



Canadian
Bureau for
International
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internationale

A WORLD OF LEARNING | 2016

CANADA'S PERFORMANCE AND POTENTIAL IN INTERNATIONAL EDUCATION





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The Canadian Bureau for International Education

The Canadian Bureau for International Education (CBIE) is a global leader in international education, dedicated to equity, quality, inclusiveness and partnership.

CBIE is the national voice advancing Canadian international education by creating and mobilizing expertise, knowledge, opportunity and leadership.

CBIE's pan-Canadian membership comprises all levels of education, including schools and school boards, cégeps, colleges, institutes, language schools, polytechnics and universities, which enroll over 1.2 million students from coast to coast.

CBIE's activities comprise advocacy, research, training programs, scholarship management, knowledge transfer through technical assistance, supporting capacity for international educators, and engaging in cooperative projects in capacity building, institutional strengthening and human resource development.

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List of Acronyms Used in This Report

AIEA	Association of International Education Administrators	IRCC	Immigration, Refugees and Citizenship Canada, formerly Citizenship and Immigration Canada
BREXIT	British exit: the June 23, 2016 referendum whereby British citizens voted to exit the European Union	IRPA	Immigration and Refugee Protection Act
CAPS-I	Canadian Association of Public Schools – International	ISA	International Student Adviser
CCIE	Canadian Consortium for International Education	ISIEP	International Students and Immigration Education Program
CEC	Canadian Experience Class	ISP	International Student Program
CICan	Colleges and Institutes Canada	ITA	Invitation to Apply
CMEC	Council of Ministers of Education, Canada	KASP	King Abdullah Scholarship Program
CsF	Ciência sem Fronteiras (Science without Borders)	KBE	Knowledge Based Economy
DAAD	German Academic Exchange Service	LMIA	Labour Market Impact Assessment
EAAC	Education Abroad Advisory Committee (CBIE)	MENA	Middle East and North Africa
EAIE	European Association for International Education	NAFSA	NAFSA: Association of International Educators
FSTP	Federal Skilled Trades Program	OCWP	Off-Campus Work Permit program of Immigration, Refugees and Citizenship Canada
FSWP	Federal Skilled Worker Program	OECD	Organization for Economic Cooperation and Development
GAC	Global Affairs Canada, formerly Foreign Affairs, Trade and Development Canada	P2P	Pathways to Prosperity
IAC	Immigration Advisory Committee (CBIE)	PGWP	Post-Graduation Work Permit program of Immigration, Refugees and Citizenship Canada
IaH	Internationalization at Home	PNP	Provincial Nominee Program
IAU	International Association of Universities	PSE	Post-Secondary Education
ICCRC	Immigration Consultants of Canada Regulatory Council	RISIA	Regulated International Student Immigration Adviser
IES	International Education Strategy	UNESCO	United Nations Educational, Scientific and Cultural Organization
IHE	International Higher Education	UNIVCAN	Universities Canada
ILN	Internationalization Leaders' Network (CBIE)	WES	World Education Services

Preface

We live in challenging times. In 2016, we have seen Brexit, a military coup in a traditionally progressive Turkey, an unparalleled election in the United States, myriad assaults to personal and collective freedom worldwide, and a refugee crisis on an unprecedented scale.

Still, through all of the negativity, we continue to see record numbers of students cross international borders to pursue short or long term educational opportunities. We see educators who believe that providing students an intercultural learning experience is more important than their fear of differences and continue to lead students on life-changing study tours around the world. And we see a collective recognition that internationalization is not only important, it is imperative, and will help us solve our global challenges.

Why? Because there are countless benefits of internationalization: global-mindedness — an important attitude for today's interconnected world; economic growth through mobility, trade and increased labour market potential; the positive social impact of increased numbers of international students in our institutions; the strengthening of Canada's innovation potential through international exchanges of minds and ideas; and many more.

For us to reap the full benefits, internationalization must start at home and be for all. In this year's report we invite you to delve into the possibilities of learning beyond borders. We especially hope that you enjoy our special feature. For the first time since 2009, we conducted an in-depth study on learning that takes place outside of a student's home institution, that is, education and learning abroad. We consulted our members and our students to provide a unique look at education abroad in Canada today. We reached more students through this survey than any other CBIE survey. With new, exciting data on this key component of internationalization, we hope that our groundbreaking study will provide support to institutions, governments and partners in their education abroad strategic planning.

And we hope that this study will serve as a reminder to us all of two things. First, that giving our students the opportunity to study overseas is of great benefit to their futures, in whatever careers they choose, to our communities and to our country. And second, while we strive to improve Canada's record in education abroad, we remain focused on a culture shift that prioritizes global perspectives as an integral part of the quality education we provide our students.

As Canada's national international education organization, CBIE will continue to press for increased support for internationalization in all its facets to ensure that our students, members, and society fully realize its benefits. The times we live in requires it.

Karen McBride,
President and CEO



Executive Summary

A World of Learning: Canada's Performance and Potential in International Education 2016 is the fifth edition of the Canadian Bureau for International Education (CBIE)'s report on international education in Canada. It offers up-to-date indicators on key aspects of internationalization, including the policy context, international mobility, the student experience and trends to watch. This year, the report includes a special feature on education abroad.

As the wide-ranging benefits of internationalization are increasingly well known, internationalization has become a central pillar in the quest for excellence in Canadian education.

Internationalization leadership

Working together, governments, institutions, associations and industry all have a role to play in leading internationalization in Canada. Several of Canada's provincial governments have international education strategies that are complementary of federal initiatives, such as Canada's first federal International Education Strategy.

For example, in 2016 Ontario released a discussion paper on post-secondary international education, following its landmark Strategy for K-12 International Education.

Also in 2016, CBIE conducted a survey of its membership for a comprehensive national look at internationalization at member institutions. CBIE member institutions' top three internationalization priorities were: international student recruitment, increasing the number of students engaged in education abroad, and Internationalization at Home, including internationalization of the curriculum.

Inbound mobility

International students in Canada support the excellence and innovation of Canada's education and cultural landscape, and are a vital building block for internationalization at Canadian institutions and in Canadian society. Canada continues to be an attractive choice for international students.

- In 2015 there were 353,570 international students in Canada at all levels of study.
- The number of international students has increased by 92% between 2008 and 2015.
- International students come from 187 nations. Half of the international students pursuing studies in Canada come from East Asia, with the vast majority of these students hailing from China.

Immigration and internationalization

In 2015 and 2016 there were five key developments in immigration with respect to internationalization which are considered in this report: CBIE's recently launched International Students and Immigration Education Program (ISIEP); the repeal of changes to the Immigration Act; Express Entry and the Post-Graduation Work Permit Program and their impacts on international students, and new developments in connecting international students with settlement services post-studies.

Immigration opportunities and processes are important considerations for international students when choosing the country of their future education.

- The study permit approval rate for international students wishing to pursue studies in Canada has remained relatively stable in recent years, with 71% of all applications approved in 2015.
- The average offshore processing time for new permit applications in 2015 was 54 days, and has remained stable, according to Immigration, Refugees and Citizenship Canada's reported 2014 processing time.

Education abroad

Education abroad is often a rich experience that extends well beyond the classroom. Exposure to new ideas and immersion in a new culture can result in a more nuanced understanding of the complexities of the world. However, with a decentralized education structure in Canada, there is no overarching system to track and measure outbound mobility. As a result, there is a lack of reliable annual participation statistics which has an effect on planning, policy, and the ability to accurately compare participation rates at the international level.

In 2016, CBIE conducted an education abroad data collection survey to inform its understanding of how individual institutions across Canada currently track, measure, and report education abroad participation. A total of 52 institutions from across all 10 provinces took part in the survey.

Findings:

- Standardizing education abroad metrics and streamlining data collection processes would be of value to the international education sector in Canada.
- The lack of a central mechanism for tracking education abroad is a significant challenge to institutions; half of the surveyed institutions store data in more than one office and one quarter house data across three or more offices.

Recommendations:

- Standardize education abroad terms and metrics within and across Canadian institutions.
- Allocate resources dedicated to establishing and maintaining education abroad tracking systems.
- Centralize mobility statistics in one office through the implementation of an effective education abroad software system.
- Track and report participation by academic year, counting all types of experiences, levels of study and destination countries.

Also in 2016, CBIE undertook its first large scale survey on outbound mobility since 2009, engaging 35 member institutions across the country.

Findings:

- A mere 2.3% of university students went abroad for a credit or not-for-credit experience in the 2014-15 academic year. This suggests that participation has declined since the 2012-13 academic year when an estimated 3.1% of university students went abroad.
- At the college level, 1% of a limited sample of college and polytechnic students participated in education abroad in 2014-15, in line with previous research.
- Nonetheless, there is strong interest in education abroad by students – 86% of students are interested in learning overseas.
- Students studied in as many as 119 countries, with the top destinations being France, the UK, the US, and Germany.

- The top benefits to students of education abroad are the chance to travel, career advancement, the opportunity to learn to live and work in different cultures, the opportunity to become more globally aware, and the opportunity to learn another language.
- Fully 71% of respondents who went abroad say that their experience influenced their choice of career path; 65% say that it influenced their academic path.
- The most significant barrier to education abroad is financial; 80% of students require financial assistance in order to participate, though two thirds did not know if their institution offers financial assistance.

Recommendations:

- Increase funding opportunities to support education abroad participation.
- Address institutional barriers by expanding credit granted for experiences abroad, offering options to a wider range of programs of study, and developing opportunities for short-term and cost-effective programs.

CBIE will continue to conduct research on education abroad, supporting institutions, organizations, governments and other stakeholders to address barriers and inspire a culture of mobility.

Internationalization for all

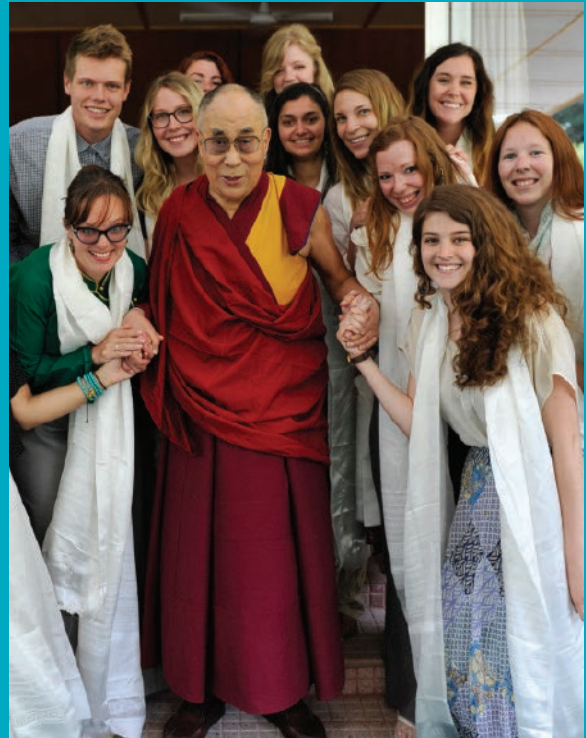
Countries are increasingly dependent on knowledge, innovation, productivity and highly skilled workers. Integrating internationalization throughout institutions – through learning and teaching and through campus activities and community life – is critical to ensure that all students benefit from an internationalized education.

As detailed throughout this report, international mobility is an important component of internationalization. But internationalization benefits everyone; opportunities for all students to experience internationalization – those who are internationally mobile and those who are not – are key to both the realities and to the wider potential of education in the twenty-first century. In Canada, education stakeholders must see it as an obligation, not an option, to infuse internationalization throughout education to provide truly internationalized learning outcomes that are critical for success in a global context.

Chapter 1: Internationalization in Canada

“While the breadth and depth of [international] activities vary across jurisdictions and institutions, there is a shared agreement that at its core, international education offers numerous benefits and tremendous opportunities. These opportunities range from branding a region for global investment, addressing gaps in shrinking domestic budgets, to enabling the evolution of a 21st century education for students.”

— Developing Global Opportunities:
Creating a Postsecondary International
Education Strategy for Ontario, 2015.



Leadership of International Education

Internationalization at the Provincial/Territorial Level

Canada's 1867 Constitution Act¹ gave provinces exclusive jurisdiction over education within their boundaries. Therefore in Canada, provincial and territorial legislatures have their own educational structures and institutions, resulting in 13 distinct but mostly similar education systems.

Several of Canada's provincial governments have international education strategies and policies that are supportive of developing a globally oriented education system, preparing students to participate in the global economy, expanding the number of international students and supporting education abroad, and are complementary of federal initiatives. Provincial organizations dedicated to international education work closely with provincial governments and institutions on internationalization activities and initiatives, and are an important part of the

1 Department of Justice Canada. *A Consolidation of the Constitution Acts 1867-1982* (Ottawa: Department of Justice, 2013). https://www.laws-lois.justice.gc.ca/PDF/CONST_E.pdf (accessed June 15, 2016).

Canadian internationalization landscape. Many provincial strategies have been included in earlier editions of this publication.²

In 2015, Ontario released its landmark *Strategy for K-12 International Education*³ which aimed to “link the continuum of learning from K-12 schooling to post-secondary education and training, to living and working in Ontario.”⁴ This initial focus on K-12 education illustrated the importance of pathways for international students, and situated the province well for its early 2016 release of a discussion paper on post-secondary international education, *Developing Global Opportunities: Creating a Postsecondary International Education Strategy for Ontario*.⁵

Ontario’s post-secondary strategy is centred on four themes:

1. Enhancing the student experience for domestic and international students. That is,
 - a. Incorporating more international activities into students’ education through:
 - i. Study/work abroad programs;
 - ii. Research collaborations; and
 - iii. Enhancing program offerings with global perspectives.
 - b. Ensuring international students receive a high quality education, including the necessary supports.
2. Creating skilled and talented workers by,
 - a. Recognizing that international students who choose to stay in Ontario can contribute to Ontario’s need for skilled workers;
 - b. Leveraging Ontario’s ethnically diverse communities to attract and support international students;
 - c. Working with the federal government to ensure that study and work permit programs are competitive with other countries; and
 - d. Ensuring that pathways to residency support the retention of talent in Ontario.

3. Driving economic growth. Specifically,

- a. Leveraging economic partnerships to support long term economic growth.
 - i. Ontario’s broad business base includes domestic companies operating internationally, foreign companies operating in Ontario, and other organizations that could partner with post-secondary institutions to increase global reach. Benefits include additional experiential learning opportunities abroad and strengthening the training and research capacity in Ontario institutions. Ontario’s trade offices and missions could play a key role in helping to coordinate, support and foster these partnerships.
- b. Building on the strong research base and growing number of dynamic incubators and accelerators in colleges and universities, which could help bring Ontario innovation to the world stage. This includes attracting internationally renowned faculty and PhD students, as well as forming global partnerships to produce new entrepreneurs, businesses, and investment opportunities.
- c. Strengthening the post-secondary education system.
- d. With a province-wide strategy, all of Ontario’s institutions can increase their individual strengths through the opportunity for greater global profile.

The eventual strategy will “...complement and leverage other provincial initiatives such as the above-mentioned Strategy for K-12 International Education, the *Ontario Immigration Strategy*, *Ontario’s Trade Strategy* and the innovation agenda.”^{6, 7}

2 Canadian Bureau for International Education, *A World of Learning: Performance and Potential of International Education in Canada* (Ottawa: CBIE, 2015, 2014, 2013, 2012).

3 Ontario Ministry of Education, *Ontario’s Strategy for K-12 International Education*, <https://www.edu.gov.on.ca/eng/policyfunding/strategyK12.pdf> (accessed June 7, 2016).

4 Ibid. Page 5.

5 Ministry of Training, Colleges and Universities, *Developing Global Opportunities: Creating a Postsecondary International Education Strategy for Ontario*, <https://www.tcu.gov.on.ca/pepg/consultations/PSIDDiscussionPaperEN.pdf> (accessed June 15, 2016).

6 For more information on Ontario’s Post-Secondary International Education Strategy, see: https://www.tcu.gov.on.ca/pepg/consultations/international_education_strategy.html, pg. 9 (accessed June 15, 2016).

7 For more information, see the *Ontario Immigration Strategy*, the *Ontario Trade Strategy*, and Ontario’s innovation agenda (accessed June 15, 2016).

International Education and the Federal Government

Canada's federal government plays a central role in international education. While the provinces and territories lead on education, the federal government holds authority and responsibilities in international relations and trade, development cooperation, scientific research, labour force development and a host of other areas that intersect with international education.

In January 2014, the federal government released a strong commitment to international education, *Canada's International Education Strategy: Harnessing our Knowledge Advantage to Drive Innovation and Prosperity*.⁸ The chief objective of the International Education Strategy (IES) is to increase the number of international students in Canada to 450,000 by 2022, a doubling of the 2012 level, achieved and supported by a focus on priority education markets.⁹ It also aims for greater participation by educational institutions in partnerships with institutions abroad, including student exchanges, and pledges a refresh of the Imagine Education in Canada brand, which took place in 2016. The brand, originally developed in 2007–2008, was previewed at the Association of International Education Administrators (AIEA) conference in Montreal, Quebec in February 2016, and fully relaunched at NAFSA in Denver, Colorado in May 2016. Titled *EduCanada: A World of Possibilities*,¹⁰ the brand, like its predecessor, was developed by Global Affairs Canada (GAC) and the Council of Ministers of Education Canada (CMEC).

Though the federal IES offers a national commitment to international education, it is hoped that Canada's new government will see the need to go even further, and revise the strategy to set targets and commitments on a range of internationalization activities, beyond focussing only on incoming mobility. This direction is in keeping with national-level trends worldwide. A 2016 British Council study, *The Shape of Global Higher Education: National Policies Framework for International Engagement*,¹¹ reviews government initiatives for international post-secondary education in 26 countries.¹²

Federal International Education Strategies Worldwide: Spotlight on Australia

Australia's first international education plan, the 10-year *National Strategy for International Education 2025*,¹⁸ sets out its ambition to strengthen its position as a global leader in education, training and research. This vision has three pillars and nine goals:

1. Strengthening the fundamentals across Australia's education systems
 - Goal 1: Building on a world-class education, training and research system
 - Goal 2: Delivering the best possible student experience
 - Goal 3: Providing effective quality assurance and regulation

18 Australian Government, *National Strategy for International Education 2025* (2016), https://nsie.education.gov.au/sites/nsie/files/docs/national_strategy_for_international_education_2025.pdf (accessed July 25, 2016.)

