

*Private Members' Business*

The second point I would look at is to broaden the whole notion of transfer to colleges and universities, as well to professional organizations and to trade organizations and associations.

The motion's intent is to act as a catalyst to bring about discussion or dialogue; to ensure a greater co-ordination and harmonization of efforts that are currently occurring; and to codify, if possible, the process or processes which we now have serving us. It is to clarify and to ensure greater fairness and equity in transfers of credits in all the areas I have mentioned and hopefully to define a process that people could follow so that they would know whether or not they have been treated as fairly and equitably as they feel they should have been.

What are the objectives?

• (1310)

[*Translation*]

I really want to reduce, if at all possible, the confusion that exists outside educational institutions and try to introduce a rational element that would help us eliminate this confusion and simplify the process. I also want to reduce the frustration felt by the people involved who often don't understand why some provinces or institutions give certain credits, while others may or may not do so.

If at all possible, I also want to refine the existing process and reduce duplication. I want to make sure that courses are not repeated unnecessarily. I also would like to increase the credibility of the process itself and of all the people involved in these decisions and activities.

[*English*]

I recognize—and I want to stress it—the importance of accepting provincial constitutional responsibility in education. This motion in no way denies that or sets it aside.

I also want to recognize the importance of institutional autonomy, colleges and universities, as well as professional and trade organizations.

[*Translation*]

I do not question the autonomy or the responsibilities of the provinces and institutions that would be involved. However, I believe they could meet and collaborate more than they are doing now.

[*English*]

Let me talk about confusion, because basically that is the key here. I will give some examples.

As a former deputy minister, a former professor, a former business person, in fact, even now as a member of Parliament, I have often talked to students from other countries who felt that they had not been treated fairly. I did not obviously have a chance to look at every case, but I must confess that in a number of instances there were serious problems. From the information I had at my disposal I could easily conclude there were people who attempted to transfer their diplomas to other colleges and others, their university degrees to our universities. As well, others wanted to have their credentials assessed by professional and trade organizations. They had many stories of people who came from the same countries with basically the same qualifications who were in fact treated differently.

I am not naive enough to suggest that sometimes those situations might have been embellished somewhat. I understand that. One tends to see one's case in the best possible light. However, I am also convinced that there were real serious situations that were not treated as equitably as they might have been, not because people had bad intentions but rather because the rules were not set out; they were not clear. Perhaps they had not been discussed sufficiently.

I have examples in the fields of medicine and law and in technological courses in so far as community colleges are concerned.

Let us look at the whole notion of transfer of credits from one province to another, whether it be at the university or college level. Even within the country there are serious problems. One starts a program, goes to another college or university in another province, and that which has been accomplished successfully is not always accepted, at least in total. Very often a partial credit is given, but the student who has worked very hard to obtain those credits clearly does not see it as fair.

Even within provinces there are serious difficulties. I was approached not long ago by a young woman who had completed two years of an arts degree in a university in a particular province. This young woman wanted to transfer her credits to another university in the same province in the same program. Lo and behold, the receiving university would only accept one of two years. I had to talk to the university authorities who were really quite open about the problem. After some discussion, we were