the capacity to take on additional work to finance their studies or do not have permission to work outside of their program^{151 152}.

Without access to effective funding supports or alternative sources of income, the vast majority of Canada's graduate students live below the poverty line, especially those fully reliant on Tri-Agency scholarships .

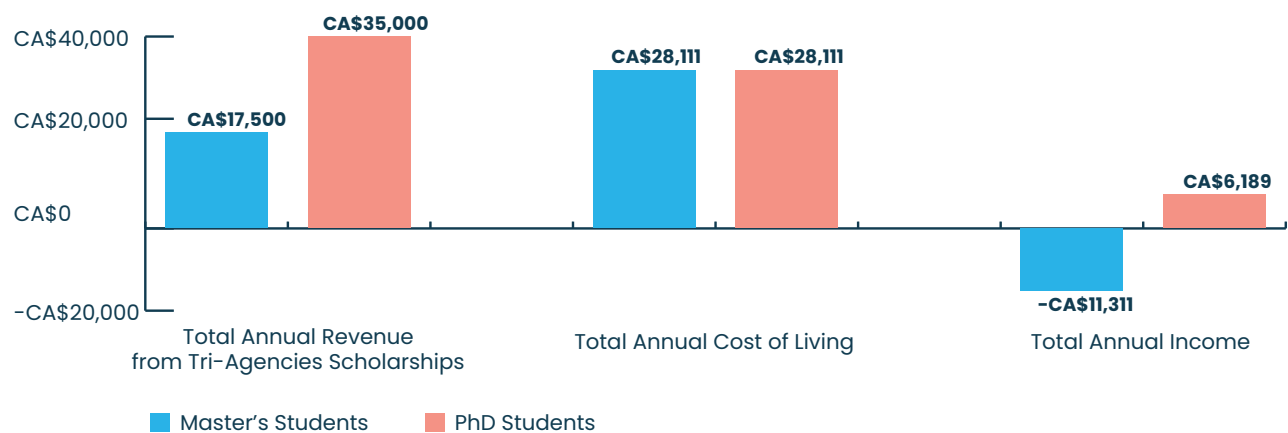
"There's just this feeling of generalized anxiety. Sometimes you are trying to make ends meet, or you're trying to decide between groceries and other things."

Jessica Reid, Master's student, studying Fish Ecology at Carleton University,

Source: CBC News, 2023¹⁵³

For the two-thirds of graduate students who instead rely on stipends directly funded by their supervisor¹⁵⁴, students earn an average annual revenue of \$23,750 (PhD) and \$16,550.33 (Master's)^{155 156}, well below the national low-income threshold of \$25,252 for a single-adult household.^{157 158} **Poverty should not be a prerequisite to produce cutting-edge research, yet even those who receive doctoral awards (\$35,000 per year) earn far below the poverty line for all Census Metropolitan Areas¹⁵⁹.**

Figure 11 – Financial Challenges for Graduate Students Receiving Tri-Agency Awards in Canada (2023)



For those who do receive them, Tri-Agencies awards have an incredible impact in helping graduate students generate research and innovation across Canada. Not only do Tri-Agencies awards set the precedent for the size of stipends that supervisors, departments and institutions decide to pay Canada’s graduate students, but they actively support Canada’s graduate students in their efforts to generate cutting-edge research in Canada.

For those who do receive Tri-Council Agencies, approximately two-thirds of academics continue to live and work in Canada, conducting research in medicine, technology, and other innovative fields¹⁶¹. However, without opportunities to access funding support, Canada’s top talent will select other OECD countries to generate their research ideas.

“We have to pay rent, we have to pay tuition, and we have to pay groceries and clothing and so on. So it’s almost impossible to continue with this. We are on the poverty line right now.”

Luis Ramirez, Master’s student studying physics at Simon Fraser University,

Source: CBC News, 2023 ¹⁶⁰

For example, among the first 10 recipients of the CGS-M and CGS-D for both SSHRC and NSERC in 2022, there were:






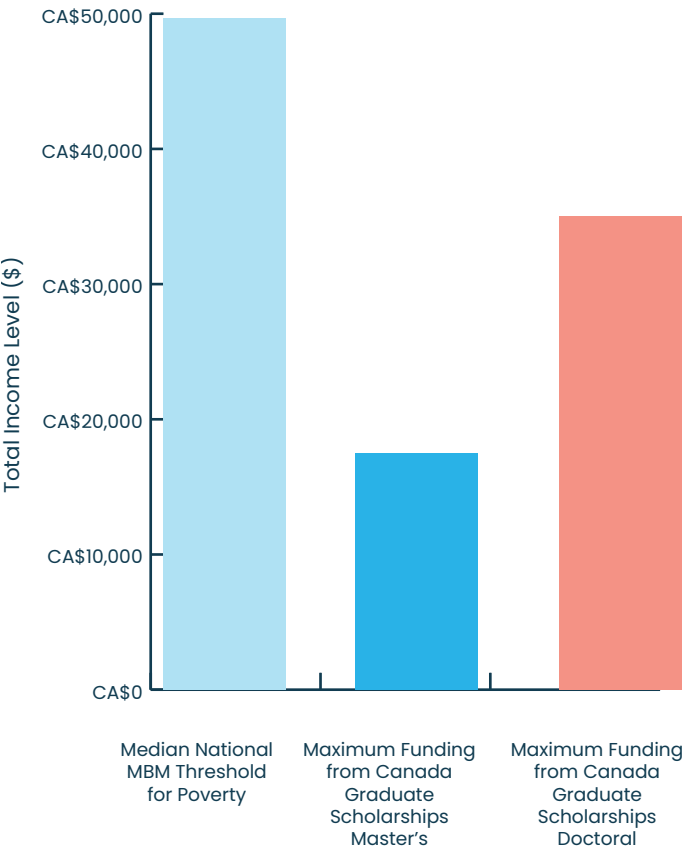
-  3 patent-holders holding 10 patents in nanotechnology, Alzheimer’s treatment, and biochemistry;
-  13 Senior Directors and Managers at Canadian companies, with 3 serving as company CEO or founder;
-  Senior or principal engineers at multiple companies, including multiple current or former aerospace R&D roles, as well as senior analytics managers
-  Multiple Canadian government research scientists, as well as other government employees in the policy field;
-  An accomplished composer who won 4 SOCAN awards after being funded to pursue music composition at the PhD level;

Figure 12 – Graduate Student Income from Tri-Agency Scholarship Amounts Compared with the National Market Basket Measure (MBM) Threshold for Poverty



As science and innovation increasingly contribute to Canada’s global reputation, the federal government needs to ensure that its research top talent is effectively supported by increasing the value and doubling the number of Tri-Agency scholarships awarded^{162 163 164}.

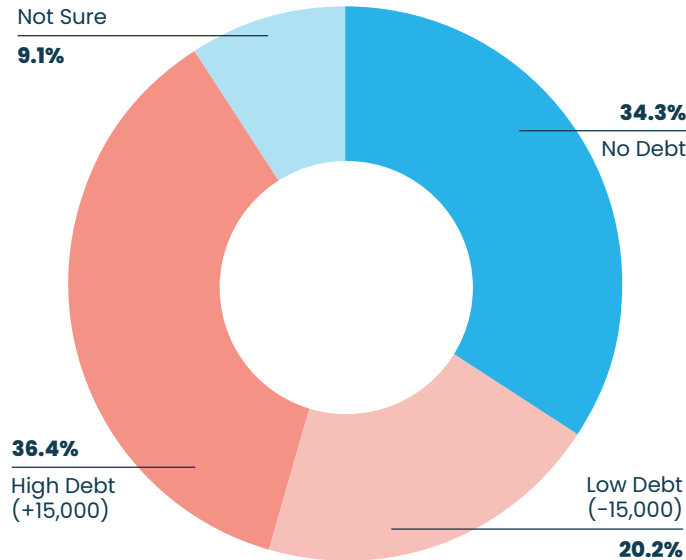
“We’re losing amazing talent who could be responsible for the next big scientific breakthroughs and discoveries, help us through the next pandemic and help us figure out climate change. These people are leaving.”