Three notable highlights emerged among the findings of the report:

1. With Malaysia's *Higher Education Blueprint 2015*,¹³ and Germany's Strategy 2020,¹⁴ these two countries present "...the most balanced portfolio of national policies supporting [International Higher Education] IHE."¹⁵ They had the strongest performance across all indicators assessed, including openness, access and sustainability, and quality assurance and recognition.
2. More and more countries are showing their commitment to IHE with national policies, strategies and legislation that all support internationalization.¹⁶
3. Twenty-three out of 26 countries studied have favourable national-level policies that support student mobility.¹⁷

A national-level plan sends a global signal of the importance placed on international education. And though many national strategies remain focused on recruitment, as is Canada's IES, countries such as Malaysia present more layered approaches.

8 Global Affairs Canada, *Canada's International Education Strategy: Harnessing our Knowledge Advantage to Drive Innovation and Prosperity*, (Ottawa: Global Affairs Canada, 2014), <https://www.international.gc.ca/global-markets-marches-mondiaux/education/index.aspx?lang=eng>.

9 The Global Affairs Canada priority markets are: Brazil, China, India, Mexico, Vietnam and North Africa and the Middle East. For further details, see: <https://www.international.gc.ca/global-markets-marches-mondiaux/education/markets-marches.aspx?lang=eng>

10 "EduCanada: A World of Possibilities," last modified May 10, 2016, educanada.ca (accessed July 3, 2016).

11 Janet Illieva and Michael Peak, *The Shape of Global Higher Education: National Policies Framework for International Engagement, Emerging Themes* (British Council, 2016), https://www.britishcouncil.org/sites/default/files/f310_tne_international_higher_education_report_final_v2_web.pdf

12 Canada was not examined. The countries that participated in the study are: Australia, Botswana, Brazil, Chile, China, Colombia, Egypt, Ethiopia, Ghana, Germany, India, Indonesia, Kazakhstan, Kenya, Malaysia, Mexico, Nigeria, Pakistan, Philippines, Russia, South Africa, Thailand, Turkey, UK, USA, Vietnam.

13 Ministry of Education Malaysia, *Malaysia Education Blueprint 2015-2025* (Ministry of Education Malaysia, 2015), http://www.kooperation-international.de/uploads/media/3_Malaysia_Education_Blueprint_2015-2025_Higher_Education_.pdf (accessed June 27, 2016).

14 German Academic Exchange Service, *Strategy 2020* (DAAD, 2013) <https://www.daad.de/medien/der-daad/medien-publikationen/publikationen-pdfs/daad-strategie-2020.pdf> (accessed June 27, 2016).

15 For information on how indicators were scored, see the British Council's Global Gauge, here: <https://www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/global-gauge>

16 Illieva and Peak, *The Shape of Global Higher Education*, 2016. Pg. 4 (accessed June 27, 2016).

17 Ibid. Pg. 14 (accessed June 27, 2016).

2. Transformative partnerships across the breadth of linkages between people, institutions and governments
 - Goal 4: Strengthening partnerships at home
 - Goal 5: Strengthening partnerships abroad
 - Goal 6: Enhancing mobility
 - Goal 7: Building lasting connections with alumni
3. Competing globally – strengthening Australia's brand, coordination and reputation
 - Goal 8: Promoting Australian excellence
 - Goal 9: Embracing opportunities to grow international education

Implementation of the strategy is funded by the Australian Government in the amount of \$12 million over four years, starting in 2016-2017.

The strategy was developed in consultation with industry and government stakeholders through the Coordinating Council for International Education, and is situated within a number of high-level federal programs and initiatives developed to support international education, including:

- Austrade's long-term market development roadmap – **Australian International Education 2025**
- The Department of Foreign Affairs and Trade's **Australia Global Alumni Strategy**
- The Department of Immigration and Border Protection's **simplified student visa framework**

Supported by Australia's Department of Education and Training, a newly established council on international education will oversee implementation of the Strategy. Australia's Minister of International Education (and Tourism) will play a key role.

Like Canada's federal strategy, in Australia's international education strategy there is an emphasis on inbound mobility, underpinned by a recognition that international education is one of Australia's top growth sectors, and can serve as a catalyst in its transformation from a resource based economy to a modern services economy.

It is hoped that the council implementing the strategy will urge a more comprehensive approach that includes the wider spectrum of international education, detailing how a more inclusive strategy is central to an internationalized, more globally competitive, and stronger society.

The Canadian Consortium for International Education

The decentralized nature of education in Canada makes national associations crucial to effective coordination in international education. CBIE focuses exclusively on internationalization and represents institutions at all levels of study. Individual types of institutions are represented by the Canadian Association of Public Schools – International (CAPS-I), Colleges and Institutes Canada (CICan), Languages Canada and Universities Canada (UNIVCAN). These five national associations make up the Canadian Consortium for International Education (CCIE).

Internationalization at Canadian Institutions: CBIE's Membership Survey Results

While many of the cross-cutting decisions regarding education are made by the provinces and territories, educational institutions take the lead in developing their own policies and practices for recruitment, Internationalization at Home (IaH), curriculum internationalization, the development and implementation of collaborative degree/diploma programs with international partners, and learning outcomes.

Preparing students for a global world within their home institutions is a high priority for Canadian institutions. In a UNIVCAN survey, 95% of Canadian universities include internationalization or global engagement as part of strategic planning, with 82% identifying

internationalization as a top five priority.¹⁹ At Canadian colleges and institutes, a CICan study found that over 60% agree that internationalization “prepares students to succeed in and contribute to (the) global economy and develops international competencies in students.”²⁰

In 2016, CBIE conducted a survey of its membership. The survey took a comprehensive look at CBIE services to members, as well as internationalization at member institutions. CBIE member institutions' top three internationalization priorities were:

1. International student recruitment (20%);
2. Increasing the number of students engaged in education abroad (18%); and
3. IaH, including internationalization of the curriculum (15%).

And though institutions indicated that recruitment slightly edges out other areas of internationalization, their priorities are broad and balanced, and include: expanding international student services (12%); deepening existing international partnerships (8%); increasing the number of international partnerships with new institutions (7%); international mobility opportunities for faculty (6%); establishing joint or double degree/diploma/certificate programs with international institutions (5%); and training

19 Universities Canada, *Canada's Universities in the World: AUCC Internationalization Survey* (UNIVCAN, 2014), <https://www.univcan.ca/wp-content/uploads/2015/07/internationalization-survey-2014.pdf> (accessed June 15).

20 Colleges and Institutes Canada, *Internationalizing Canadian Colleges and Institutes: The First National Report on International Education and Mobility* (CICan, 2010), pg. 3, <https://www.collegesinstitutes.ca/wp-content/uploads/2014/05/201006internationalizationreport.pdf> (accessed June 15).

and capacity building programs for international partners (in Canada, abroad or online) (4%). Only 1% of members are interested in establishing branch campuses abroad, which is in keeping with trends elsewhere.^{21, 22}

Members listed China as their top geographic priority, followed by India and Brazil. The top 10 countries or regions of interest to members are:

Priority country/region	Percentage of members
China	32%
India	24%
Brazil	13%
Nigeria	9%
Mexico	9%
Vietnam	8%
Korea	6%
Africa	5%
Japan	5%
Russia	4%

The list of top origins of international students in Canada (see chapter 3) closely aligns with the list of priority geographic regions for CBIE members, likely reflecting both the above-noted recruitment emphasis of institutions, as well as the desire to establish international partnerships where relationships already exist.

Immigration and International Education

Developments in Canadian Immigration in Relation to International Education

1. International Students and Immigration Education Program (ISIEP)

In March 2016, CBIE received accreditation for its *International Students and Immigration Education Program* (ISIEP) directed at the Regulated International Student Immigration Advisor (RISIA) designation.²³

The ISIEP is a first-of-its-kind professional development program, preparing learners for national accreditation in immigration advising in relation to international students, which is an important component of international student advising. The program was developed in response to a 2012 federal regulation requiring anyone offering immigration advice to be accredited through the Immigration Consultants of Canada Regulatory Council (ICCRC), including those advising students in educational institutions.

Individuals who complete the ISIEP and achieve a passing mark, and who meet all other ICCRC criteria, will be eligible to write the RISIA entry-to-practice exam offered by ICCRC.

The program covers the scope of immigration policies and practices pertinent to international students and is a cornerstone professional development offering within the sector, developed in consultation with members and colleague organizations across the country. The inaugural offering began on September 19, 2016.

2. Repeal of Changes to the Immigration Act

Canada's new liberal government, elected in October 2015, followed through on an election promise to repeal changes made by the previous government to the *Citizenship Act* through Bill C-24.²⁴

Bill C-24 had the following notable amendments:

- Increased the residency requirement from three to four years out of six.²⁵
- Removed the provision that allowed half of the time spent in Canada by an applicant on a work or study visa to be credited towards the residency requirement.

In the February 2016 Bill C-6,²⁶ An Act to Amend the *Citizenship Act*, the new government:

- Reduced the period of physical residency from four years out of six, to three years out of five.
- Restored the residency credit for international students and other temporary residents who have spent part of their time working or studying in Canada.

21 Branch campuses are the lowest internationalization priority for European institutions, as well, and Canada has only seven of the 279 branch campuses worldwide.

22 For more information on Canada and transnational education, see *A World of Learning: Canada's Performance and Potential in International Education 2015*, chapter 5.

23 For more information on CBIE's International Students and Immigration Education Program, see: <https://www.cbie.ca/what-we-do/professional-development/isiep/>

24 "Statutes of Canada 2014, Chapter 22, An Act to amend the Citizenship Act and to make other consequential amendments to other Acts," <https://www.parl.gc.ca/HousePublications/Publication.aspx?Language=E&Mode=1&DocId=6684615&File=4> (accessed June 6, 2016).

25 Physical residency in Canada is a requirement of a citizenship application.

26 "House of Commons Canada, An Act to amend the Citizenship Act and to make consequential amendments to another Act, <https://www.parl.gc.ca/HousePublications/Publication.aspx?Language=E&Mode=1&DocId=8124600> (accessed June 6, 2016).

3. Express Entry: Update

Express Entry is an electronic application management system which prioritizes applications for permanent residency in Canada, and applies to applicants in the Canadian Experience Class (CEC), Provincial Nominee Program (PNP), Federal Skilled Trades (FST) and Federal Skilled Worker (FSW) economic classes of immigration. Express Entry applicants are scored according to a “Comprehensive Ranking System” and those with the required scores receive an Invitation to Apply (ITA) through one of the economic class permanent residency immigration schemes.

In 2015, the median Express Entry total for international students was 408 – nearly 50 points short of the 450 points needed to receive an ITA. Canada’s new government has committed to reviewing the Express Entry process, through federal-provincial/territorial talks, to make it easier for international students to gain the minimum points in the Express Entry system, thereby reducing an additional barrier to immigration for international students that was not present before the introduction of Express Entry.

openness of the work permit, coupled with the reluctance of employers to hire those on work permits, may be contributing to the troubling phenomenon of highly educated graduates in low-skilled positions.

5. Connecting International Students with Settlement Services

In 2015, a pioneering study by SVR on the transition to work or permanent residency for international students, *Train and Retain*,²⁸ revealed a significant challenge for international students: accessing settlement services. Settlement agencies have not typically had funding to provide services to international students, and individual institutions may not have the expertise, networks and indeed resources to provide these needed services to students wishing to remain in Canada, thereby leaving international students without a dedicated service to turn to.

Partnering with World Education Services (WES) and Pathways to Prosperity (P2P), CBIE is undertaking an extensive study of international student transitions which will examine the indicators of successful transitions

“ We seek to reduce barriers for those who wish to become Canadian citizens...
We are restoring the 50% credit for time spent in Canada by international students. ”

— John McCallum, Minister of Immigration,

Refugees and Citizenship, ICEF Monitor, 29 February 2016

4. Post-Graduation Work Permit Program (PGWP) Challenges

In March 2016, The Globe and Mail provided details of a report obtained from Immigration, Refugees and Citizenship Canada (IRCC) on the Post-Graduation Work Permit Program (PGWP).²⁷ The report noted that between 50% and 60% of international students eligible to apply for a PGWP did so in 2014. However, the report also found that over a third of PGWP holders are in low-skilled service positions, with median earnings less than half of those of other recent post-secondary graduates.

Canada uniquely offers an open, three-year post-graduation work permit. Over the past several years, the permit has opened up further, including the removal of the requirement for students to find a job in their field of study, with the intention of allowing for greater flexibility in the program. According to the Globe article, the

(for Canada and for students themselves) and how to better serve the needs of this critical cohort of potential immigrants as they transition to life in Canada.

Concluding remarks

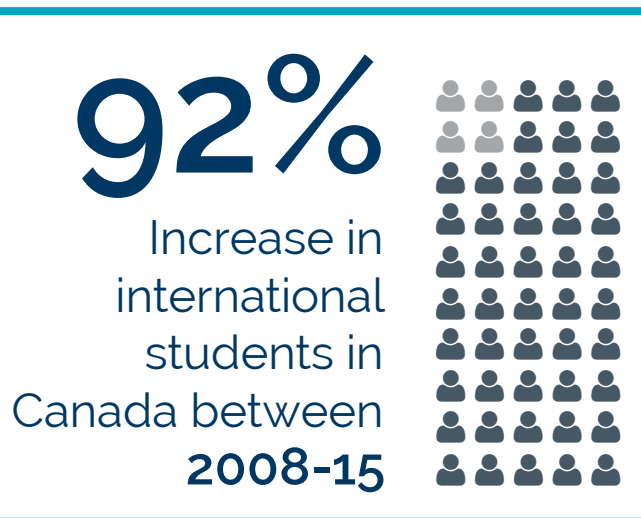
The wide-ranging benefits of internationalization are increasingly well known. Working together, governments, institutions, associations and industry all have a role to play in leading internationalization in Canada. The more Canadian stakeholders work together to align policies with stated goals and “speak with one voice” nationally and internationally, the greater the impact internationalization will have on the future of Canada and Canadians.

²⁷ Simona Chiose, “International Student Work Program Creating Low-Wage Work Force: Report,” *The Globe and Mail*, March 31, 2016, <https://www.theglobeandmail.com/news/national/international-student-work-program-needs-overhaul-report-says/article29463566/> (accessed June 7, 2016).

²⁸ Simon Morris-Lange and Florinda Banks, *Train and Retain: Career Support for International Students in Canada, Germany, the Netherlands and Sweden* (The Expert Council of German Foundations on Integration and Migration, 2015). https://www.svr-migration.de/wp-content/uploads/2015/08/Study_Train-and-Retain_SVR-research-unit_WEB.pdf (accessed June 8, 2016).

Chapter 2: International Students in Canada

The number of students worldwide who pursue education beyond their borders continues to increase. In 2000, 2.1 million students studied internationally. By 2014, this number had more than doubled to nearly 5 million²⁹ and is projected to rise to 8 million international students studying abroad annually by 2025.^{30, 31}



²⁹ OECD, *International Migration Outlook* (OECD, 2012).

³⁰ International student mobility comparison statistics are necessarily incomplete. According to Daniel Guhr and Nelson Furtado, internationalization consultants, "...the largest obstacle to effectively mapping the balance of international student mobility is the inconsistency of data available on international students." (Daniel Guhr and Nelson Furtado, "Understanding imbalances in international student mobility," *University World News*, January 31, 2014, <https://www.universityworldnews.com/article.php?story=20140130155355392>). However, the Organisation for Economic Cooperation and Development (OECD), using national level data from reporting countries, records statistics of international students studying at the tertiary level outside of their country of citizenship, using the following definitions:

International students are those who have crossed borders for the purpose of study. The UNESCO Institute for Statistics, the OECD and Eurostat define international students as those who are not residents of their country of study or those who received their prior education in another country. When data on international students are not available, data on foreign students are used. Foreign students are defined according to their citizenship. International students are thus a subset of foreign students. See the definition here: [https://www.oecd.org/education/skills-beyond-school/EDIF%202013--N%C2%B014%20\(eng\)-Final.pdf](https://www.oecd.org/education/skills-beyond-school/EDIF%202013--N%C2%B014%20(eng)-Final.pdf). OECD, *International Migration Outlook* (OECD, 2012).

The OECD data present an important picture of international student mobility.

³¹ Karine Tremblay, Diane Lalancette and Deborah Roseveare, *Assessment of Higher Education Learning Outcomes: Feasibility Study Report*, Volume 3 (OECD, 2012). <https://www.oecd.org/education/skills-beyond-school/AHELOFSReportVolume1.pdf> (accessed July 29, 2016).

Diversification and Regionalization

Traditional destinations enroll half of all internationally mobile students. The US is the top destination of choice for international students, as it has been for decades, followed by the UK, Australia, Germany and France.³²

However, the recent increase in the number of internationally mobile students has come with diversification of the choice of study destination as more students choose to study in destinations beyond the top five. Canada, the sixth most popular destination, has experienced strong increases in the number of international students for the last decade.

Also whittling away at the declining market share of the top hosts is the increase in popularity of intraregional mobility — those who choose to study within their own geographic region. This is particularly the case in Asia, with Singapore, Malaysia and Korea making significant gains in attracting international students from the region.^{33, 34} Considering that almost one in six international students is from China, and Asian students broadly represent over 50% of mobile students worldwide,³⁵ the increase in intraregional mobility will continue to have implications on international student enrolment for host destinations.

³² OECD, *Education Indicators in Focus*, 14 (OECD, 2013, July). <https://www.oecd.org/edu/skills-beyond-school/EDIF%202013--N%C2%B014%20%28eng%29-Final.pdf> (accessed July 22, 2016).

³³ UNESCO, *The International Mobility of Students in Asia and the Pacific* (Bangkok: UNESCO, 2013).