Nancy Forde, Biophysics Professor and Graduate Chair, Simon Fraser University,

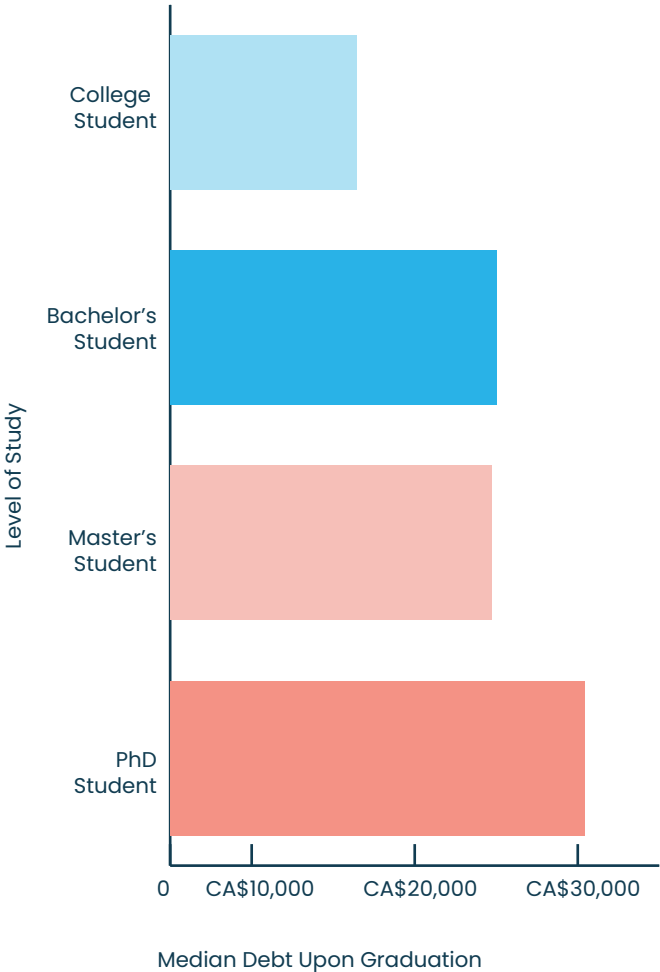
Source: CBC News, 2023 ¹⁶⁵

These awards and the top talent they generate will ensure Canada remains ready to generate intellectual property, support research in the private sector, tackle climate change, and to address the needs of a changing labour and changing world.

Debt Expected at Graduation for Graduate Students (2023)



Median Debt Upon Graduation by Level of Study



“Feeling like you can’t thrive or you just don’t have the resources to stay in this field is definitely going to dampen Canada’s research ability in the coming years,”

Jessica Reid, Master’s student, studying Fish Ecology at Carleton University,

Source: CBC News, 2023 ¹⁶⁶

Recommendation #5: Protect Canadian talent creation by increasing the value of Canada Graduate Scholarships and Post-Doctoral Fellowships by 50%, and doubling the number of these competitive research awards.

NIAC Lens

Research is an essential expression of the Indigenous right to establish and control Indigenous education and identity. It is also essential to developing evidence-based and culturally-relevant policies that directly impact Indigenous concerns.

However, Indigenous researchers have traditionally been excluded from receiving Tri-Agencies scholarship awards, partly due to lack of Indigenous representation on Tri-Agencies governing councils, as well as restrictive criteria that is exclusionary to Indigenous ways of knowing, which results in Indigenous researchers being awarded research funding less often¹⁶⁷. Currently, only 2.1% of all Indigenous graduate student applicants receive an award for the Canada Graduate Scholarships - Master's (CGS-M)¹⁶⁸. Furthermore, research from Laframboise et al, 2023, demonstrates that Indigenous peoples along with other disadvantaged groups are more likely to lack representation among those who receive Tri-Agency scholarships¹⁶⁹.

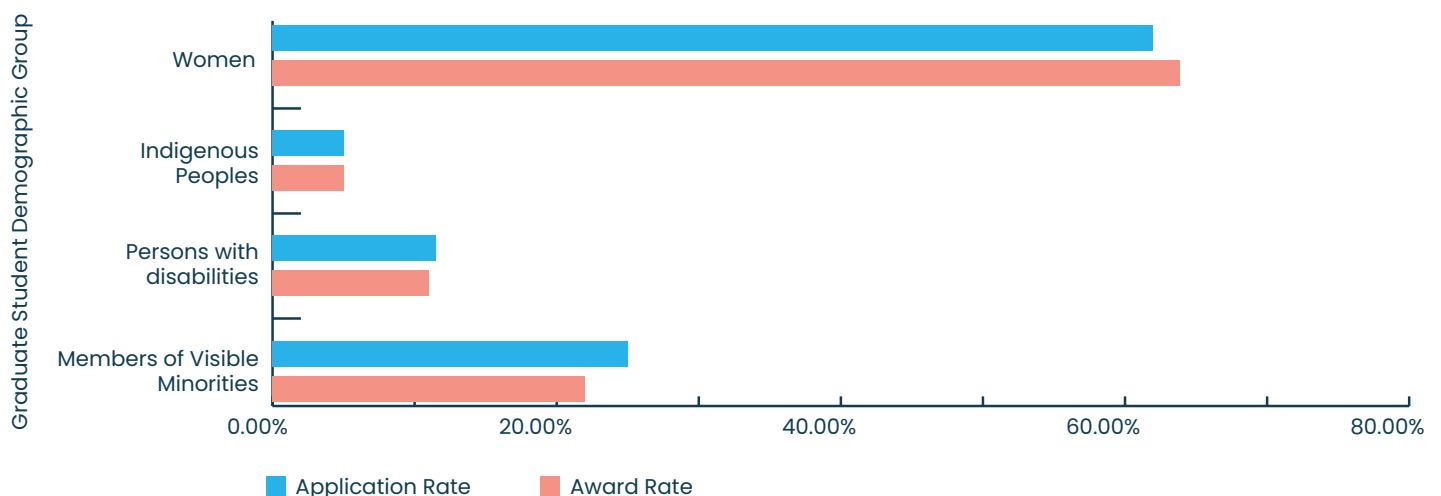
Of the total 181,410 First Nations individuals with a post-secondary credential, approximately 11,625 (6%) have a graduate degree (Master's, PhD, or post-doctorate)¹⁷⁰. Of the 54,805 First Nations individuals currently enrolled in post-secondary, approximately 3,288 students are enrolled in graduate programs¹⁷¹.

However, according to Statistics Canada, less than half (45.2%) of these 3,288 First Nations graduate students receive PSSSP funding¹⁷². Of those who submit applications, only approximately 2.7% receive Tri-Agency awards or 89 Indigenous graduate students per year¹⁷³.

Without access to consistent federal grants or research scholarships, 48% of these Indigenous graduate students take on student debt, with the average graduate student graduating with an average debt of \$28,000 (Master's) or \$33,000 (PhD).

It is essential that the Tri-Agencies increase the value and number of graduate scholarships to support Indigenous graduate students seeking to generate Indigenous Research that can benefit Indigenous culture, communities, and policies.

Figure 13 – Summary of Application and Award Rates for the Tri-Agency Canada Graduate Scholarships – Master's (CGS-M)



Solving Today's Labour Market Needs

6. Permanently Increasing Off-Campus International Student Working Hours

For more than twenty years, the number of international students enrolled in Canadian post-secondary institutions has grown rapidly, nearly tripling in the past decade alone¹⁷⁴, while domestic enrolments have gradually decreased since 2012¹⁷⁵¹⁷⁶. Currently, international students now account for 17.6% of all university enrolments and 22% of all college enrolments in Canada¹⁷⁷, nearly triple the proportion of all post-secondary students in 2010¹⁷⁸. While international student enrolments did decline in 2020 with the onset of the COVID-19 pandemic, they have since recovered, with Canada set to welcome a record number of international students in 2024¹⁷⁹.

This persistent interest is due to a variety of factors unique to our country, including the quality of Canadian post-secondary education and targeted recruitment programs¹⁸⁰¹⁸¹.

Despite higher tuition fees, which are nearly five times more than what domestic students pay¹⁸², international students have continued to seek out Canada as a high-quality study destination¹⁸³¹⁸⁴. As shown in Figure 15, international students ranked quality of Canadian education as their top reason for studying in Canada, followed by quality of living, and post-graduation opportunities¹⁸⁵.

More than that, 93% of current international students hope to work and contribute to the Canadian economy after graduation¹⁸⁶¹⁸⁷.

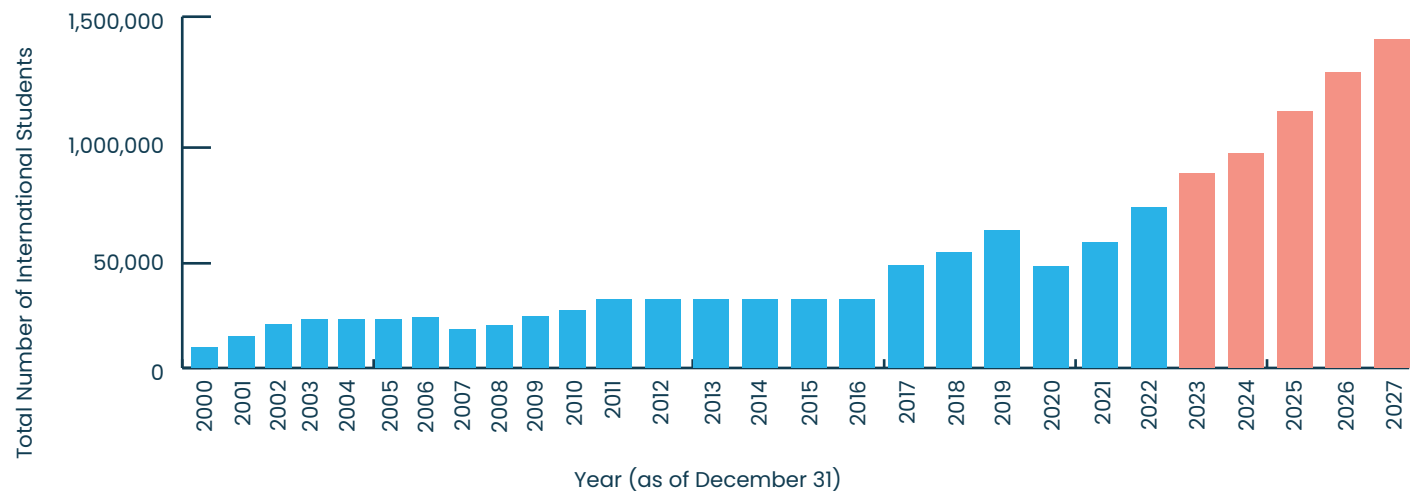
International students contribute \$23.5 billion to Canada's GDP, and support over 170,000 jobs, according to Immigration, Refugees, and Citizenship Canada's 2022 Report to Parliament¹⁸⁸. Notwithstanding their immense cultural value and economic potential, and in spite of paying higher fees, international students are often locked out of some of the most valuable aspects of their Canadian education, including opportunities for gaining valuable Canadian work experience.

"I do plan to stay in the country if I qualify for permanent residence in Canada as I can see the future for myself here in Canada, and getting permanent employment."

International College student, New Brunswick, enrolled 1 to 2 years – Source: Abacus Data, 2023

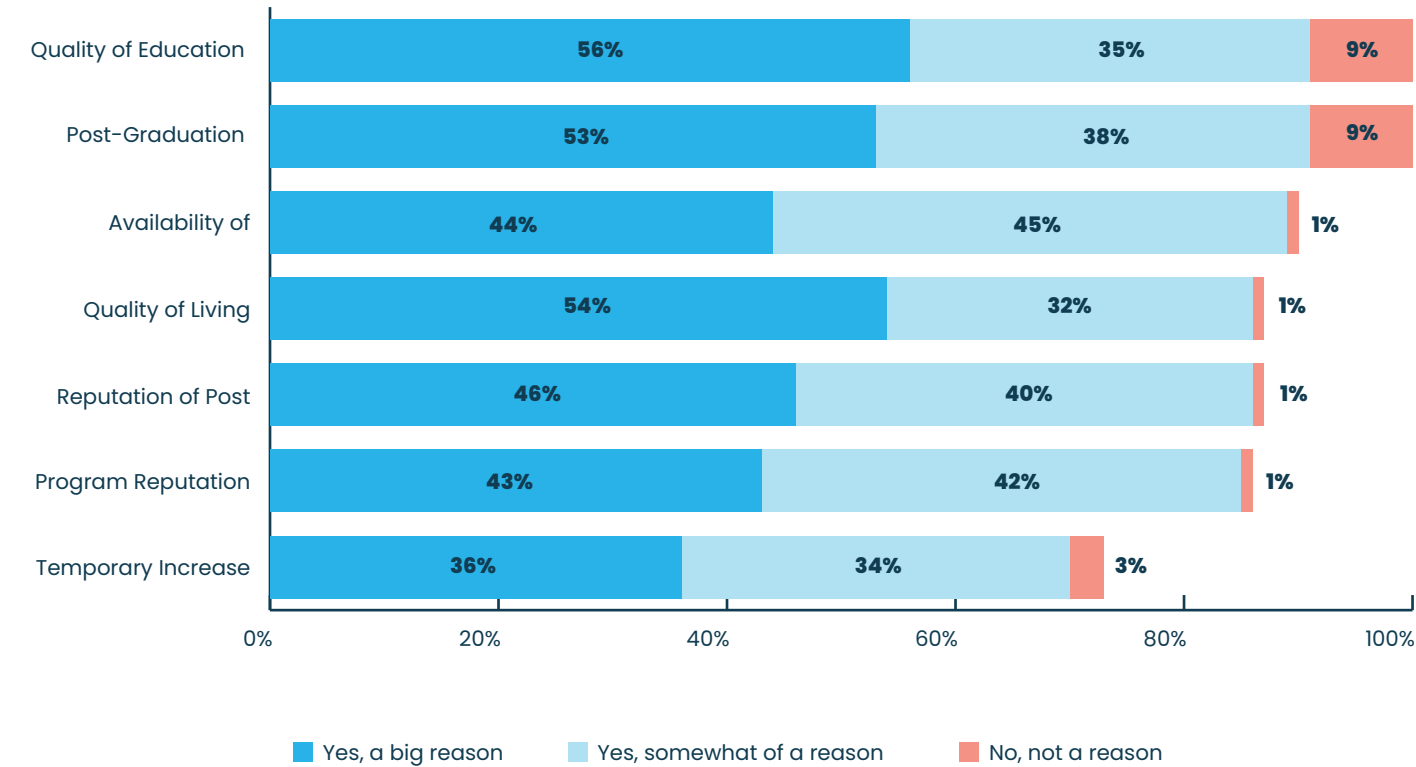
For years, international students have faced a cap on the number of hours they can work weekly off-campus, meaning that international students were unable to work more than 20 hours without losing their study permit. This has not only drastically limited their potential work opportunities, but impacted further aspects including work-integrated learning opportunities, such as co-ops and work placements. Due to this 20 hour work limit, students were previously required to apply for a separate co-op work permit, costing