³⁴ See *A World of Learning 2015, Chapter 7: Trends to Watch*, for an in depth discussion on intraregional mobility, here: <http://cbie.ca/what-we-do/research-publications/research-archives/>

³⁵ ICEF Monitor, "Summing up international student mobility in 2014," *ICEF Monitor*, February 13, 2014. <http://monitor.icef.com/2014/02/summing-up-international-student-mobility-in-2014/> (accessed July 22, 2016).

International Students in Canada

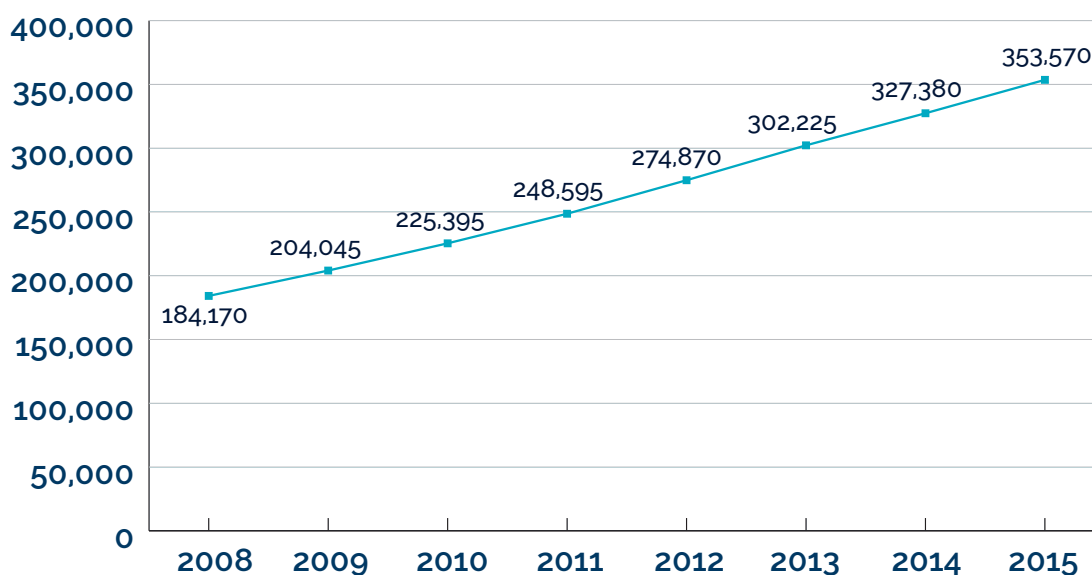
International students in Canada support the excellence and innovation of Canada's education and cultural landscape, and are a vital building block for internationalization at Canadian institutions and in Canadian society.

As shown in figure 1, in 2015 there were 353,570 international students in Canada at all levels of study.^{36,37} This represents an 8% increase over the previous year, and a 92% increase between 2008 and 2015.

Recent world events suggest that Canada may become an even more popular study destination. In a recent study, almost one third of international students said they would be less likely to study in the UK as a result of the Brexit referendum, with 32% indicating that they would choose Canada as an alternative study destination.³⁸ In addition, Canada has a strong educational reputation and is the most affordable study destination for international students at the university level among the top destinations of the US, the UK and Australia.³⁹ This combination of factors continues to make Canada an attractive choice for international students.

Figure 1:

International students in Canada by year, all levels of study (2008-2015)



36 CBIE uses Immigration, Refugees and Citizenship Canada (IRCC) data in this chapter unless otherwise stated. Student numbers are based on valid study permits and work permits. In 2014, for the first time IRCC reporting methodology accounted for temporary residents holding both a study permit and a work permit. Previous to 2014, temporary residents with both a study permit and work permit were counted only once, according to how they were to spend the majority of their time in Canada in a given year. Students in Canada for less than six months are not required to hold a study permit, and are therefore not counted. This includes many language school students and exchange students.

37 Note that the 2015 data provided by IRCC is preliminary and may be adjusted slightly in future data sets.

38 The Independent, "Brexit: Almost a third of international students less likely to come to the UK to study, survey finds", July 29, 2016. <https://www.independent.co.uk/student/news/brexit-international-students-in-the-uk-after-eu-referendum-hobsons-survey-a7161661.html> (accessed August 8, 2016).

39 HSBC, "International study is expensive: weigh costs against quality", <https://www.about.hsbc.ca/-/media/canada/en/news-and-media/international-education-survey-10sep14.pdf?la=en-gb> (accessed August 5, 2016).

Country of Citizenship

In keeping with global trends, almost half (47%) of the international students pursuing studies in Canada come from East Asia. The vast majority of these students are from China, the top country of citizenship of all international students in Canada.⁴⁰ See figure 2 for a breakdown of international students in Canada by region of origin.

Figure 2:

Regional breakdown of international student population in Canada (2015)

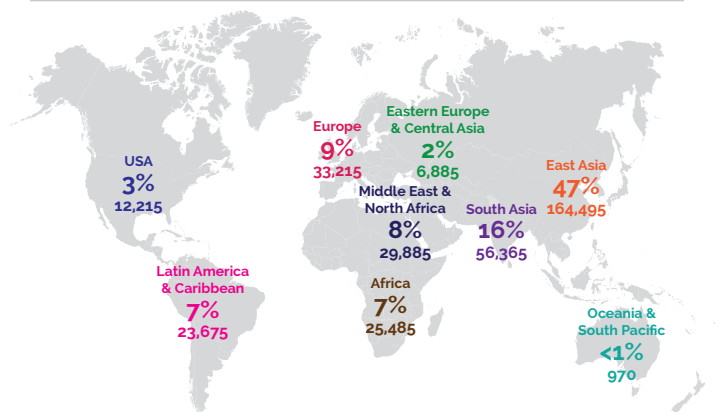
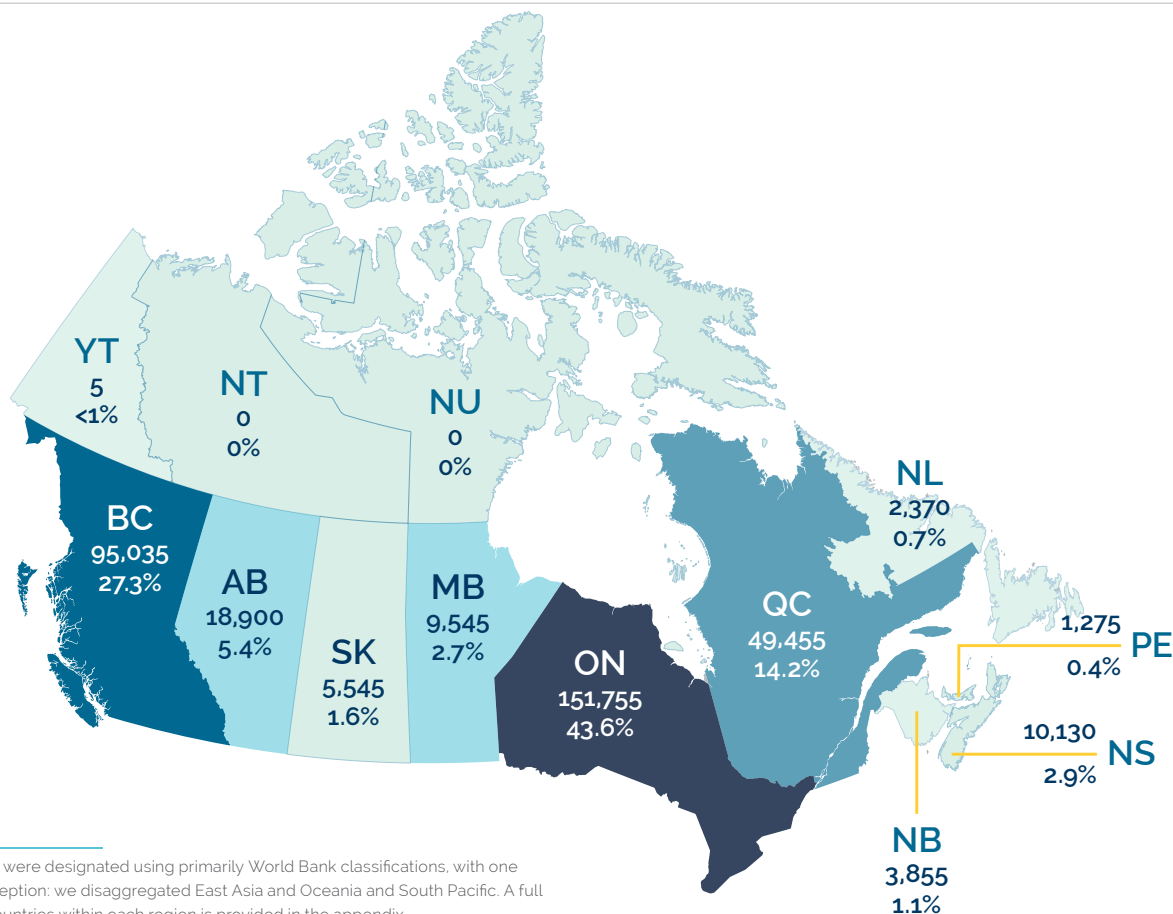


Figure 3:

Number and percent of international students in Canada, by Canadian region (2015)



⁴⁰ Regions were designated using primarily World Bank classifications, with one notable exception: we disaggregated East Asia and Oceania and South Pacific. A full list of the countries within each region is provided in the appendix.

Where in Canada are International Students?

Figure 3 shows the number and percent of international students in Canadian provinces and territories. With 85% of international students enrolled in Ontario, British Columbia, and Quebec, these three provinces have consistently hosted the largest number of inbound students. While all regions have experienced an increase in international students between 2008 and 2015, Prince Edward Island had the highest growth rate by far, with numbers growing by 236%. Ontario and Manitoba also experienced significant growth, with international student numbers increasing 127% and 119% respectively.

Origin of International Students

International students in Canada come from a growing number of countries, with 187 nations represented in 2015. Despite this diversity, over 60% originate from the top five countries of citizenship (China, India, France, South Korea, and the US). Between 2012 and 2014 the proportion of the top five countries remained relatively unchanged; however, 2015 saw a decline in the number of Saudi Arabian students, bringing the US into the top five. See figure 4.

Figure 4:

International students in Canada, top 30 countries of citizenship (2015)

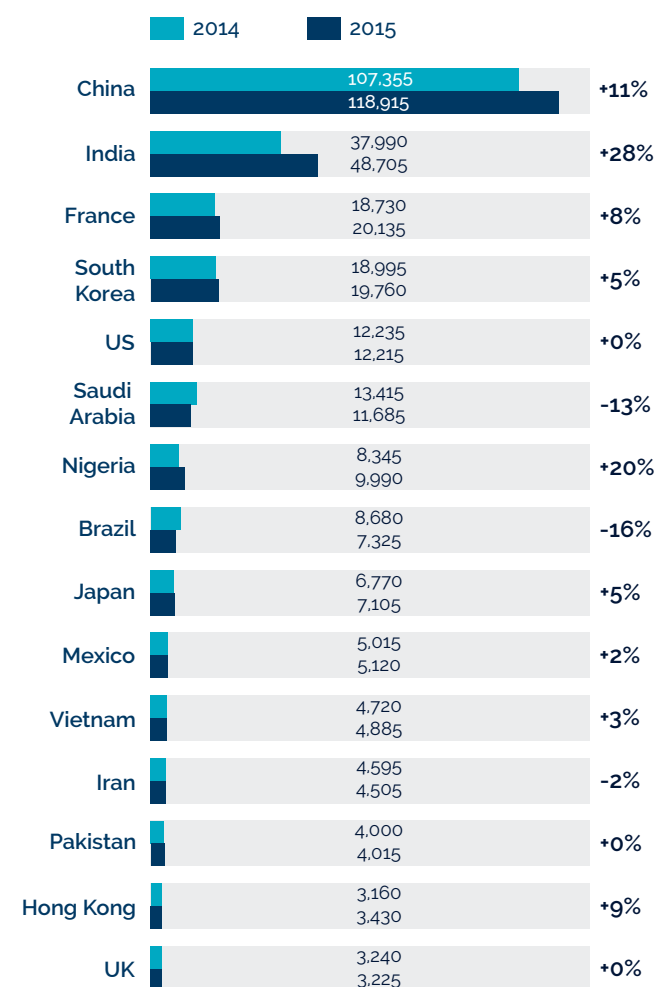
Country of Citizenship	Percentage	2015
China	33.55%	118,915
India	13.74%	48,705
France	5.68%	20,135
South Korea	5.57%	19,760
United States	3.45%	12,215
Saudi Arabia	3.30%	11,685
Nigeria	2.82%	9,990
Brazil	2.07%	7,325
Japan	2.00%	7,105
Mexico	1.44%	5,120
Vietnam	1.38%	4,885
Iran	1.27%	4,505
Pakistan	1.13%	4,015
Hong Kong	0.97%	3,430
United Kingdom	0.91%	3,225
Taiwan	0.90%	3,205
Russia	0.81%	2,875
Bangladesh	0.76%	2,705
Germany	0.68%	2,415
Morocco	0.66%	2,340
Turkey	0.62%	2,215
Ukraine	0.61%	2,150
Philippines	0.56%	1,990
Venezuela	0.55%	1,960
Jamaica	0.53%	1,885
Cameroon	0.53%	1,865
Tunisia	0.50%	1,755
Colombia	0.44%	1,575
Egypt	0.44%	1,545
Libya	0.43%	1,540

A number of noteworthy changes in terms of the top countries of origin from 2014–2015 can be seen in figure 5. With a 9% increase in growth in the past year, Hong Kong is new to the top 15. The most aggressive growth is seen by India (+28%), followed by Nigeria (+20%), China (+11%), Hong Kong (+9%), and France (+8%).

In the case of Brazil, declining numbers of students (~16%) can be attributed to significant budget cuts to the Ciência sem Fronteiras (CsF) scholarship program. The program was suspended in 2016, with remaining funds dedicated to students abroad continuing their studies.⁴¹ Economic considerations have also affected Saudi Arabia's King Abdullah Scholarship Program (KASP), and a decline in Saudi Arabian students (~13%) can be seen in 2015. Tighter eligibility requirements implemented in early 2016 – including a cap on pre-academic language studies and the stipulation that students study at one of the world's top 100 universities or one of the world's top 50 academic programs in their field⁴² – likely has also contributed to declining numbers.⁴³

Figure 5:

International students in Canada, top 15 countries of origin (2014, 2015)



41 ICEF Monitor, "Brazil's Science Without Borders programme facing cuts in 2016," *ICEF Monitor*, September 15, 2015. <http://monitor.icef.com/2015/09/brazils-science-without-borders-programme-facing-cuts-in-2016/> (accessed August 30, 2016).

42 ICEF Monitor, "Report: Saudi scholarship programme to sharpen focus on top universities," *ICEF Monitor*, February 10, 2016. <http://monitor.icef.com/2016/02/report-saudi-scholarship-programme-to-sharpen-focus-on-top-universities/> (accessed August 30, 2016).

43 Elizabeth Redden, "Saudi Enrollment Declines," *Inside Higher Ed*, July 18, 2016. <https://www.insidehighered.com/news/2016/07/18/saudi-student-numbers-fall-many-campuses> (accessed August 30, 2016).

Level of Study

In 2015, 75% of international students in Canada were pursuing post-secondary studies, of which 67% were pursuing a university education, 25% a college education, 6% were pursuing unspecified post-secondary studies, and 1% attended CÉGEPs.⁴⁴

Students studying at the primary and secondary levels made up 16% of all international students in Canada, followed by those pursuing other studies (9%). See figures 6 – 8 for breakdowns of level of study of international students in Canada in 2015.

Figure 6:
Level of Study of international students in Canada (2015)

Level of Study	
Post-Secondary	263,855
Secondary or less	56,090
Other Studies	33,475
Study Level not stated	155
Total study permit holders	353,570

Figure 7:
Composition of international students at post-secondary levels in Canada (2015)

Level of Study	
University	177,290
College	66,665
Unspecified Post-Secondary	16,175
CÉGEP	3,725
Total Post-Secondary	263,855

Figure 8:
Composition of international students at secondary or less levels in Canada (2015)

Level of Study	
Secondary	44,510
Primary	11,580
Total Secondary or Less	56,090

The top country of origin of international students in 2015 varies by level of study, yet these countries have remained unchanged since the previous year. China remains the top country of origin at the university and secondary levels of study, India at the college level, and South Korea is the top source country for primary students. See figures 9 – 12 for a full breakdown by level of study.

Figure 9:
Top countries of citizenship, international students in Canadian university programs (2015)

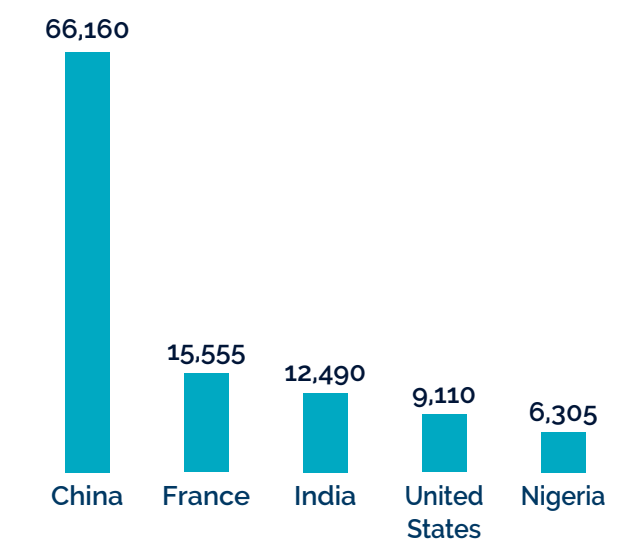
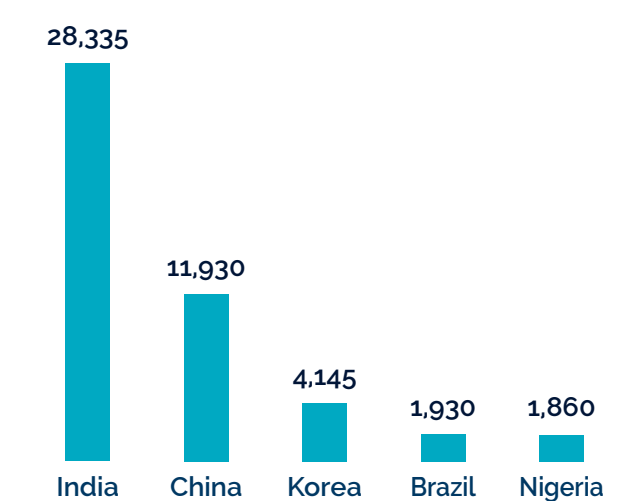


Figure 10:
Top countries of citizenship, international students in Canadian college programs (2015)



44 Prior to 2014, IRCC included colleges and CEGEPs in the *Trade* category. In 2014, college data was included in *Post-Secondary* and CEGEPs in the *Secondary or less* category, as reported in the 2015 edition of this publication. IRCC data reported in this edition includes colleges and CEGEPs under *Post-Secondary*.