Figure 14 – Total Number of International Students with Valid Study Permits per Year (as of December 31)



Source: IRCC, 2023¹⁸⁷

Figure 15 – Reasons to Choosing Canada as a Study Destination, as Ranked by International Students (2022 – 2023)



\$155 per application¹⁸⁹ and requiring nearly 5 months in processing time¹⁹⁰. **The barriers imposed by the 20 hour work limit not only limit work activities directly linked to students’ educational program requirements^{191,192}, but put students at-risk for missing crucial deadlines that could negatively impact their study permit status.** On October 7th, 2022, the Department of Immigration, Refugees and Citizenship announced the removal of the 20-hours per week cap that international students are allowed to work when employed off-campus¹⁹³. This was widely celebrated by international students and stakeholders across Canada, given the multitudes of benefits caused by allowing international students to develop stronger connections in their community and to work off-campus^{194,195}. However, this decision was only a temporary measure – the lifting of this cap expires this year on December 31, 2023.



“It was positive for me, as my previous employer was super happy about it and offered me more hours.”

International college student, Ontario, enrolled 2 to 3 years – Source: Abacus Data, 2023

Canada, like many OECD nations, is facing a critical labour shortage that is slowing down its economy.¹⁹⁶ Although this shortage is easing, according to Statistics Canada, 31.1% of businesses expect labour shortages to be an obstacle for them over the next three months.¹⁹⁷ This is a challenge impacting small businesses the most – more than half of businesses with 20 to 99 employees anticipate a shortage of labour to be an obstacle over the next three months.¹⁹⁸

The current labour shortage, combined with Canada’s aging demographic, will likely persist for the foreseeable future; even if there is an economic downturn.¹⁹⁹ According to Immigration, Refugees and Citizenship Canada’s 2023–25 Immigration Levels plan, temporary residents, including international students, will be key to “filling labour shortages and closing labour market gaps”²⁰⁰. However, one pathway to easing shortages is by permanently lifting the cap on off-campus working hours for international students. If Canada’s tight labour market is here to stay, the government should permanently lift the cap on the off-campus working hours of international students.

“Companies who are experiencing labour shortage but cannot employ students due to the working limits would be able to have enough labour and thereby boost productivity and the economy of Canada.”

International college student, Ontario, enrolled less than a year – Source: Abacus Data, 2023

One of the greatest challenges faced by international students when searching for employment is finding a position that accommodates the 20 hour cap on international students. In our national student survey, international students reported for the 2022–23 academic year that their top two barriers to finding work in Canada included (1) employers not wanting to hire international students, and (2) finding work that accommodated the 20 hour work limit²⁰¹.

The additional hurdles that international students face compound the financial burden that many take on when studying in Canada. According to Abacus Data results for 2023, international students face an average annual cost of living of \$43,299.20 (undergraduates) and \$49,319.20 (graduates)²⁰². With the sharp increases in the cost of living that we have seen in the past year, giving international students the opportunity to easily access work off-campus in order to afford increased expenses is paramount.²⁰³

“This [work hours extension] has made a fantastic impact because now I earn more money to pay bills and use the rest for food and tutors if needed.”

International college student, New Brunswick, enrolled 1 to 2 years – Source: Abacus Data, 2023

One argument against expanding the work hours cap is the idea that it may lead most international students to increase their work hours at the expense of their academics. However, this is simply not the case. **Despite 3 in 4 students**

Figure 16 – International Student Challenges for Finding a Job in Canada (2023)

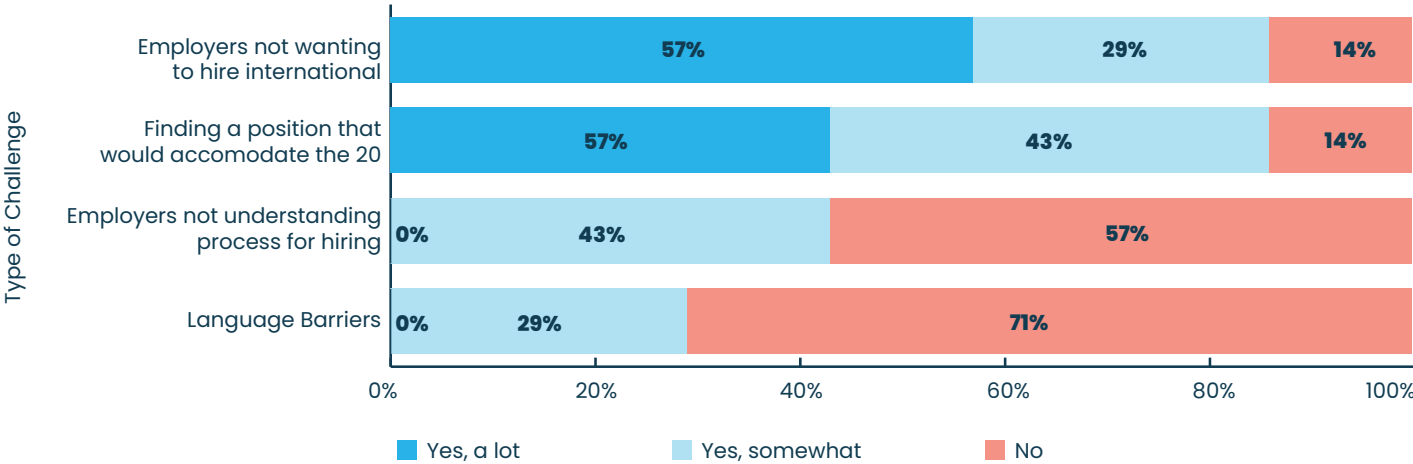
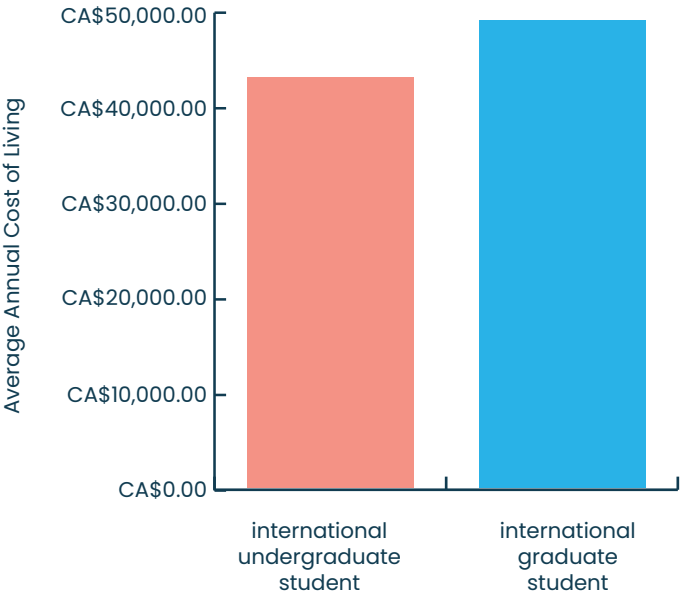


Figure 17 – Average Annual Cost of Living for International Students by Program Type



“The limit should be eliminated. Because students are struggling to pay their expenses and they are adults, they should have the discretion to choose how many hours they can work.”

International college student, British Columbia, enrolled 2 to 3 years – Source: Abacus Data, 2023

Since the work hours cap removal announcement, international students now have the freedom to choose the work hours they want to work, just as domestic students do. Furthermore, international students are filling critical labour sections during the academic year, with the top two sectors being healthcare/education (15%) and construction (18%). International students working in these sectors are critical in helping address Canada’s housing crisis and healthcare worker shortage.

working jobs over the past year, two-thirds of all international students reported very high academic performance, earning an A grade (85% or higher)²⁰⁴. Neither has this work hour lifting negatively impacted student mental health; international students, as a student demographic group, reported mental health outcomes 15 percentage points higher than domestic students this past year²⁰⁵. **These findings suggest that rather than exploiting the working hours policy, international students are able to choose the number of work hours they need each week, and that these employment decisions have not compromised their educational experience, grade point average, or mental health.**

It is not uncommon for students to work late to support their co-workers or to be scheduled additional hours during busy periods in part-time jobs. However, with a cap on off-campus working hours, international students are put in the unique and difficult position of declining these normal staffing requirements, at the risk of working more than 20 hours and losing their student visa. If they do not follow the schedule set by their employer, students can be threatened with dismissal or a reduction in their hours, but conversely, working additional hours puts students in direct violation of their student visa.

Figure 18 – Reasons to Study in Canada for International Students by Category (2023)

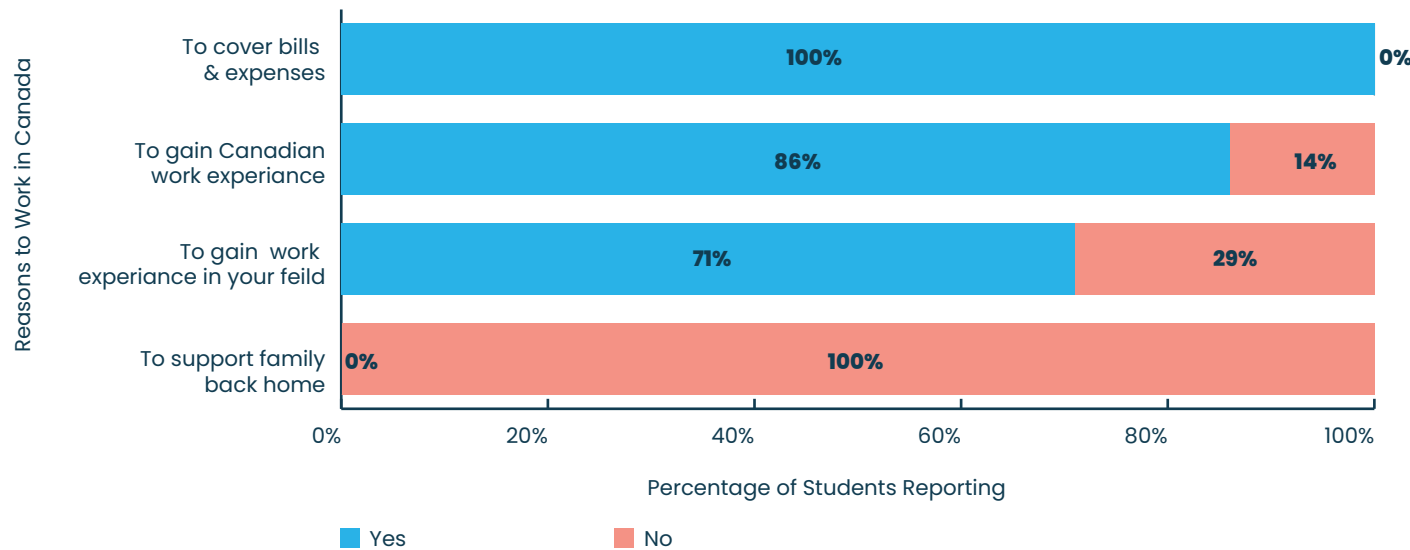
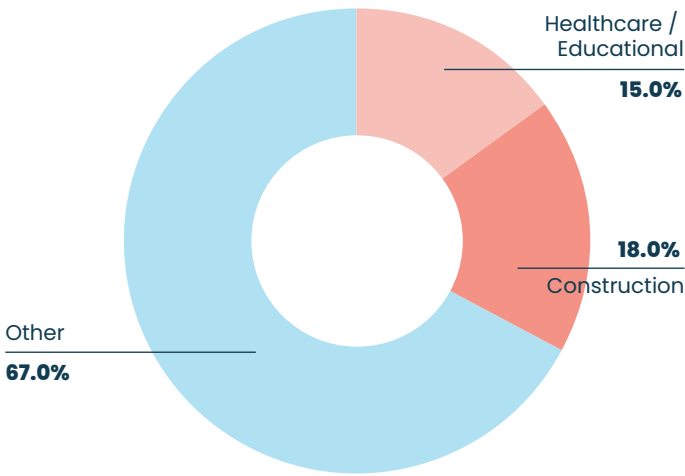


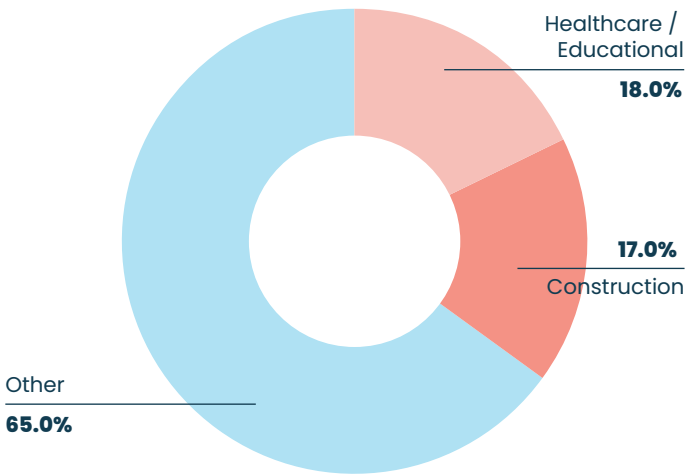
Figure 19 – International Student Participation in the Canadian Workforce by Labour Sector (2022 – 23 Academic Year)



The federal government has highlighted that skilled immigration is a key driver for growing Canada’s post-COVID-19 economy and Canada plans to welcome 500,000 permanent residents in 2025²⁰⁶. **Reducing barriers for international students, specifically 20 hour work limits, will enhance the educational experience of students who come to Canada to study, and will ensure that Canada has the skilled workers we need for a thriving economy.** International students are the key to Canada’s sustained growth and international competitiveness, but only if we can help them get the experience and education they need to stay here.

“Permanently removing the limit for off-campus working hours for international students would ensure that international students are treated fairly in their workplaces. These students will have the freedom to choose a workplace that caters to their academic interests and personal interests, as all domestic students have the freedom to.”

Figure 20 – International Student Participation in the Canadian Workforce by Labour Sector (Summer Term 2023)



Permanently removing the limit for off-campus working hours for international students would ensure that international students are treated fairly in their workplaces. These students will have the freedom to choose a workplace that caters to their academic interests and school schedule, just as all domestic students have the freedom to do so.