Figure 11:

Top countries of citizenship, international students in Canadian secondary programs (2015)

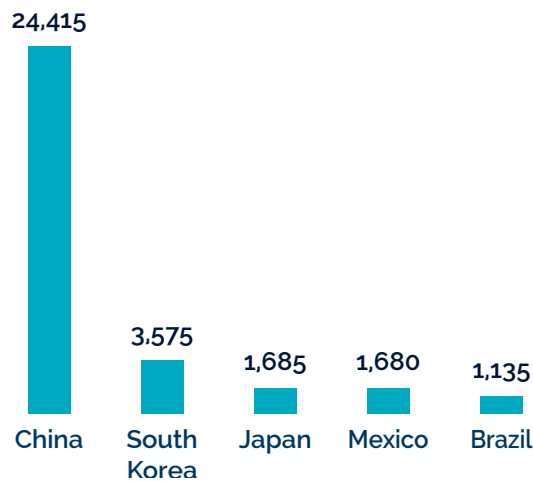
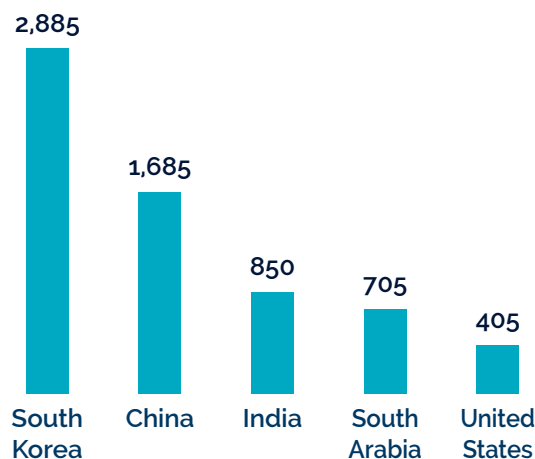


Figure 12:

Top countries of citizenship, international students in Canadian primary programs (2015)



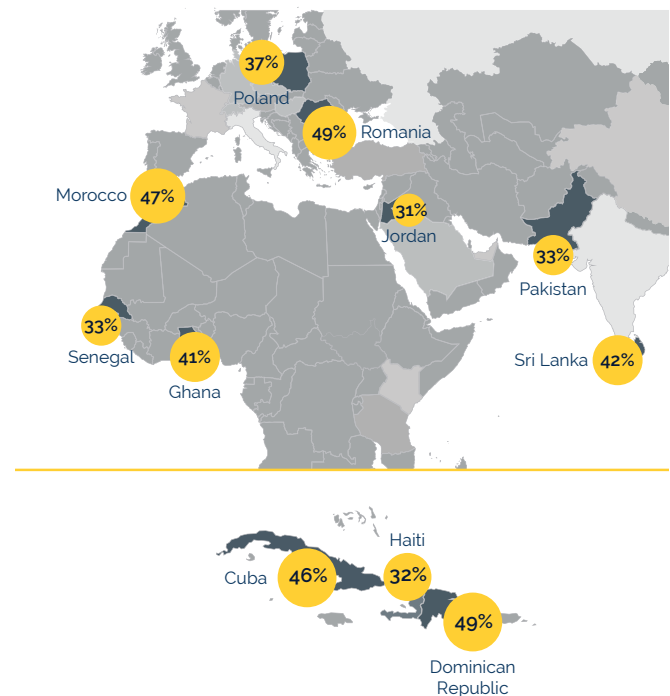
International Students and Immigration

Study Permits

The accessibility of study permits is an important consideration for international students when choosing the country of their future education. The study permit approval rate for international students wishing to pursue studies in Canada has remained relatively stable in recent years, with 71% of all applications approved in 2015 (compared with 72% in 2014). As seen in figure 13, offices with the lowest study permit approval rates were located in Jordan (31%), Haiti (32%), Pakistan (33%), Senegal (33%), and Poland (37%). In contrast, offices with the highest approval rates were in Brazil (90%), Argentina (86%), China (85%), Hong Kong (82%), and Austria (81%).

Figure 13:

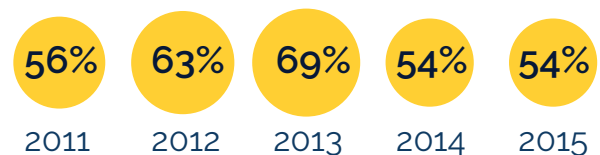
Lowest study permit approval rates by points of service (2015)



Delays in study permit processing are a concern to students and institutions alike, as these may affect a student's ability to study in Canada. The average offshore processing time for new permit applications in 2015 was 54 days,⁴⁵ and has remained stable, according to IRCC's reported 2014 processing time.⁴⁶ See figure 14.

Figure 14:

Average offshore study permit processing times (2011 – 2015)



Among the top 15 countries of citizenship in Canada in 2015, students in Pakistan faced the longest average wait for their study permits (105 days), followed by the US (67 days)⁴⁷ and China (55 days). While the average study permit processing times in 2015 were as short as 24 days in Poland, students faced waits up to 113 days in South Africa. See figure 15.

⁴⁵ 80% of cases were processed within 54 days or less.

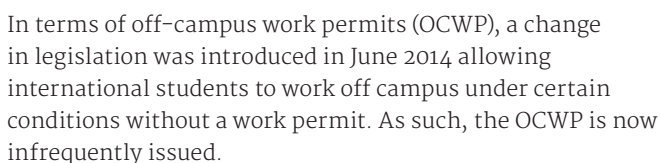
⁴⁶ IRCC has revised its reported processing times from those presented in the 2015 edition of this publication.

⁴⁷ This figure represents an average of 78 and 55 days for the New York and Los Angeles offices, respectively.

Study permit processing times by points of service (2015)



Number of post-graduation work permits and extensions issued (2008 - 2015)

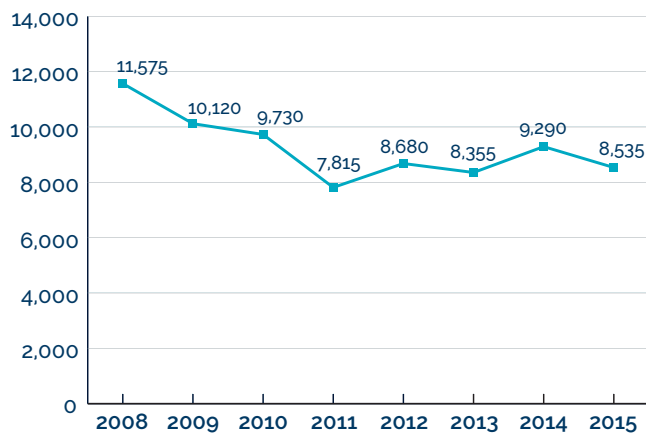


Canada's immigration policies are attractive to international students and are one of the key considerations when deciding where to pursue future education. Indeed, more than half of international students surveyed by CBIE in 2015 indicated that they intend to apply for permanent residency in Canada after completing their studies. In many ways, international students are ideal immigrants, as they typically have Canadian credentials, proficiency in English or French, and often have relevant Canadian work experience.

Although the number of international students transitioning directly to permanent residency has somewhat increased in recent years, this number has declined by 8% recently, from 9,290 in 2014 to 8,535 in 2015. See figure 17. It is worth noting that many international students transition to permanent residency after entering the workforce through a post-graduation immigration pathway, and are therefore not represented in the data.

Figure 17:

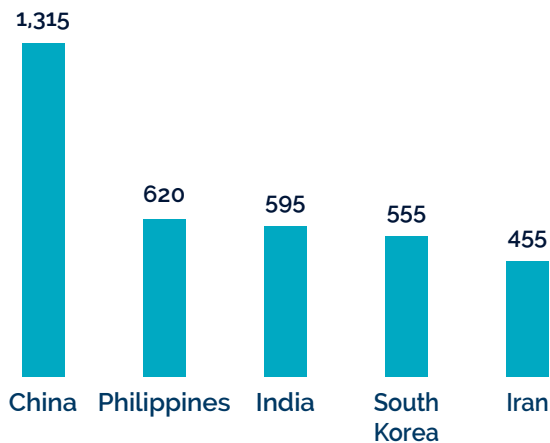
Number of international students who transitioned to permanent residency (2008-2015)



As shown in figure 18, students from China represented 15.4% of those who transitioned directly to permanent residency in 2015, followed by the Philippines (7.3%), India (7%), South Korea (6.5%), and Iran (5.3%). Following trends from 2014, China and the Philippines remain the top two countries of students who transition to permanent residency, while India, South Korea, and Iran remain among the top five. It is interesting to note that although China, India, and South Korea fall within the top five countries of all international students in Canada, the Philippines and Iran have fewer students in Canada, but fall within the top five countries with international students who transition to permanent residency.

Figure 18:

Top five countries of citizenship of international students who transitioned to permanent residency (2015)



As seen in figure 19, the vast majority of international students (almost 70%) who transitioned directly to permanent residency in 2015 did so under the Economic category (permanent residents selected for their skills and ability to contribute to Canada's economy). See figures 19 and 20.

Figure 19:

Composition of international students who transition to permanent residency under Economic Immigration Categories (2015)⁴⁸

Economic Immigration Category	
Provincial/Territorial Nominees	2,070
Skilled Workers	1,985
Canadian Experience Class	1,100
Business	510
Skilled Trades	100
Live-in Caregiver Program	55
Economic Total	5,825

Figure 20:

Composition of international students who transition to permanent residency under Non-Economic Immigration Categories (2015)

Non-Economic Immigration Category	
Family Class	1,485
Protected Persons	490
Humanitarian & Compassionate/Public Policy	100
Non-Economic Total	2,075

⁴⁸ Due to privacy considerations, IRCC data is subjected to random rounding. Under this method, all figures in the table are randomly rounded either up or down to multiples of 5. As a result of random rounding, data may not sum up to the totals indicated.

Express Entry and International Students

Launched in 2015, Express Entry is a system for managing permanent residency applications for specific economic immigration programs. Applicants are scored through the Comprehensive Ranking System and those obtaining required scores receive an Invitation to Apply (ITA).

As discussed in chapter 1, Express Entry may present a new obstacle to permanent residency for international students. Although Express Entry candidates in 2015 who had previously held a study permit had a higher median Comprehensive Ranking System score (408) than others in the pool of applicants (360), this score still falls short of the 450 points required to receive an ITA. However, 2015 figures suggest that former international students fared somewhat better than other applicant groups. Twenty two percent of Express Entry candidates who received an ITA had study experience in Canada, compared with 13% of candidates in the pool.⁴⁹

49 Immigration, Refugees and Citizenship Canada. "International Student Program Update" (presented at the Ontario Association of International Education regional conference, May 16-17, 2016).

Concluding remarks

The benefits of studying internationally are wide and well known. They include the potential for increased cultural awareness and understanding, improved employment prospects, enhanced language skills, and many more advantages.⁵⁰ The forces that support international study remain diverse and strong and it is likely that for the foreseeable future, more and more students will recognize the value and seize the opportunity to pursue education outside of their home country.

As detailed throughout this report, international mobility is an important component of internationalization. But internationalization benefits everyone; opportunities for all students to experience internationalization — those who are internationally mobile and those who are not — are key to both the realities and to the wider potential of education in the twenty-first century.

50 OECD, *Internationalisation and Trade in Higher Education: Opportunities and Challenges*. (OECD Publishing: 2004).



Chapter 3: Trends to Watch

IaH: The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.

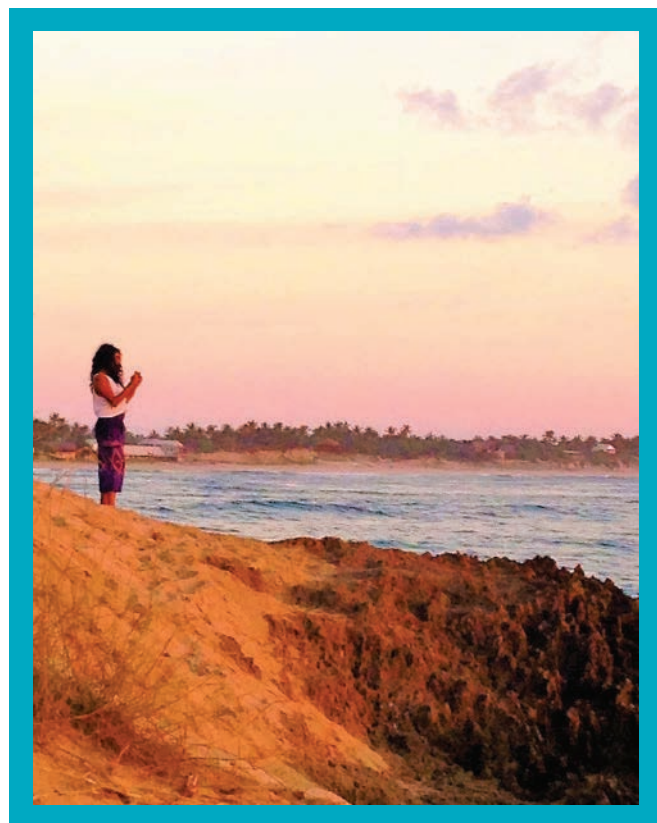
Internationalization at Home

Integrating internationalization throughout institutions — through learning and teaching and through campus activities and community life — is critical to ensure that all students benefit from an internationalized education. Given the wide-ranging benefits of internationalization, and recognizing that mobility is not possible for every student, providing an avenue to prepare every student for the global context is imperative. Hence the increasing focus on Internationalization at Home (IaH).

Though the concept of IaH is not novel, the present wide use of this term by international education professionals and researchers is a key development in internationalization. According to Jos Beelen and Elspeth Jones, “[internationalization at home]...has gained momentum and has moved to the centre of the debate on the internationalisation of higher education.”⁵¹

In 2008, Jane Knight noted that IaH places the focus on strengthening campus and classroom international and intercultural competences, all the while coexisting with other forms of internationalization. It overcomes the limitations of student mobility, to provide internationalization for all.⁵²

Three years later, at CBIE’s 2011 conference, Uliana Gabara, Glynn Hunter and Britta Piel explored whether we all mean the same thing when discussing IaH.⁵³ And in 2015, Beelen and Jones provided a bookmark to the conversation on what IaH is, and a launching point as to what IaH could be, with their updated definition of IaH as “...the purposeful



integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.”⁵⁴

In IaH initiatives, a 2010 CICan study indicated that 77% of Canadian colleges and institutes are involved in internationalization of the curriculum and training; in UNIVCAN’s 2014 survey, 72% of universities engage in activities to internationalize the curriculum. The International Association of Universities (IAU) Canada results indicate that 80% of universities have programs/courses with an international theme such as international relations, development studies, or global health, and 77% offer activities that develop students’ international perspectives, including online curriculum co-operation, international projects and internships at home, and internationally focused research.⁵⁵

51 Jos Beelen and Elspeth Jones, “Defining “internationalisation at home:” *University World News*, December 4, 2015, <https://www.universityworldnews.com/article.php?story=20151202144353164> (accessed June 27, 2016).

52 Jane Knight, “Internationalisation: key concepts and elements,” in *Internationalisation of European Higher Education: an EUA/ACA Handbook* (Berlin: RAABE Academic Publishers, 2008), A1.1.

53 Uliana Gabara, Glynn Hunter and Britta Piel, “Internationalization at Home: Do we all mean the same thing?” (session presented at CBIE’s annual conference, November 21, 2011), web.cbie.ca/conference/data/2011/C1.pdf (accessed June 27, 2016).

54 Jos Beelen and Elspeth Jones (2015). “Redefining internationalization at home,” in *The European higher education area: Between critical reflections and future policies*, ed. Adrian Curaj et al. (Dordrecht: Springer, 2015) pp. 67–80.

55 Janine Knight-Grofe and Lisa Deacon, “Canada’s Global Engagement Challenge: A comparison of national strategies,” in *International Journal: Canada’s Journal of Global Policy Analysis* (2016) 71.1, 129–143.

IaH can be achieved through:

- Incoming student mobility
- Curriculum and program internationalization
- Faculty and staff mobility (incoming and outgoing) and training
- Comparative research
- Activities outside of the classroom; and
- Liaison with the local community

The importance of internationalization for all: Canada as a knowledge-based economy

Countries are increasingly dependent on knowledge, innovation, productivity and highly skilled workers.

The Chakma advisory report on Canada's International Education Strategy⁵⁶ states that "In the global knowledge-driven economy, Canada needs to educate highly qualified and skilled people who can take their place...in the world."⁵⁷

According to the Canadian federal government's Policy Horizons Canada, "A knowledge-based economy (KBE) is defined as an economy that is directly based on the production, distribution, and use of knowledge and information. Knowledge is ... the driver of productivity and economic growth..." It further states that "In order for all Canadians to adapt and succeed in the coming decade, they will need the right skills and competencies required in a society that is increasingly complex."⁵⁸

International competencies are a crucial element of this conversation; international education can be used as a means to achieve a broad range of national goals in Canada, as is being done around the world.⁵⁹

Internationalization clearly supports Canada's place in the global KBE. Canadian institutions must see it as an obligation, not an option, to infuse IaH throughout the institution to provide truly internationalized learning outcomes that are critical for success in a global reality.