International students are an incredible asset for Canada, as they bring significant economic benefit, contributing \$21.6 billion to Canada’s GDP and supporting nearly 170,000 jobs²⁰⁷.

Recommendation #6: Permanently lift the limit on off-campus working hours for international students.

Preserving Educational Fair Dealing

7. Preserving Educational Fair Dealing

Access to educational materials is essential to student success in post-secondary education, and accordingly, Canada’s post-secondary institutions place a high value on the importance of accessible, high quality educational materials. Currently, the highest expenditures for both colleges (53%) and universities (61%) are allocated towards instruction and research²⁰⁸. During the 2022-23 academic year, library services were ranked the second most frequently-used resource on Canadian campuses, above career supports, athletics facilities, and health services²⁰⁹. In fact, nearly three-quarters of students reported accessing library services over the past year²¹⁰. **Educational fair dealing is one of the many ways post-secondary institutions provide high quality and affordable educational materials to students.**

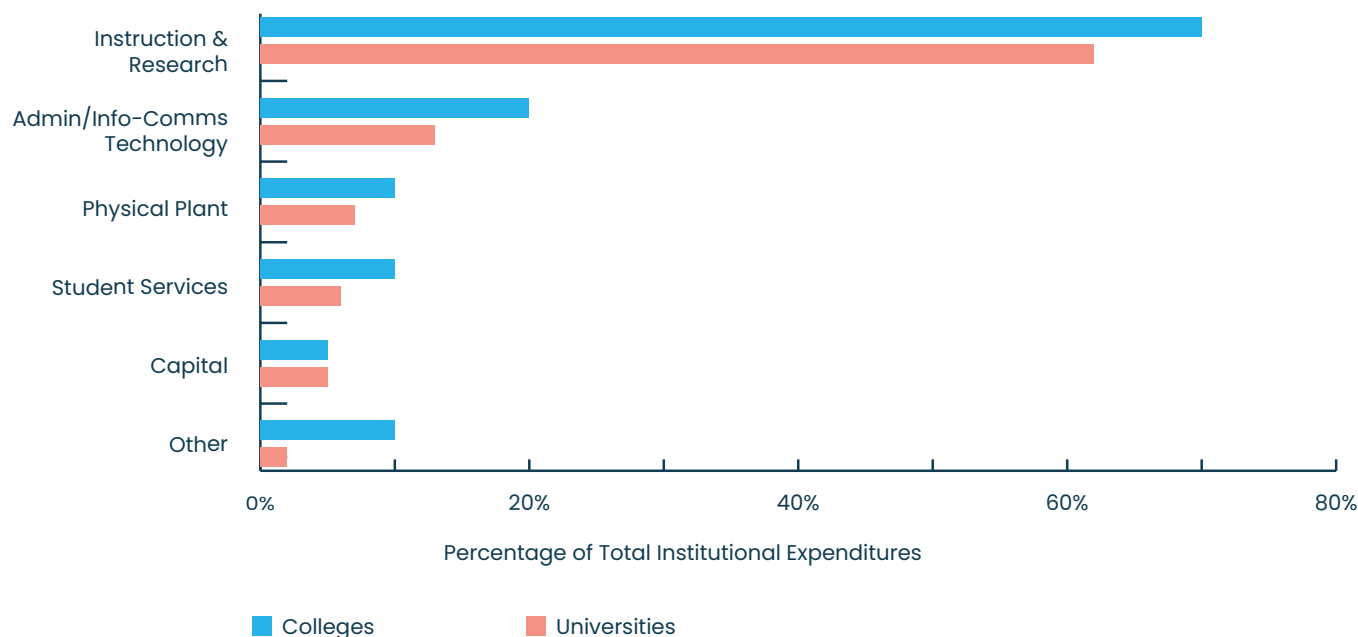
Across the country, all students are feeling the impacts of rising costs of living on their educational expenses. Students spend thousands of dollars each year on educational materials through their tuition, fees, and by purchasing required course materials²¹¹. On average, students pay \$773 per year exclusively on textbooks²¹², with certain in-demand programs having much higher costs, including: Education (\$725.18), Architecture (\$917.24), and Medicine (\$858.80)²¹³. **Overall, textbook costs in Canada have risen 234% since 2012²¹⁴, and educational costs (including textbooks) account**

for 15.2% (\$4,300.80) of the average annual cost for post-secondary education (\$28,314.20)²¹⁵. This has significant implications for academic success, with 1 in 2 students (54%) reporting not buying a textbook due to high costs²¹⁶.

Educational fair dealing in Canada’s current copyright law allows post-secondary institutions the ability to provide the best mix of educational materials to support a student’s learning at an affordable price point.

Fair Dealing as a user right has existed since Canada’s first Copyright Act, 1921 for the purposes of private study, research, criticism, review, or newspaper summary. After nearly a century of courts confirming the availability of fair dealing to educators and students, Parliament clarified the scope of fair dealing in 2012 by explicitly adding education as a fair dealing purpose.

Figure 21 – Distribution of Total Expenditures by Fund for Post-Secondary Institutions



The 2012 changes to the Copyright Act, 2021 did not substantially change educators’ and students’ right to use fair dealing, it merely provided clarity for the sector and brought the legislation in line with what Canadian courts had been saying for nearly a century.

Fair dealing is an important part of a broader ecosystem of how educational materials are purchased and licensed in post-secondary education, while maintaining the balance of copyright for Canadian users and creators. The practice of fair dealing ensures that students are able to learn from a wider range of resources and perspectives by increasing access to a broader range of short excerpts of other works, when they are being used for an educational purpose²¹⁷.

Fair dealing strictly requires that:

1. the use must be for research, private, study, education, parody, satire, criticism, review, or news reporting, and;
2. the dealing must be “fair”.

Based on this framework, the education sector has developed guidelines which recommend using no more than 10% or one chapter of a book when using educational fair dealing²¹⁸.

In this balancing act in determining what is “fair”, the rights of users and of copyright holders/content creators are often weighed against one another.

Fair Dealing is not Free Dealing. It does not allow students and professors to use any textbook or resource for free or in any way they want; it gives them access to up to 10% of a copyrighted work for purposes of research, education or study.

Under the current Copyright Act, students still pay thousands of dollars on books²¹⁹, and institutions still pay millions to Access Copyright for collections. As such, fair dealing as it currently stands allows creators and authors to be fairly compensated for their work while students are empowered to access a wider range of information much

more affordably, thus maintaining the balance of Canadian copyright.

Recently, the Supreme Court of Canada issued its final ruling on mandatory collective licensing (York University v. Access Copyright)^{220 221}, and made it clear that institutions cannot be forced to licence materials in one particular way, such as enforcing a tariff.

Despite this recent unanimous decision in York v. Access Copyright, collective societies are asking Parliament to force institutions to licence materials in one way, rather than update their own business model to adapt to a changing and increasingly digital educational landscape²²².

These actions threaten the affordability, accessibility and quality of postsecondary education. The removal or limiting of fair dealing would not only substantially limit the amount of educational resources available to Canada’s educators and students, but would significantly increase the costs of educational materials for students. It is essential that the federal government protect fair dealing and the critical balanced and modern approach to copyright law.

Recommendation #7: Preserve the current balanced approach to educational fair dealing to continue to support high-quality and affordable post-secondary education.

Figure 22 – Total Proportion of Student Expenses by Category (2023)^a

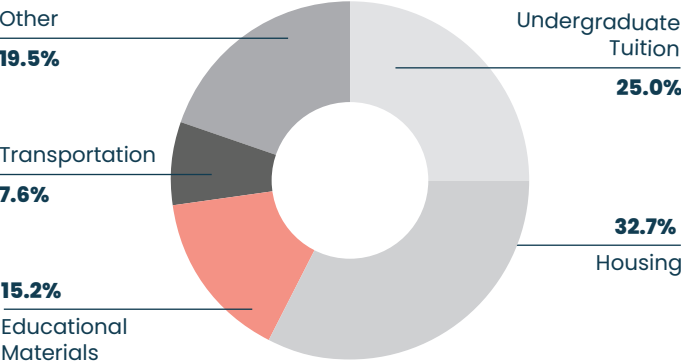
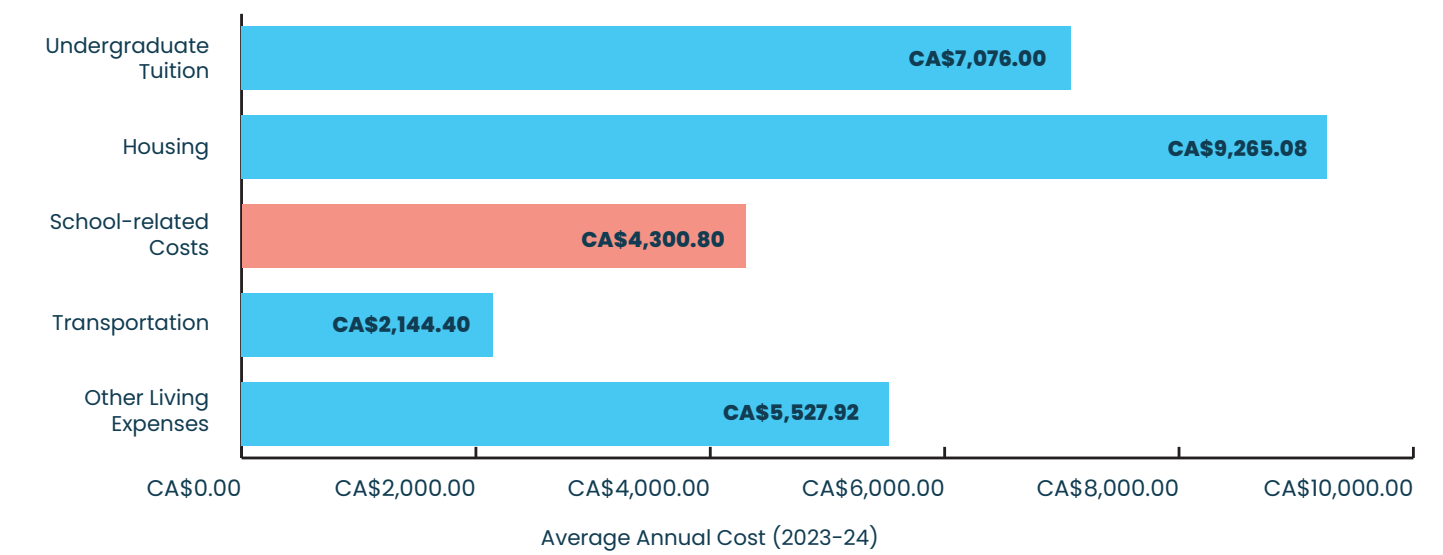


Figure 23 – Average Annual Cost of Living for Undergraduate Domestic Students in Canada by Expense Category



Endnotes

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- 146 Historically, graduate students have demonstrated they not only have higher levels of debt, but are more likely to take on student debt to pay for education. According to Statistics Canada data, 2 in 5 Master's students (41%) will graduate with large debt (\$25,000 or more), as well as 54% of all doctorate students. <https://www150.statcan.gc.ca/tl/tbl/en/tvaction?pid=3710003601>
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- 151 According to survey results from Laframbois et al, 2023, 44.4% of graduate student respondents did not work a job outside of their studies.
- 152 Many leading post-secondary institutions set direct limits on a student's ability to work outside of their program. For example, the University of Waterloo sets this limit to no more than 10 hours per week of on-campus work <https://graduwo.ca/resources/regulations/4.html>
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- 155 The average stipend reported was \$23 750 for doctoral students, \$19 725 for research-based master's students, \$16 813 for course-based master's students, and \$13 113 for business and professional master's students. When examining amounts students receive through their research stipends, graduate students earn an average hourly pay of \$918/h (Master's student) and \$1143/h (PhD student), amounts far below the \$15/h minimum wage implemented by the federal government. Pg 337 Biochem. Cell Biol. 101: 326-360 (2023) | [dxdoi.org/10.1139/bcb-2023-0021](https://doi.org/10.1139/bcb-2023-0021)

156 The average stipend reported was \$23 750 for doctoral students, \$19 725 for research-based master's students, \$16 813 for course-based master's students, and \$13 113 for business and professional master's students. Additionally, this does not account for the many graduate students who work over the average 40 hour standard. Pg 337 Biochem. Cell Biol. 101: 326–360 (2023) | dx.doi.org/10.1139/bcb-2023-0021

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161 This was determined by reviewing the first 40 research awardees in the Canada Graduate Scholarships (both CGS-M and CGS-D), and determining that two thirds were listed as working and living in Canada at the time of assessment.

162 <https://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/fellowships-doctoral-doctorat-eng.aspx>

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167 This is reflected in the very low percentage of Indigenous recipients of Tri-Agency awards, ranging from 1.3–8.1% of total funding recipients, according to the latest CRCC Progress Report for 2021–22. <https://www.canada.ca/en/research-coordinating-committee/services/publications/progress-reports/progress-report-2021-2022.html>

168 Indigenous graduate students are among the least likely student demographic to receive Tri-Agency awards. While only 2% of Indigenous graduate student applicants earn a CGS-M scholarship, 6% of students with disabilities, 22.8% of visible minority students, and 64.5% of female students receive one.

Source: Government of Canada, Canada Research Coordinating Committee – Moving Forward – Progress Report 2021–22, Pg 25. <https://www.canada.ca/en/research-coordinating-committee/services/publications/progress-reports/progress-report-2021-2022.html>

169 Pg 344 Biochem. Cell Biol. 101: 326–360 (2023) | dx.doi.org/10.1139/bcb-2023-0021

170 https://www.afn.ca/wp-content/uploads/2018/07/PSE_Fact_Sheet_ENG.pdf

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173 When comparing available award rates for Indigenous applicants for Tri-Agency awards, as provided by the latest CRCC Progress Report, the median award rate was 2.7%, meaning approximately 2.7% of Indigenous applicants receive Tri-Agency awards. When applying 2.7% to the total number of eligible 3288 First Nations graduate students, this gives 89 graduate students per year. We will note that this number reflects only First Nations graduate students, as the total number of Indigenous graduate students is not assessed by either the Tri-Agencies or Statistics Canada.

<https://www.canada.ca/en/research-coordinating-committee/services/publications/progress-reports/progress-report-2021-2022.html>

174 <https://www150.statcan.gc.ca/t1/tbl/en/tv.action?pid=3710018402&pickMembers%5B0%5D=1&pickMembers%5B1%5D=2&pickMembers%5B2%5D=3&pickMembers%5B3%5D=4&pickMembers%5B4%5D=7&cubeTimeFrame.startYear=2010+%2F+2011&cubeTimeFrame.endYear=2020+%2F+2021&referencePeriods=20100101%2C20200101>

175 <https://www150.statcan.gc.ca/n1/pub/36-28-0001/2023009/article/00003-eng.htm>

176 HESA 2023 Report, pg 15

177 HESA 2023 Report, pg 15

178 <https://www150.statcan.gc.ca/n1/pub/36-28-0001/2023009/article/00003-eng.htm>

179 Figure 14 indicates the total number of valid study permits per year for the past 2 decades. The figures in grey indicate projections provided by IRCC for 2023 to 2027. By 2025, the number of international students is projected to exceed 1 million. <https://docs.google.com/spreadsheets/d/1Z4xp8tGetbtddIDzjO03IXTCBP6e5CAj/edit?usp=sharing&oid=103349192393860536893&rtopof=true&sd=true>

180 <https://www150.statcan.gc.ca/n1/daily-quotidien/181128/dq181128c-eng.htm>.