Support for Internationalization at Home in Canada:

- **CBIE's 50th anniversary conference focuses on internationalization for all, with a spotlight on IaH.** CBIE's 2016 conference features a conference briefing note by Hans de Wit on IaH and multiple sessions exploring policies, strategies and best practices for IaH. CBIE will continue to support IaH by sharing its members' successes and challenges and being a voice for the importance of internationalization for all.
- **The next iteration of the federal international education strategy.** In the 2014 IES, then Minister of International Trade Ed Fast said "In a highly competitive, knowledge-based global economy, ideas and innovation go hand in hand with job creation and economic growth. In short, international education is at the very heart of our current and future prosperity."⁶⁰ The IES centred on inbound mobility, including detailed goals, targets and strategies to double the number of international students in Canada by 2022. Canada is well on its way to achieving these targets (see chapter 2 of this report). It is hoped that Canada's new federal government will take the opportunity to update the strategy, incorporating further recommendations from the Chakma report on International Education that posit that "...international education in all its facets brings tremendous value to every community in Canada." Supporting institutions' efforts in IaH, backed by funding and resources, should be a central pillar in a future-oriented IES.
- **Provincial, municipal and institutional strategies.** More and more provinces, municipalities, and institutions are addressing IaH in their strategies, whether implicitly or explicitly. For example, IaH is one of the pillars of Queen's University's International Plan 2015-2019, with an aspiration to "...provide the opportunity for a meaningful international education experience to all students."⁶¹ Even more decision-makers should take on this challenge, to ensure all students are prepared for the future.

56 Amit Chakma et al. "Advisory Panel on Canada's International Education Strategy: International Education, A Key Driver of Canada's Future Prosperity (Ottawa: Global Affairs Canada, 2012). https://www.international.gc.ca/education/assets/pdfs/ies_report_rapport_sei-eng.pdf (accessed May 31, 2016).

57 Ibid. 6.

58 "Maximizing Canada's Engagement in the Global Knowledge-Based Economy: 2017 and Beyond," last modified July 8, 2013, <http://www.horizons.gc.ca/eng/content/maximizing-canada%E2%80%99s-engagement-global-knowledge-based-economy-2017-and-beyond> (accessed May 31, 2016).

59 For a discussion of internationalization and national goals, see The University of Oxford's 2014 Trends Report, here: <https://www.ox.ac.uk/sites/files/oxford/International%20Trends%20in%20Higher%20Education%202015.pdf>.

60 Global Affairs Canada, "Canada's International Education Strategy: Harnessing our knowledge to advantage to drive innovation and prosperity," (Ottawa: Global Affairs Canada, 2014). <https://www.international.gc.ca/global-markets-marches-mondiaux/education/strategy-strategie.aspx?lang=eng> (accessed May 24, 2016).

61 Queen's University, Comprehensive International Plan 2015-2019, https://www.queensu.ca/mc_administrator/sites/default/files/assets/pages/strategicframework/QU-2015-Comp-International-Plan-acc.pdf (accessed August 8, 2016).

What more needs to be done?

IaH cannot merely be a concept; it should be specific, meaningful and have lasting effects, which will require it to be included in learning outcomes that are both well-articulated and assessed.⁶² The challenge, therefore, is “supporting academics so that they can capture intended internationalisation in learning outcomes, plan assessment and design learning environments that enable students to achieve intended learning outcomes.”⁶³ CBIE’s conference, research, professional development opportunities and other events aim to support its member institutions in navigating this challenge.

Concluding remarks

Internationalization is a central pillar in the quest for excellence of Canadian educational institutions. Efforts to expand and deepen internationalization are pursued vigorously. As discussed in *A World of Learning 2015*, we are now in the midst of the next wave of internationalization – truly making internationalization pervasive throughout our educational institutions, including bringing significant reform to curriculum, teaching practices, research, campus life and approaches to communities both local and global. Many institutions have already begun this journey.

“International education is a key driver of Canada’s future prosperity, particularly in the areas of innovation, trade, human capital development and the labour market. In addition, Canada lives by international trade and we face an increasingly dynamic and competitive market place. We believe that international education in all its facets brings tremendous value to every community in Canada, whether urban or rural, eastern or western, francophone or anglophone.”

— Advisory Panel on Canada’s International Education Strategy: International Education, *A Key Driver of Canada’s Future Prosperity*, 2012.
Refugees and Citizenship, ICEF Monitor, 29 February 2016

62 Jos Beelen and Elspeth Jones, “Redefining internationalization at home,” 2015.

63 Jos Beelen and Elspeth Jones, “Defining ‘internationalisation at home,’” 2015.



Special Feature: Education Abroad

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What We Count and How We Do It: The CBIE Education Abroad Data Collection Survey

Institutions across the country grapple with tracking education abroad participation. Should one week abroad be counted in the same way as one semester? Is it best to count by semester, academic year, or calendar year? How to report the hard-to-access data collected by different offices across campus?

Processes around the collection of education abroad data are not standardized in Canada. With a decentralized education structure, there is no overarching system to track and measure outbound mobility. Canadian post-secondary institutions have varying definitions of education abroad, count participation in programs differently, and use different systems to track outbound mobility. As a result, we lack reliable annual participation statistics, which has an effect on planning, policy, and our ability to accurately compare participation rates at the international level.

There are many reasons why it is beneficial for institutions to have a clear picture of their outbound mobility numbers. Accurate statistics are important for evaluating internationalization goals, pursuing funding opportunities, reporting to provincial governments and other bodies, tracking for risk management purposes, measuring against local comparator institutions, and for reports that inform international rankings. Participation data can also be reflected in recruitment materials for international students and for domestic students who wish to have an education abroad experience.

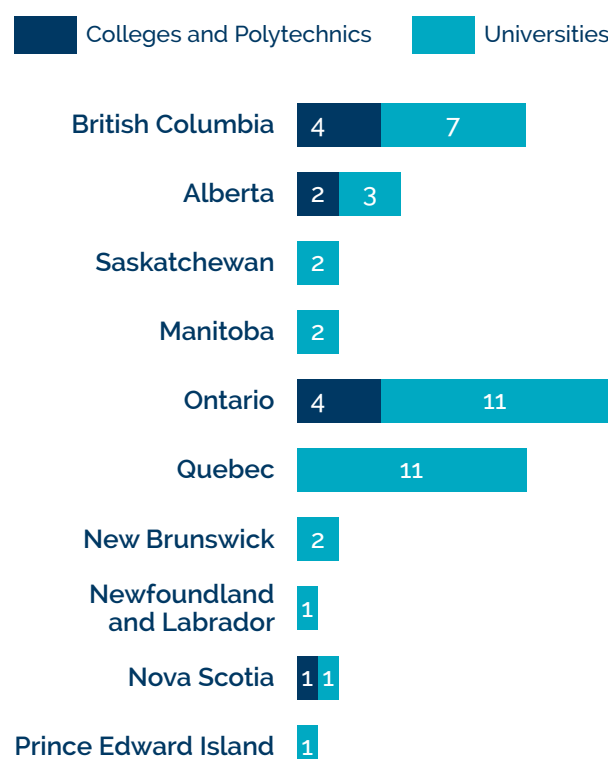
The impetus behind *What We Count and How We Do It: The CBIE Education Abroad Data Collection Survey* is to inform our understanding of how individual institutions across Canada currently track, measure, and report education abroad participation. The findings are presented in this chapter. Based on survey results, stakeholder consultation, and an analysis of international comparators' mobility statistics,⁶⁴ the chapter concludes with a series of best practice guidelines to standardize data collection and align our national efforts with wider global processes.

64. Comparator countries/regions include Australia, Europe (Erasmus Plus program), Germany, the Netherlands, the United Kingdom, and the United States.

A total of 52 institutions from across all 10 provinces took part in this bilingual survey.⁶⁵ Specifically, 41 universities and 11 colleges and polytechnics participated between March and April 2016. See figure 21.

Figure 21:

Institutions Represented, by Province and Type



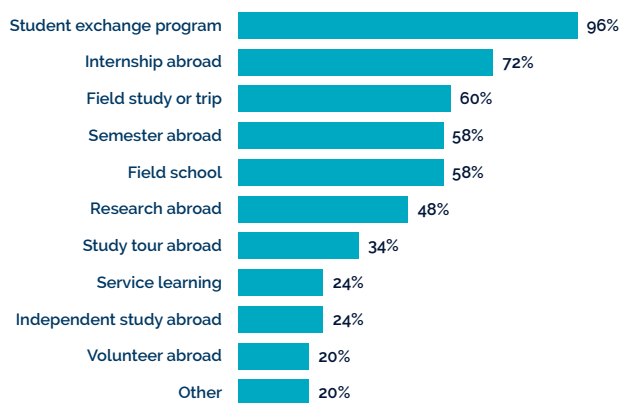
65. Bishop's University, Brock University, Camosun College, Capilano University, Centennial College, College of New Caledonia, College of the Rockies, Concordia University, Emily Carr University of Art and Design, Fanshawe College, Georgian College, Grant MacEwan University, HEC Montréal, Kwantlen Polytechnic University, Langara College, Laurentian University, McGill University, Medicine Hat College, Memorial University of Newfoundland, Niagara College, Nova Scotia Community College, Polytechnique Montréal, Queen's University, Quest University Canada, Ryerson University, Saint Mary's University, Simon Fraser University, Southern Alberta Institute of Technology, Université de Moncton, Université de Montréal, Université de Saint-Boniface, Université de Sherbrooke, Université du Québec à Montréal, Université du Québec à Trois-Rivières, Université du Québec en Outaouais, Université Laval, University of Alberta, University of Calgary, University of Guelph, University of New Brunswick, University of Ontario Institute of Technology, University of Ottawa, University of Prince Edward Island, University of Regina, University of Saskatchewan, University of Victoria, University of Winnipeg, Vancouver Island University, Western University, Wilfrid Laurier University, York University, York University - Glendon campus.

Who collects education abroad data and what do they track?

All but two of the 52 institutions surveyed keep education abroad statistics. As shown in figure 22, the most common program for which institutions keep statistics is student exchange, with 96% of institutions keeping participation data for these programs. Other common programs include internship abroad (72%), international field study or trip (60%), semester abroad (58%), and international field school (58%), research abroad (48%), study tour abroad (34%), service learning (24%), independent study abroad (24%), and volunteer abroad (20%). Twenty percent of institutions keep statistics on programs other than those listed above, such as practicum/clinical placements and language courses abroad.

Figure 22:

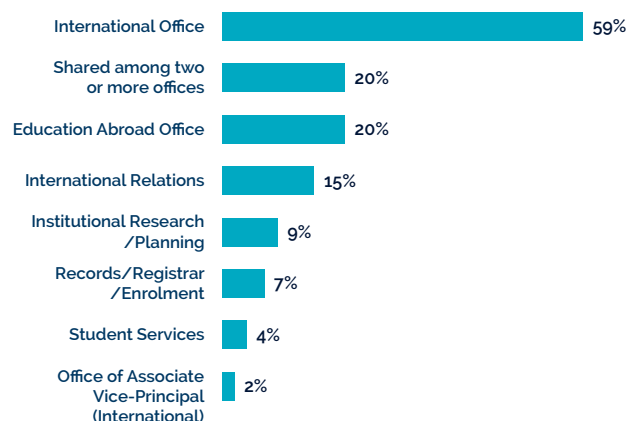
On which types of education abroad experiences do you collect data?⁶⁶



Of the 50 institutions that collect education abroad data, 46 (92%) indicated that there was an office responsible for tracking education abroad at their institution. As seen in figure 23, by far the most common office responsible for tracking outbound mobility is the International Office (59%). For 20% of institutions, tracking education abroad data is the responsibility of the Education Abroad Office, and for another 20% tracking is shared among two or more offices. The International Relations (15%), Institutional Research/Planning Offices (9%), Records/Registrar/Enrolment Offices (7%), Student Services (4%), and the Office of the Vice-Principal, International (2%) are also involved with tracking outbound mobility.

Figure 23:

Which office is responsible for tracking education abroad?

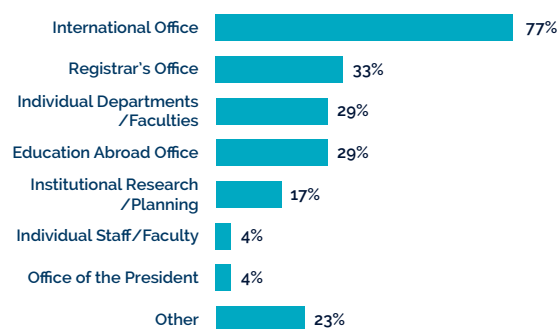


Half of the data-collecting institutions house education abroad statistics at more than one office. With 24% of institutions housing this data in three or more places, the storage of data is commonly shared between multiple offices.

As shown in figure 24, the most common place outbound mobility data is kept is at the International Office, with 77% of institutions housing their data at this location. However, data is also housed at the Registrar's Office (33%), with individual departments/faculties (29%), Education Abroad Office (29%), Institutional Research/Institutional Planning (17%), as well as with individual staff/faculty (4%) and at the Office of the President (4%) in some cases. In addition, almost one quarter of institutions house education abroad data at offices other than those listed above.

Figure 24:

Where is data on education abroad housed?³



⁶⁶ As multiple responses per institution are possible, percentages do not add to 100%.

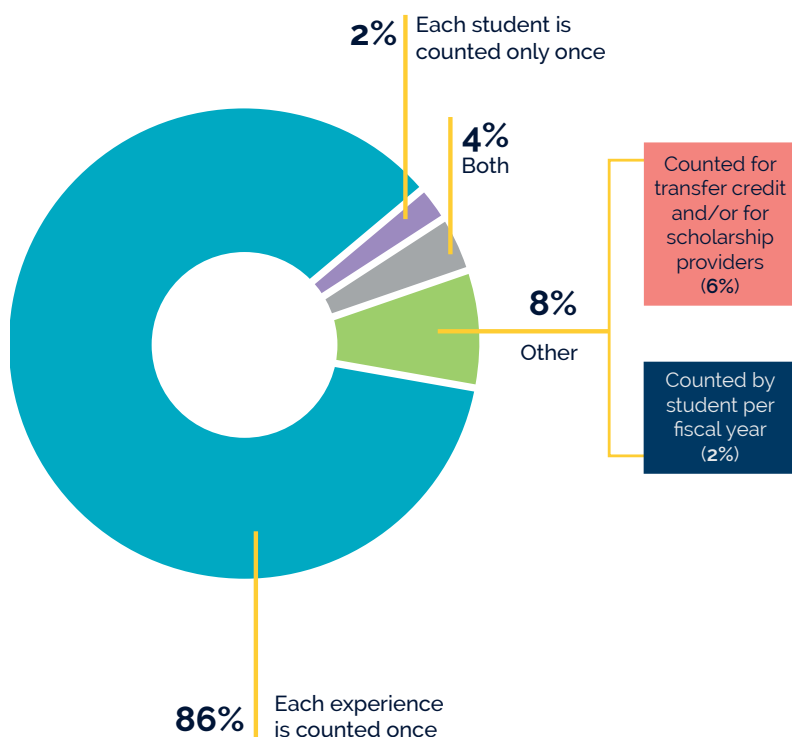
How do institutions count and report outbound mobility?

Institutions were asked how they count the number of students who go abroad. As seen in figure 25, for the vast majority of institutions (86%), each time a student leaves the country counts as one experience (i.e. a student who goes abroad on more than one experience is counted more than once). In contrast, for only 2% of institutions, each individual student who goes abroad is counted as one experience (i.e. a student who has more than one experience abroad during their degree/diploma is only counted once). Four percent indicated that they are able to report data in both ways.

The “other” category is made up of 8% of institutions who described additional ways of counting the number of students who go abroad. Of this group, 6% count education abroad participation according to requests for transfer credit and/or for scholarship providers, and 2% count by student per fiscal year.

Figure 25:

How do you count the number of students who go abroad?

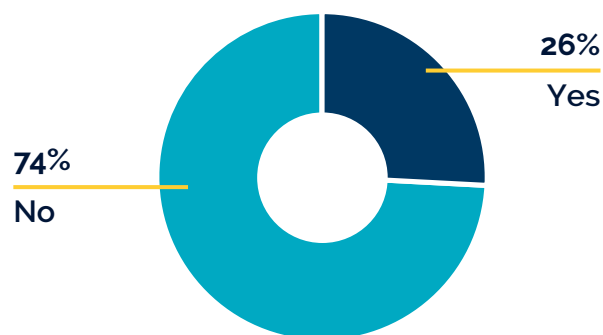


- Each time a student leaves the country for an international experience counts as one experience (i.e. a student who goes abroad on more than one experience is counted more than once)
- Each individual student that goes abroad is counted as one experience (i.e. a student that has more than one experience abroad during their degree / diploma is only counted once)
- Data can be generated both ways
- Counted to recognize transfer credit and/or for scholarship providers
- Counted by student per fiscal year

While the majority of institutions have no required minimum length of time abroad to be counted as one experience (74%), one quarter of institutions do not count mobility experiences if they are shorter than a specified duration. See figure 26.

Figure 26:

Is there a specific length of time abroad required to be counted as one experience?



Of these 13 institutions (26%), the minimum duration to receive one count varies considerably, ranging from five days to four months, with an average minimum of 6.1 weeks abroad to be counted. See figure 27.

Institutions reported flexibility in the range of ways that they are able to report experiences abroad. Given current data collection methods, the majority of institutions that collect education abroad data are able to report outbound mobility by academic year (90%) and/or by semester (84%). A number of these same institutions are also able to report participation by completed program/degree (34%). See figure 28.

Almost one quarter of institutions indicated that they are able to report outbound mobility in additional ways. The responses to the “other” category (24%) can be divided into three areas:

- 10% of these institutions indicated that they are able to report by academic year, semester, completed program/degree plus additional criteria.
- 6% reported that although they likely could report on year, semester and completed program/degree, this would not be a straightforward task.
- 8% of institutions indicated that they are unable to report on academic year, semester or completed program/degree, but can report on other criteria such as fiscal year, calendar year, program type, level of study, country, credit/non-credit programs, or Quebec mobility bursaries received.

As seen in figure 29, almost half (44%) of surveyed institutions produce an annual report that provides a summary of education abroad statistics.

Figure 28:

Ways institutions are able to report education abroad participation

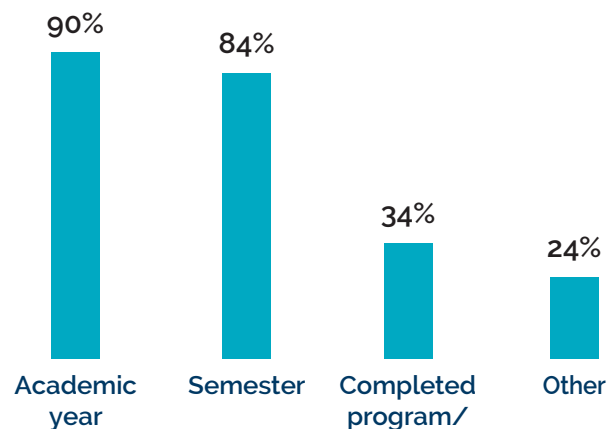


Figure 29:

Does your institution produce an annual report which gives a quantitative summary of education abroad?

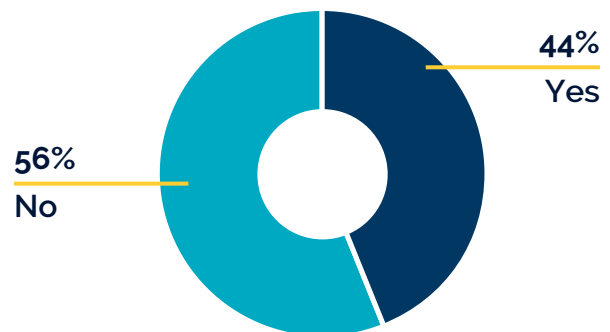
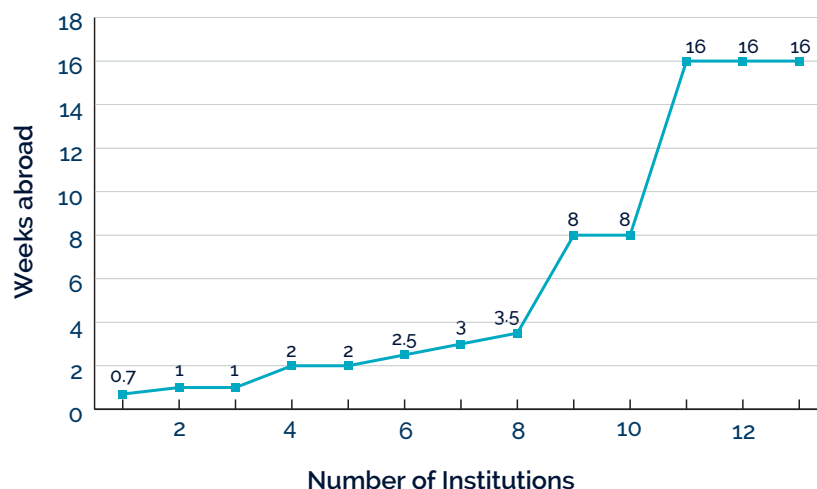


Figure 27:

Minimum duration abroad counted as one experience (in weeks)



Spotlight on Education Abroad Software

Of the 50 surveyed institutions that keep education abroad statistics, only 16 (32% of respondents) reported using a software program to track outbound mobility. The information below was derived from this limited sample. Although findings do not reflect a wide consensus around any particular education abroad software packages, general trends and common themes reported by respondents are presented.

What Respondents say about Common Software Packages

Name	Pros	Cons
QS MoveOn	<ul style="list-style-type: none"> • Large database • Easy to use • Online format accessible anywhere 	<ul style="list-style-type: none"> • Eurocentric (based on Erasmus model) • System stability issues
Simplicity Horizons	<ul style="list-style-type: none"> • Very customizable • Wide range of functionality • Good reporting options • Good technical support 	<ul style="list-style-type: none"> • Developed for US education; some features not relevant in the Canadian context • Time-consuming to implement and adapt to institution • Technical glitches
Terra Dotta¹	<ul style="list-style-type: none"> • Wide tracking options ensures that all offshore activity is monitored • Creates reports • Mediates risk by being able to contact students and staff abroad 	<ul style="list-style-type: none"> • Does not provide health and travel warnings
Custom software developed by individual institutions	<ul style="list-style-type: none"> • Can be developed for the unique needs of the institution • Technical support readily available 	<ul style="list-style-type: none"> • Depends on the custom software • Respondents report a variety of issues with their in-house software
Microsoft Excel²	<ul style="list-style-type: none"> • May be sufficient to manage data from a limited number of outbound students 	<ul style="list-style-type: none"> • Requires manual input

¹ Review comments for this software were provided by one user

² Review comments for this software were provided by one user.

Barriers to Tracking Education Abroad

All 52 respondents shared their insights on the barriers to tracking outbound mobility at their institution. Their comments were subsequently coded into the categories elaborated below.

As seen in figure 30, the most significant barrier identified by over half of the respondents is the decentralized nature of education abroad tracking and reporting across the institution. As one respondent explains:

Not all international activities are reported consistently to the International Office. For example, the exchange program is run through the International Office and so the exchange coordinator is easily able to report the exact number of students incoming and outgoing by term, year, and program. However, other short-term trips run by the academic divisions, or individual student experiences such as a co-op/placement abroad, are not reported to the International Office in a standard format. This can result in some international activities being left off the annual international activities inventory report.

Challenges in tracking students who participate in independent education abroad activities were mentioned by 6% of respondents. This is related to the overall issue of the decentralized nature of data tracking and reporting, as there is no centralized mechanism to ensure that independent mobility experiences are reported to the International Office.

The second most significant barrier is the lack of adequate software or database systems for tracking and housing education abroad data, reported by 27% of respondents.

The third most commonly-cited barrier, reported by 20% of respondents, is a lack of resources to track outbound mobility statistics. This includes financial resources in general, as well as a lack of education abroad staff roles and limited staff time to track, enter, and present participation data.

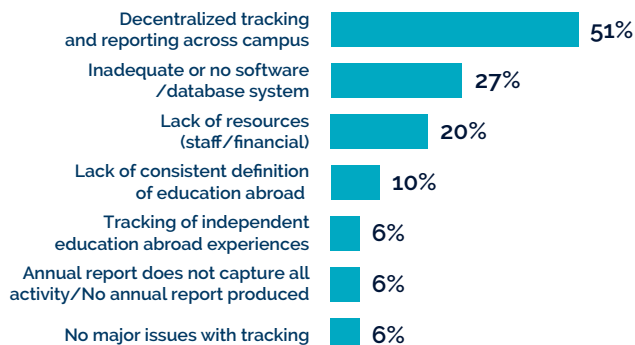
Ten percent of respondents noted the challenges emanating from the lack of a consistent definition of education abroad at their institution. This includes the need to establish best practices around how to count participation, define programs, and quantify experiences abroad that vary significantly in duration.

Issues regarding annual reports were identified by 6% of respondents; some commented that institutional annual reports may not accurately represent the numbers of students going abroad, while others noted that their institutions do not produce annual reports.

Finally, 6% of respondents commented that they did not have any real issues with tracking, or that the partial data collected met their institutional needs.

Figure 30:

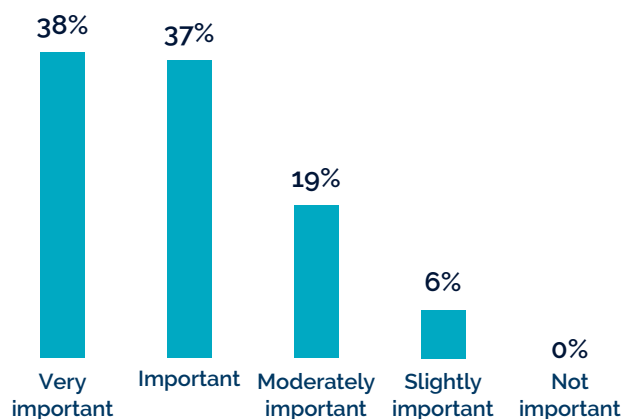
In your opinion, what are the barriers to tracking education abroad at your institution?



As shown in figure 31, three quarters of respondents believe that is either important or very important to standardize education abroad tracking measures to develop a framework for nationally comparable statistics. While 25% indicated that it is moderately or slightly important, no respondents believe that standardizing tracking measures is unimportant.

Figure 31:

How important is it to standardize education abroad tracking measures to develop a framework for nationally comparable statistics?



Conclusions

The results of this survey suggest that standardizing education abroad metrics and streamlining data collection processes would be of value to the international education sector in Canada. Respondents expressed a need to establish best practices for how to count participation, define programs, and quantify experiences abroad that vary in duration.

The findings indicate that most institutions keep education abroad statistics and have an office dedicated to tracking outbound mobility. However, the types of experiences counted vary. Student exchange data is widely collected, while tracking experiences such as research abroad, service learning, independent study abroad, and volunteering abroad is less common. The gaps in data on these programs likely stems from the decentralized nature of education abroad tracking at the institutional level.

Most institutions are able to report education abroad participation in comparable ways. Given current data collection methods, the majority of institutions report outbound mobility by academic year (90%) and/or by semester (84%). For nine in 10 institutions, each time a student leaves the country for an international experience counts as one experience. That is, a student who goes abroad on more than one experience is counted more than once.

These commonalities are promising. However, it will be necessary for all institutions to adopt a common measurement system in order to generate accurate national statistics.

The biggest inconsistency in counting participation relates to duration abroad. Three quarters of surveyed institutions have no minimum criteria for experiences to be counted. In contrast, one quarter do not count experiences if they are shorter than a specific length of time. This minimum criteria varies widely, from five days to four months, creating gaps in data when aggregating across institutions to establish national statistics.

The findings suggest that the most significant challenge that institutions face relates to the lack of a central mechanism for tracking education abroad. Tracking and reporting is decentralized across campus and data is commonly housed among multiple offices on campus. In fact, half of the surveyed institutions store data in more than one office, while one quarter house data across three or more offices, making it challenging and time-consuming to generate accurate statistics.

The lack of consistent practices in reporting all participation to one designated office undoubtedly results in some mobility not being documented or not being tracked in ways that are reportable. As a result, participation is underrepresented in some institutional reports. It is also worth noting that more than half of institutions do not produce an annual report containing a summary of education abroad participation numbers. Some respondents identified this as a concern in terms of tracking mobility.

A second significant tracking barrier identified by respondents is the lack of adequate software or database systems on campus. Only one-third of institutions surveyed use a specific software program. Amongst these respondents, there was no real consensus as to a preferred package (see Spotlight on Education Abroad Software for respondent feedback on software packages), and only half of this group indicated that they would be willing to change their software programs to standardize tracking at the national level.

Another important barrier to tracking education abroad identified by respondents is a lack of resources. This relates not only to software, but also to time being allocated for regular data tracking and analysis within staff roles.

Best Practice Recommendations

Standardize education abroad terms, definitions, and metrics within and across Canadian institutions

Responding to the issues emanating from a lack of common definitions of education abroad, CBIE's Education Abroad Lexicon was established in 2015. The development of this tool is led by CBIE's Education Abroad Advisory Committee (EAAC) and involves an ongoing consultative process with a wide range of educational institutions. The Lexicon is available on the CBIE website at www.cbie.ca/canadas-education-abroad-lexicon. Wide adoption of this terminology by institutions and external stakeholders will result in greater consistency in understanding of the types of education abroad and facilitate statistical comparability on a national level.

Allocate resources dedicated to establishing and maintaining education abroad tracking systems

Resources should be allocated for mobility-tracking systems/software, staff training, and the provision for regular education abroad tracking and reporting. As the success of any system depends on how well it is known and communicated to everyone responsible for students going abroad, all staff should receive training and/or information regarding the process on a regular basis.

Centralize mobility statistics in one office through the implementation of an effective education abroad software system

To ensure that all data is captured and accessible, education abroad data should be tracked and maintained by one central office. Effective tracking systems and software programs that are user-friendly and capture key mobility criteria (identified in section below) are valuable tools that should be implemented for managing data.⁶⁷

The CBIE Education Abroad lexicon identifies a wide range of education abroad opportunities that should be tracked. These include decentralized mobility such as graduate students, research mobility, independent education abroad experiences, and students who go abroad as part of small, department-led programs, who may fall through the cracks if not recorded consistently. Institutions should have campus-wide policies and procedures that require that all travel be reported.

Recommendations for Aligning National Data Collection with International Standards

Canadian institutions commonly collect data on outbound students' year of study, academic discipline, type of program, gender, and length of program duration.⁶⁸ This criteria is important; however, in order to align our national education abroad participation data with typical statistics reported by other countries, additional criteria needs to be tracked and reported.

Through a review of a number of international comparators, the following common elements have been identified. Tracking the following criteria in consistent ways at the institutional level will ensure that national statistics are aligned with internationally-reported participation data.

Track and report participation by academic year

Institutions should develop systems that allow education abroad participation data to be tracked in ways that the numbers can be reported by academic year. This outbound mobility figure should include students who participate in a variety of temporary for credit and not-for-credit education-related visits abroad (for a description of the types of education abroad programs, see CBIE's Education Abroad Lexicon). The establishment of a reliable annual participation rate will put Canada on par with international comparators and allow changes in participation over time to be monitored. Systematic tracking of education abroad provides the option to

67 Student mobility practitioners at Canadian institutions who wish to ask questions and share experiences around purchasing and using study abroad software may join the Study Abroad Software listserv by contacting Lynne Mitchell at lmitchel@uoguelph.ca

68 Universities Canada, *Canada's Universities in the World: AUCC Internationalisation Survey* (Ottawa: UNIVCAN, 2014)

report participation numbers in other formats of interest, including by semester or as the percentage of students who have an education abroad experience during their degree.

Count all experiences, regardless of duration, and track length abroad

It is common practice among a number of international comparators to count all outbound mobility experiences and document the specific duration abroad. Counting all credit and not-for-credit experiences, including those of very short duration, ensures that there are no gaps in national data. With this complete data, mobility can then be categorized into short, medium, and long-term experiences during data analysis. Classifying experiences according to the Open Doors US study abroad model is one approach to consider:

- Short-term (up to eight weeks)
- Mid-length (one or two quarters, or one semester)
- Long-term (academic or calendar year)

Track by level of study

Outbound mobility data is commonly collected by Canadian institutions and internationally according to level of study (undergraduate/graduate). This practice should be implemented by institutions who do not yet track level of study and be continued by those who do. In addition to the undergraduate/graduate level distinction, a further breakdown by level of study (i.e. diploma, master's, PhD, etc.) should be tracked when possible.

Track by discipline

There is no international consensus on how the major fields of study are grouped when reported; however, the collection of education abroad data by broad discipline (e.g. Social Sciences, Humanities, Sciences, Engineering, Business, etc.) at the institutional level provides flexibility to group disciplines into various major fields of study when compiling and reporting statistics.

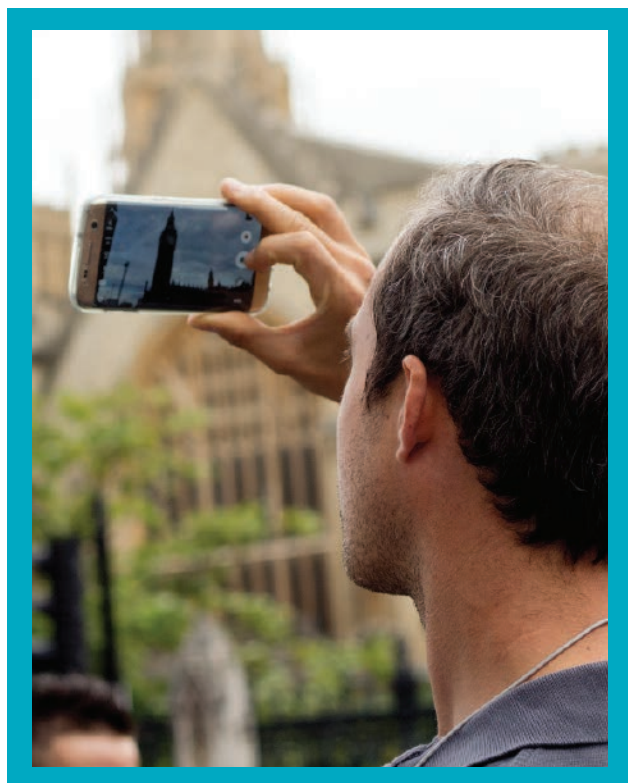
Track by education abroad activity type

Participation by type of mobility is reported by a number of international comparators. Canadian institutions generally collect data according to program type; however, the definitions of these programs can vary. The CBIE Education Abroad Lexicon is a tool developed to promote a consistent understanding of the types of education abroad activities that Canadian students are undertaking. Institutions should track all types of programs defined in the Lexicon when possible.

Track education abroad destination countries

Following the standard international practice of reporting top destination countries, this key criteria should also be tracked by Canadian institutions. Collecting annual data by destination allows for an understanding of current mobility patterns as well as an analysis of trends over time.

Canada's Global Engagement Challenge: The CBIE Education Abroad Student Survey



“ My education abroad experiences made me really appreciate the freedoms, resources and opportunities I have in Canada which aren't even an option elsewhere. I'm more appreciative and grateful to be Canadian and I have more empathy and compassion for world issues after having experienced some of the oppression and difficulties in other countries. ”

— Undergraduate student with education abroad experiences in France, Cuba, and Australia

Education abroad is often a transformative experience, altering a student's sense of self and understanding of others. The richness of the experience extends well beyond the classroom and exposure to new ideas and immersion in a new culture often result in a more nuanced understanding of the complexities of the world.