181 Abacus Data 2023

182 According to Statistics Canada data for 2023–24, currently international undergraduate students pay \$38,081 per year in tuition, compared with \$7,076 per year for domestic undergraduates.

183 Abacus Data 2023 results.

184 <https://www150.statcan.gc.ca/n1/daily-quotidien/220907/dq220907b-eng.htm>

185 Abacus Data 2023, pg 68

186 Abacus Data 2023, pg 72

187 IRCC, 2023 <https://docs.google.com/spreadsheets/d/1Z4xp8tGetbtddIDzjO03IXTCBP6e5CAj/edit?usp=sharing&oid=103349192393860536893&rtopof=true&sd=true>

188 International students contribute \$23.5 billion to Canada's GDP in 2019 alone, according to Immigration, Refugees, and Citizenship Canada's 2022 report to Parliament. Furthermore, the report stated, international students "are able to meet specific labour market needs in Canada, and make up relatively high proportions of the work force. [They] are needed to address labour shortages and contribute to economic prosperity in Canada." pg 9

<https://www.canada.ca/content/dam/ircc/documents/pdf/english/corporate/publications-manuals/annual-report-2022-en.pdf>.

189 The initial cost of applying for a new work permit (which includes co-op work permits) is \$155 per person. Should the student fail to be approved for their permit, this fee would need to be paid again to re-apply. <https://www.cic.gc.ca/english/information/fees/fees.asp>

190 Average processing times for a work permit (which includes co-op work permits) from inside Canada require nearly 5 months to be processed (134 days approximately). Should the 20 hour work cap be reinstated and students once again be required to apply for separate co-op work permits, this would present a significant barrier to participation in work-integrated learning opportunities for thousands of students. <https://www.canada.ca/en/immigration-refugees-citizenship/services/application/check-processing-times.html>

191 <https://carleton.ca/co-op/how-does-co-op-work/international-students/>.

192 <https://students.ubc.ca/career/career-resources/working-canada/co-op-work-permit>.

193 <https://www.canada.ca/en/immigration-refugees-citizenship/news/2022/10/international-students-to-help-address-canadas-labour-shortage.html>

194 Jacqueline Lambert and Alex Usher, "The Pros and Cons of Internationalization: How Domestic Students Experience the Globalizing Campus," Higher Education Strategy Associates Intelligence Brief 7 (October 2013). 9. Accessed online: <http://higheredstrategy.com/wp-content/uploads/2013/10/IntelligenceBrief7-HESA-internationalization-FINAL-WEB.pdf>

195 <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/cimm-mar-03-2022/international-students.html>

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197 <https://www150.statcan.gc.ca/n1/pub/11-621-m/11-621-m2023009-eng.htm#>

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199 <https://thoughtleadership.bbc.com/proof-point-canadas-labour-shortages-will-outlive-a-recession/#:~:text=In%20nearly%20every%20Canadian%20industry,in%20Canada%20than%20pre%20pandemic>.

200 Page 10 <https://www.canada.ca/content/dam/ircc/documents/pdf/english/corporate/publications-manuals/annual-report-2022-en.pdf>

201 Abacus Data 2023, Online Communities results, page 13

202 Abacus Data 2023 results, see "Ask #1" tab for calculations: https://docs.google.com/spreadsheets/d/1fDfODkCb3Thb5DXvWYeSWLZKxsl2sxf_gVh015lpBU/edit?usp=sharing

203 <https://www.canada.ca/en/immigration-refugees-citizenship/news/2022/11/an-immigration-plan-to-grow-the-economy.html>

204 Abacus Data 2023

205 Abacus Data 2023, pg 15

206 <https://www.canada.ca/en/immigration-refugees-citizenship/news/2022/11/an-immigration-plan-to-grow-the-economy.html>

207 <https://www.cbcnews.com/2020/02/642000-international-students-canada-now-ranks-3rd-globally-in-foreign-student-attraction-0213763.html>

208 Higher Education Strategy Associates, "The State of Postsecondary education in Canada", pg 33, https://higheredstrategy.com/wp-content/uploads/2023/09/SPEC-2023_v4.pdf

209 Abacus Data 2023, pg 21

210 Abacus Data 2023, pg 21

211 According to results from Abacus Data collected from a sample of 1500 post-secondary students across the country, students pay \$4,300.80 each year on educational materials, including textbooks, or \$358.40 per month. Abacus Data 2023, see Advo Doc "Ask #7 Fair Dealing" Calculations https://docs.google.com/spreadsheets/d/1fDfODkCb3Thb5DXvWYeSWLZKxsl2sxf_gVh015lpBU/edit?usp=sharing

212 <https://educationmacleans.ca/financial-tips/the-cost-of-a-canadian-university-education-in-six-charts/>

213 <https://www.macleans.ca/education/most-expensive-books/>

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217 <https://ised-isde.canada.ca/site/canadian-intellectual-property-office/en/guide-copyright#understandingCopyright>

218 Queen's University Library, "Applying Fair Dealing", <https://library.queensu.ca/help-services/copyright-fair-dealing/copyright-basics-instructors#:~:text=Applying%20fair%20dealing&text=The%20most%20important%20purposes%20for,one%20chapter%20from%20a%20book>

219 As mentioned previously, post-secondary students in Canada pay an average annual cost of \$4,300.80 in educational materials, including textbooks, Abacus Data 2023.

220 <https://www.scc-csc.ca/case-dossier/cb/2021/39222-eng.aspx>

221 <https://www.universityaffairs.ca/news/news-article/supreme-court-sides-with-york-university-in-copyright-tariff-dispute/>

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About CASA

Established in 1995, the Canadian Alliance of Student Associations (CASA) is a non-partisan, not-for-profit, student organization composed of 25 student associations representing 365 000 post-secondary students from coast to coast. Through its partnership with the Quebec Students Union (QSU), CASA presents a national student voice to the federal government. CASA advocates for a Canadian post-secondary education system that is accessible, affordable, innovative, and of the highest quality.



CASA
Canadian Alliance of
Student Associations

ACAE

Alliance canadienne des
associations étudiantes

🏠 130 Slater Street, Suite 410, Ottawa ON, K1P 6E2
🖱️ casa-acae.com @casaacae
📞 613.236.3457 /casaacae
✉️ info@casa.ca @casaacae

About UEQ

The Quebec Student Union/Union étudiante du Québec (UEQ)'s mission is to defend the rights and interests of the student community, of its members associations, and of their members, by promoting, protecting, and improving the conditions of students and those of local and international communities. The UEQ represents 91,000 students from 10 student associations across Quebec



UNION ÉTUDIANTE
DU QUÉBEC

QUEBEC STUDENT
UNION

🏠 6217, Rue St-André, Montréal QC, H2S 2K6
🖱️ unionetudiante.ca. @UnionEtudiante
📞 877.213.3551 /ueq.qsu
✉️ info@unionetudiante.ca @ueq.qsu

Our Members



Together, we represent 365 000 students across Canada.