Employers value the soft skills developed and enhanced through living and studying abroad, such as openness to new challenges, and skills in intercultural communication, problem solving, and decision making. A 2014 study by Leger Marketing for Universities Canada found that 82% of hiring managers from Canadian Small and Medium Enterprises (SMEs) believe employees who possess intercultural knowledge and an understanding of the global marketplace enhance their company's competitiveness.⁶⁹

69 Leger: The Research Intelligence Group, *International/Intercultural Skills: Importance Assigned by Employers and Perceived Impact on Employee Performance* (Ottawa: Universities Canada, 2014).

A recent European Commission report found that graduates of the Erasmus program were half as likely to be unemployed than their peers who did not go abroad.⁷⁰ The Erasmus alumni unemployment rate was 23% lower five years after graduation than that of students who did not go abroad. This statistic is evidence that the benefits extend beyond initial employability and into later career development.

In light of the documented personal and professional benefits of education abroad, why does participation remain low? What are student perceptions of the value of education abroad? How aware are they of the opportunities available at their institutions? What are the best channels to inform students about mobility programs in this rapidly-changing technical landscape?

70 University of Oxford, *International Trends in Higher Education 2015* (Oxford: University of Oxford, 2015), accessed June 21, 2016, <https://www.ox.ac.uk/sites/files/oxford/International%20Trends%20in%20Higher%20Education%202015.pdf>

“My experiences abroad were both research opportunities abroad in two of the leading research centres in the world. The most memorable learning experience was to face my fears of inadequacy and arrive as a respectful visitor, and do the best work that I can. Both experiences were challenging but I achieved my research goals and left with more confidence and awareness of my own capabilities as an academic researcher.”

— PhD student with education abroad experiences in the United States and Japan



With these and other questions in mind, CBIE undertook the 2016 Education Abroad Student Survey, engaging 35 CBIE member institutions across the country. This is CBIE's first large scale survey focused on outbound student mobility since our comprehensive education abroad study in 2009,⁷¹ and it offers timely insights into key issues in education abroad in Canada.

The objectives of the CBIE Education Abroad Student Survey were to:

- provide demographic information on students who do and do not participate in education abroad
- identify factors affecting students' decisions to participate or not, including perceived benefits and obstacles
- determine students' current interest level, motivation and plans to participate in education abroad
- provide feedback to Canadian institutions about student awareness of education abroad opportunities offered at their own institution and how this information is most commonly accessed by students
- examine the characteristics and impacts of students' previous education abroad experiences
- generate education abroad benchmarking data

⁷¹ Sheryl Bond et al., *World of Learning: Canadian Post-Secondary Students and the Study Abroad Experience* (Ottawa: CBIE, 2009). Available at: <http://cbie.ca/what-we-do/research-publications/research-archives>

Outbound Mobility Rates in Canada

To benchmark current outbound mobility rates, CBIE collected education abroad participation data from all participating institutions. Findings suggest that during that period, 2.3% of university students (undergraduate and graduate) went abroad for a credit or not-for-credit experience in the 2014–15 academic year. This outbound mobility rate ranged from 0.4% to 6% at the majority of participating universities. However, with an annual outbound mobility rate of 15.7%, Quest University Canada stood apart from other institutions for its highly mobile student population.

Although Canadian post-secondary institutions are dedicating considerable energy and resources to mobility programs, these estimates suggest that participation has declined since the 2012–13 academic year when an estimated 3.1% of university students went abroad.⁷²

⁷² Universities Canada, *Canada's Universities in the World: AUCC Internationalisation Survey* (Ottawa: UNIVCAN, 2014).

Data submitted by the five participating college and polytechnics indicates that 1.0% of their students went abroad in the 2014-15 academic year; however, this number is not representative due to the limited sample of institutions. Although it is estimated that college participation may be as high as 2.5%,⁷³ the 1.0% participation rate in the limited sample is congruent with previous numbers that suggest that 1.1% of full-time college students participate in education abroad annually.⁷⁴

These and other estimates of mobility in Canada are based on the best data currently available; however, there is likely international activity that is not included in this count. The development of more robust and standardized tracking and reporting procedures will allow for a more complete account of education abroad participation in Canada. See the previous section of this special feature for a discussion on education abroad data collection.

Methodology

In total, 35 of CBIE's university (30) and college/polytechnic (5) member institutions⁷⁵ across all 10 provinces surveyed a sample of their current student population between March and May 2016.

A random sample of approximately 1,600 students was taken from each institution and yielded a 14% response rate. This representative sample included students from all faculties, disciplines, years and levels of study, as long as they were enrolled in a program in which they were eligible to participate in education abroad. International students completing full degree or certificate/diploma programs were also included, on the condition that they were eligible to go abroad as part of their Canadian program.

Although survey invitations were sent to a random sample of students, self-selection bias is a potential limitation of this study. That is, respondents were given the choice to self-select whether or not to take part in the survey, which may bias the sample towards attracting respondents who have an interest in education abroad. Students who have gone abroad may be highly motivated to respond, which likely had an impact on the overall education abroad participation rate reported by students.

⁷³ Colleges and Institutes Canada, forthcoming, 2016.

⁷⁴ Colleges and Institutes Canada, *Internationalizing Canadian Colleges and Institutes: The First National Report on International Education and Mobility* (Ottawa: CICan, 2010).

⁷⁵ Participating institutions include: Bishop's University, Brock University, Capilano University, Centennial College, College of the Rockies, Concordia University, Georgian College, Grant MacEwan University, HEC Montréal, Laurentian University, McGill University, McMaster University, Memorial University of Newfoundland, Niagara College, Polytechnique Montréal, Quest University Canada, Ryerson University, Saint Mary's University, Simon Fraser University, Southern Alberta Institute of Technology, Université de Moncton, Université de Saint-Boniface, Université de Sherbrooke, Université du Québec à Trois-Rivières, Université du Québec en Outaouais, Université Laval, University of Alberta, University of New Brunswick, University of Ottawa, University of Prince Edward Island, University of Regina, University of Saskatchewan, University of Victoria, Western University, York University

To ensure that the parameters of education abroad were understood by all respondents, the following definition was visible to respondents throughout the survey:

*Education abroad is education that occurs outside the country of the participant's home institution during the current program of study. Examples include for-credit and not-for credit studies, internships, work, volunteering, and directed travel, as long as these programs are driven to a significant degree by learning goals and are officially recognized by your academic institution.*⁷⁶

Participant Demographics

As a national body, CBIE strives for regional and linguistic representation in every data sampling exercise. In this survey, institutions from all ten provinces were represented. Eight institutions were francophone, two were officially bilingual, and the remainder were anglophone. With three quarters of survey responses completed in English and one quarter in French, this linguistic diversity is reflected in the participation rates of individual survey respondents.

Provincial representation of respondents was as follows: Ontario (2,091), Quebec (1,691), British Columbia (1,058), New Brunswick (682), Alberta (565), Prince Edward Island (224), Newfoundland and Labrador (217), Saskatchewan (196), Manitoba (148), and Nova Scotia (131). See figure 32.

The sample of survey respondents was made up of 7,028 post-secondary students (66% female, 34% male), 1,433 of whom have participated in education abroad. Because many international students completing programs at Canadian institutions participate in short-term outbound experiences, this group was invited to participate and made up 16% of survey responses.

The majority (92%) of the sample were full-time students with 8% enrolled in part-time studies. As seen in figure 33, most respondents fell into the 18-24 age range (70.5%), while students in the 25-34 age range made up another significant group (21.6%).

The majority of the sample was studying towards a bachelor's degree (63%), and were in their second (29%) and first (28%) years of study. Top fields of students in the sample were Business (17%), Health Science (15%), Engineering (13%), Social Sciences (11%), Natural Sciences (8%), and Education (7%). See figures 34 to 36.

⁷⁶ Source: Canada's Education Abroad Lexicon: <http://cbie.ca/canadas-education-abroad-lexicon/>

Figure 32:

Surveys completed by province of study

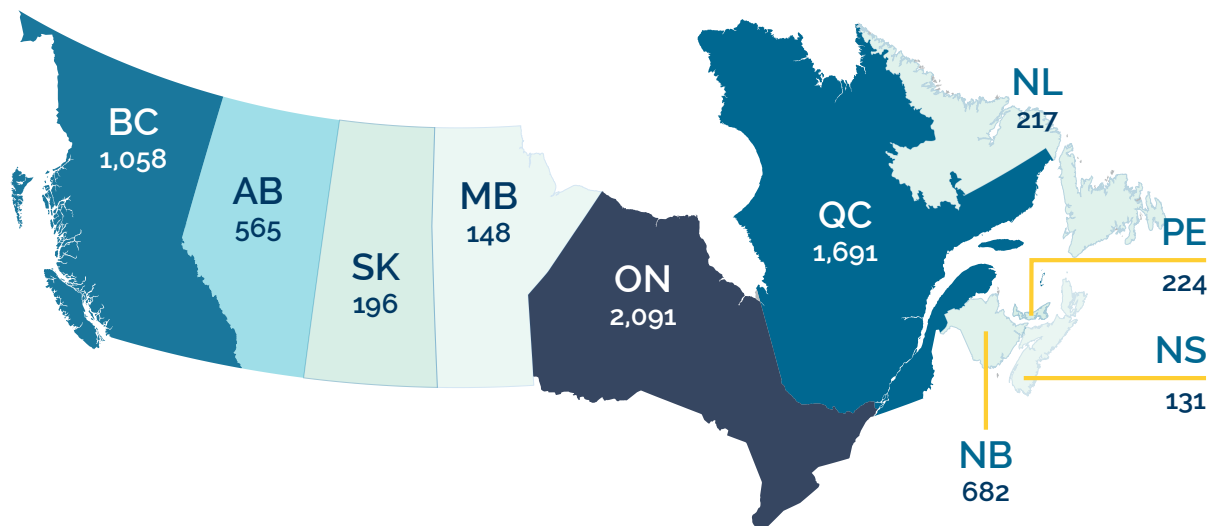


Figure 33:

Respondent Age

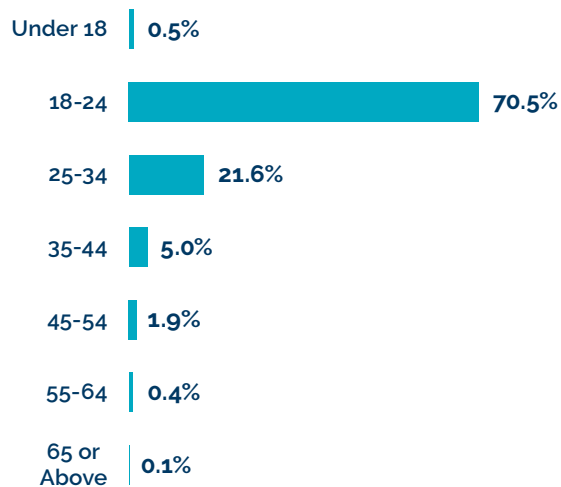
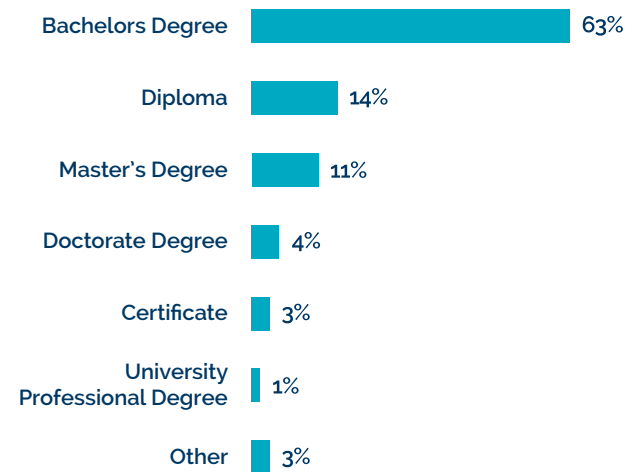


Figure 34:

Degree type of respondents⁷⁷



⁷⁷ Percent distributions in charts in this chapter may not sum to 100% due to rounding.

Figure 35:

Respondent year of study

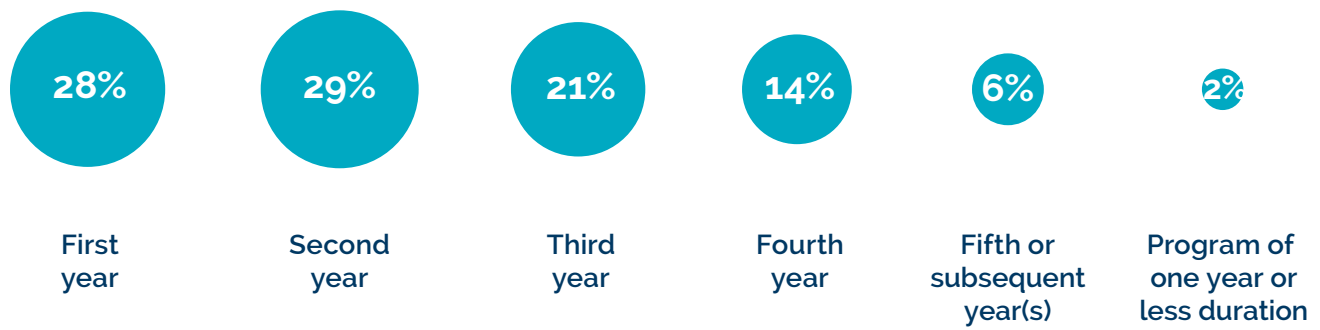
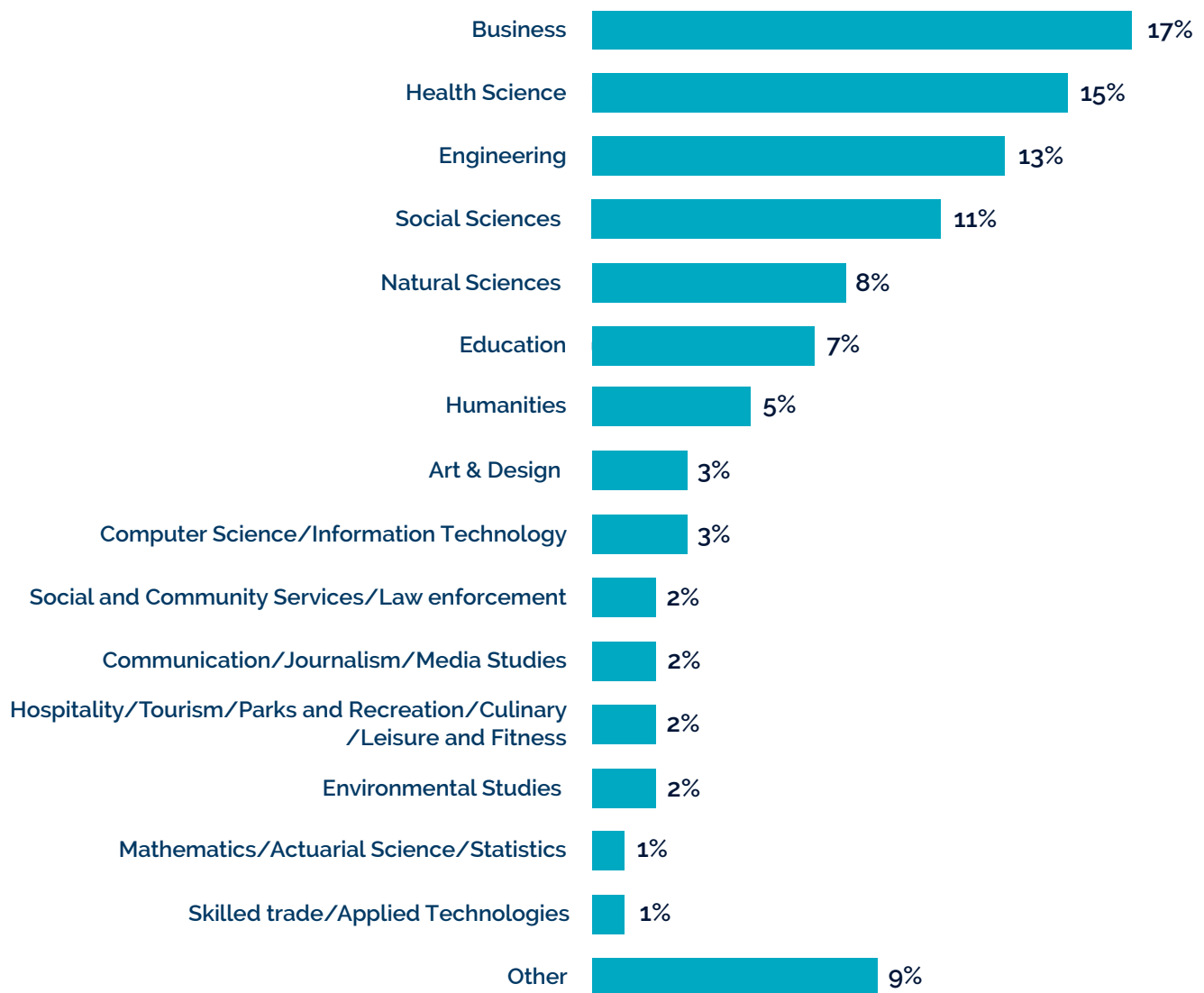


Figure 36:

Respondent fields of study



Student interest in global-mindedness

Nine in ten students reported that they are very interested (48%) or somewhat interested (43%) in being global minded. While women and men had similar general levels of overall interest, 52% of men and 46% of women reported being very interested in keeping informed about world issues, international events and cultural issues. See figure 37.

To determine how students become globally minded, students were asked how they learn about world events and cultural issues. Top responses indicate that students are most likely to use social media (60%) and websites (56%) to keep up with global news. Interestingly, given the high levels of international students coming to Canada, less than one quarter work with international students in their classes and assignments. See figure 38.

Figure 37:

How interested are you in keeping informed about world issues, international events and cultural issues?

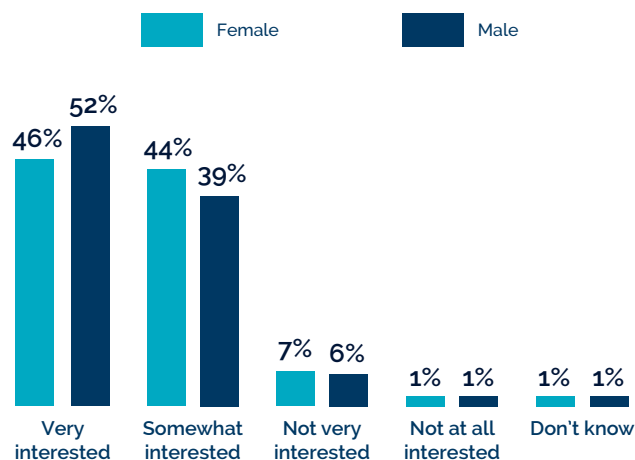
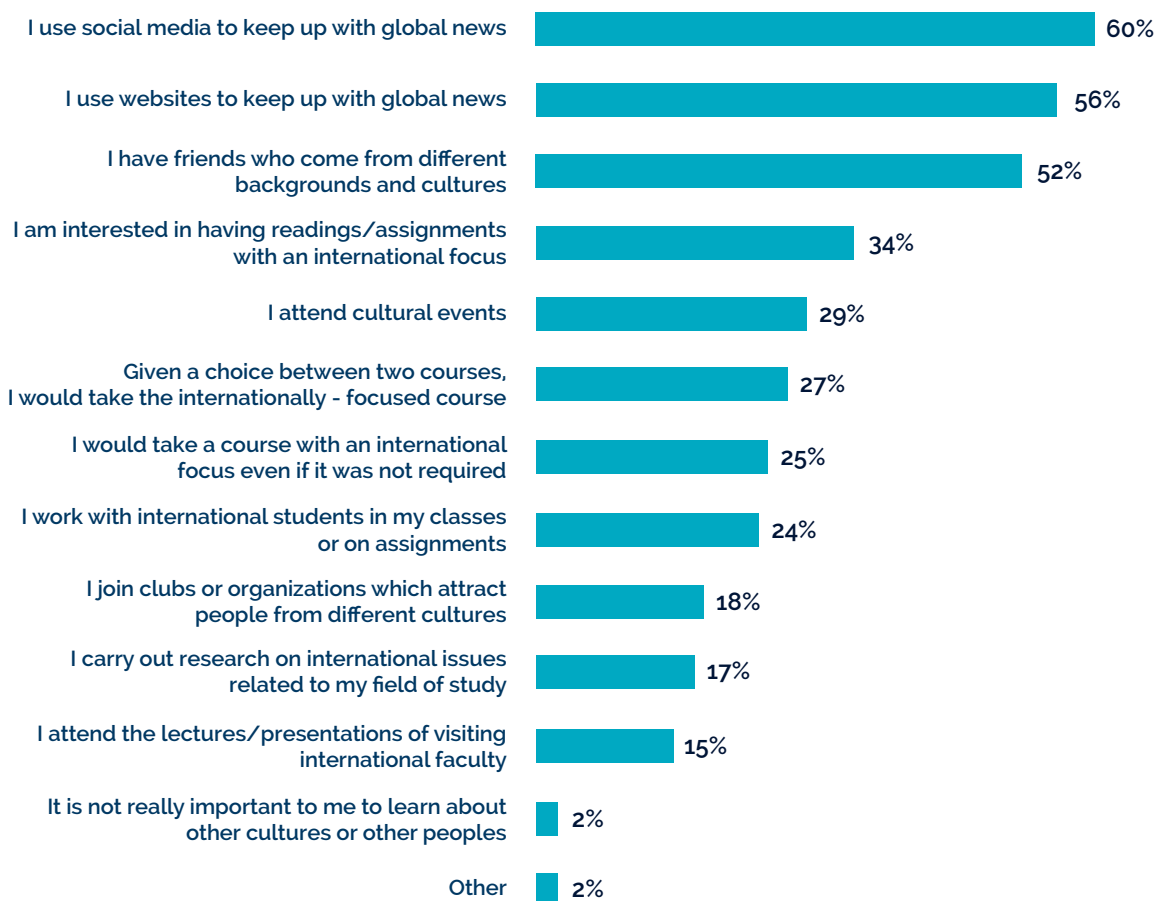


Figure 38:

Which best describe how you learn about world events and cultural issues?⁷⁸



⁷⁸ Percentages add up to more than 100% as students could select multiple responses.

Institutions' role in promoting global-mindedness and international opportunities

With 91% of students reporting that they are interested or very interested in being globally minded, what role do institutions play in creating or nurturing this interest?

The vast majority (80%) of students were aware of education abroad opportunities offered by their institution (see figure 39) and 64% of students agreed or strongly agreed that education abroad opportunities are encouraged on campus (figure 40). To a lesser degree, students agreed or strongly agreed (45%) that graduating students who are globally knowledgeable and culturally aware is a priority at their institution, but almost one quarter (23%) disagreed or strongly disagreed that this is the case. See figure 40.

Figure 39:

Does your current institution offer education abroad opportunities for students?

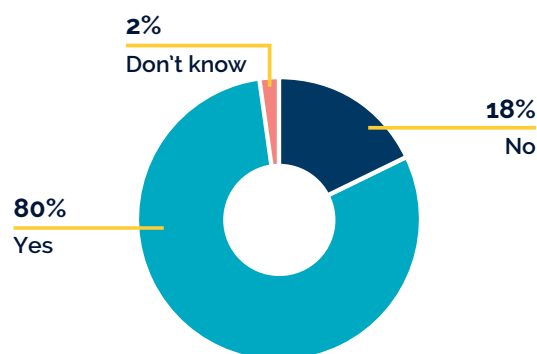


Figure 41:

How did you hear about these education abroad opportunities?

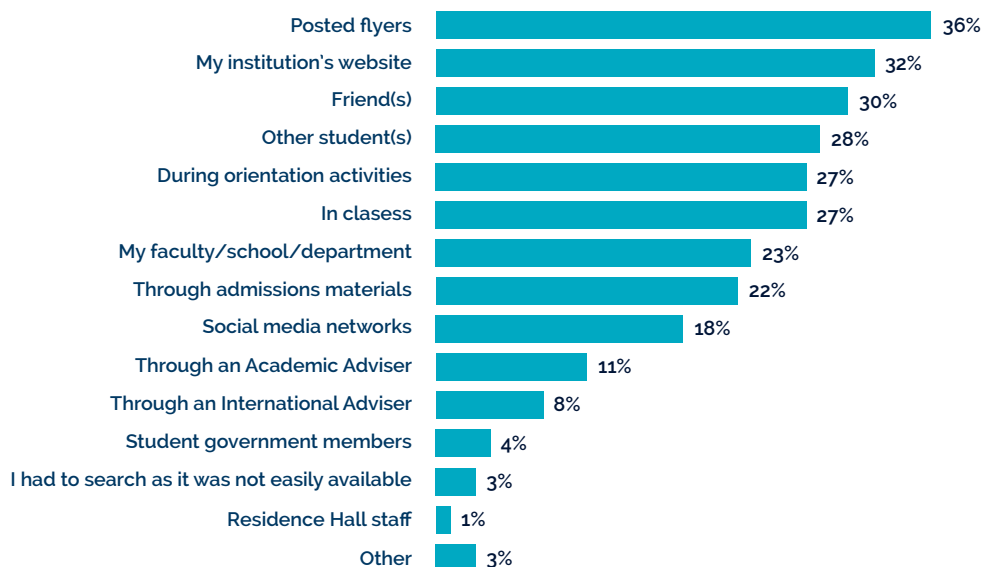
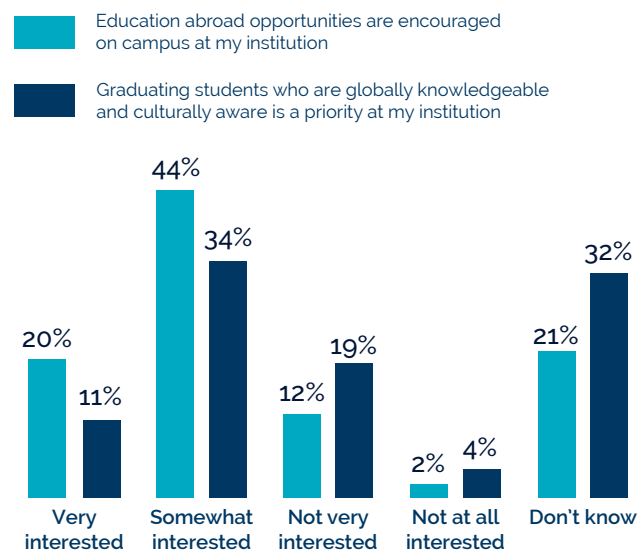


Figure 40:

Perceived institutional commitment to education abroad and global mindedness

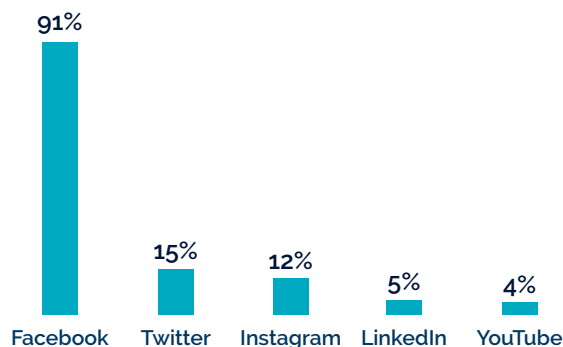


Consistent with CBIE's 2009 study, posted flyers (36%) remain the top way that students hear about education abroad opportunities, followed by the institution website (32%), and social interactions with friends (30%) and other students (28%).

Of the students who indicated that they had heard about education abroad opportunities at their institutions through social media networks, Facebook (91%) was overwhelmingly the most common. See figure 42.

Figure 42:

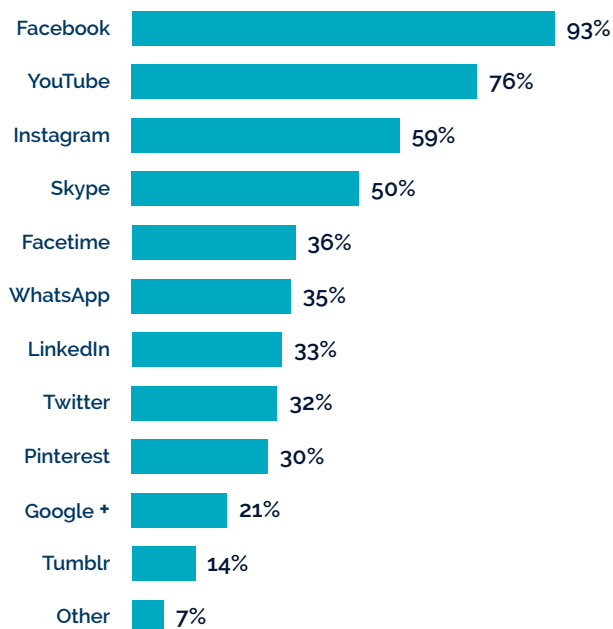
Through which social media networks did you hear about education abroad opportunities at your institution?



As seen in figure 43, the overall sample was asked which social media channels they use. Again, Facebook was the most popular (93%), followed by YouTube (76%), Instagram (59%), and Skype (50%). In terms of the “Other” category (7%), 4% of students indicated that they use Snapchat. Insights into the top modes of digital communication are not only valuable for promoting education abroad opportunities to students, but also in terms of understanding the channels that students use to keep in contact with family, friends, and school support systems while abroad.

Figure 43:

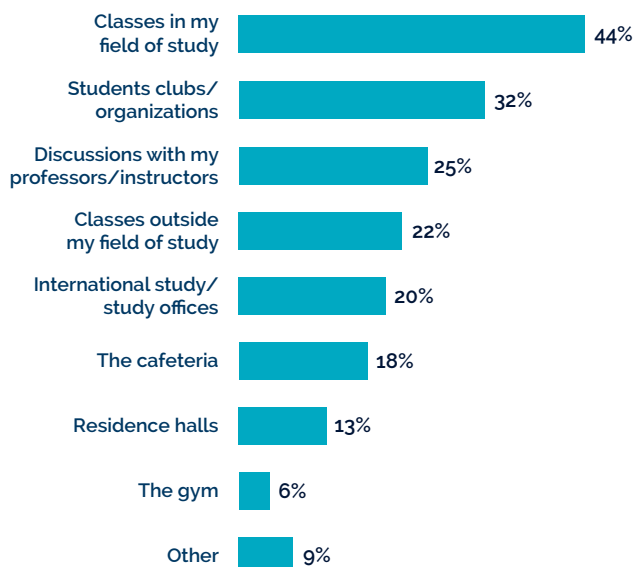
Which of the following social media channels do you use?



Respondents were asked in which places on campus they learned the most about different peoples, cultures or countries. As shown in figure 44, students learn most in classes in their fields of study (44%), as opposed to student clubs (32%), discussions with professors (25%), and classes outside their fields of study (22%).

Figure 44:

Sites on campus for learning about different peoples, cultures or countries



“My most memorable learning experience while abroad was working in a building of 100 employees who were all working together to accomplish parts of the same task, the design of a Canadian Coast Guard ship. I lived with a Danish family and learned much more about Danes and Denmark than I could have even imagined. I took every opportunity I could to ask questions beyond my department of work to further my understanding of the design process of a ship on such a large scale.”

-Undergraduate student with education abroad experience in Denmark

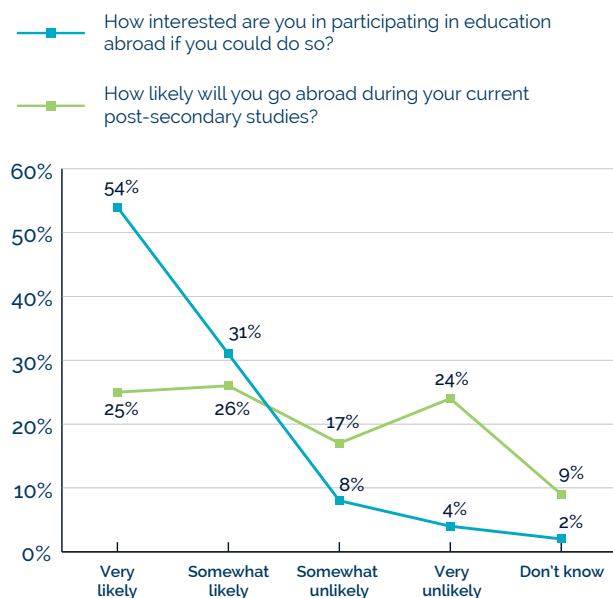
Interest in Education Abroad and Likelihood of Participating

The vast majority (86%) of students were interested in participating in an education abroad experience if they could do so, with over half being very interested (54%). Levels of reported interest were similar for female and male respondents, although women reported being very interested (57%) slightly more than men (50%). It is worth noting that only 13% of all respondents are completing a degree/program of study that requires or strongly suggests that students participate in education abroad before graduation.

Given this strong level of interest in education abroad, how likely is it that students will go abroad during their current post-secondary studies? As seen in figure 45, among the students who were very interested in going abroad (54%), only one quarter believed that it is very likely that they will do so. The reported likelihood of going abroad was virtually the same for female and male respondents. See figure 45.

Figure 45:

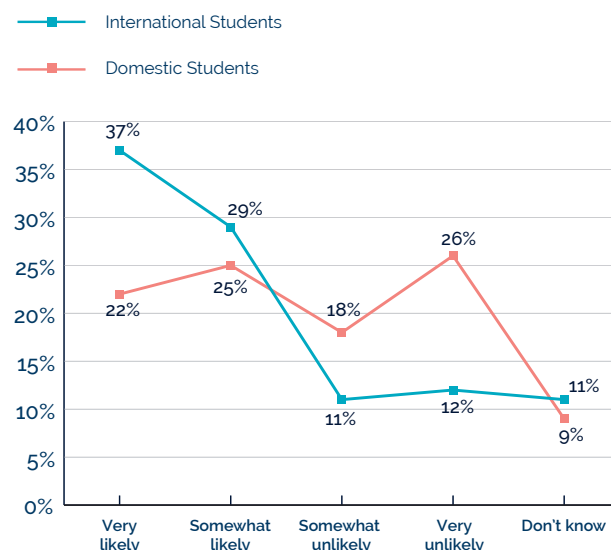
Level of interest and likelihood of participating in education abroad



Compared with domestic students, international students reported a much greater likelihood of having a temporary experience abroad as part of their current Canadian degree. Thirty-seven percent of international students reported being very likely to go abroad, compared with 22% of their domestic student counterparts. See figure 46.

Figure 46:

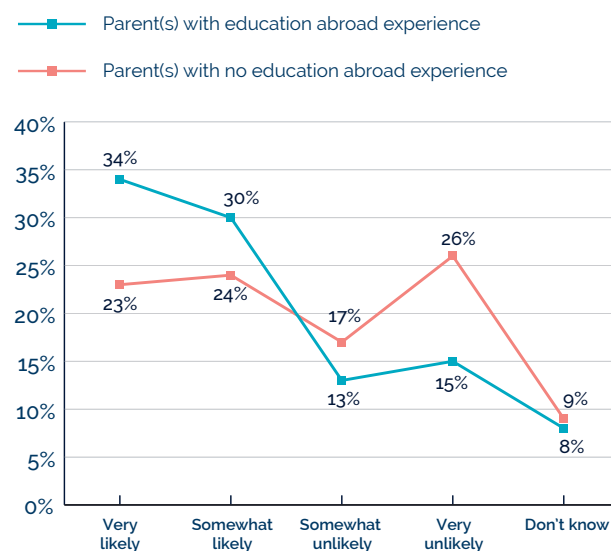
Likelihood of participating in education abroad during current studies, by international and domestic student status



Another group reporting a much greater likelihood of participating in education abroad are students who have one or both parents that have done so. Of the total sample, 16% reported that one or both parents had completed an education abroad experience outside the country of their home institution during their post-secondary studies. Of this group, 34% reported being very likely to go abroad during their current post-secondary studies, compared to 23% of students with parents who had not gone abroad. See figure 47.

Figure 47:

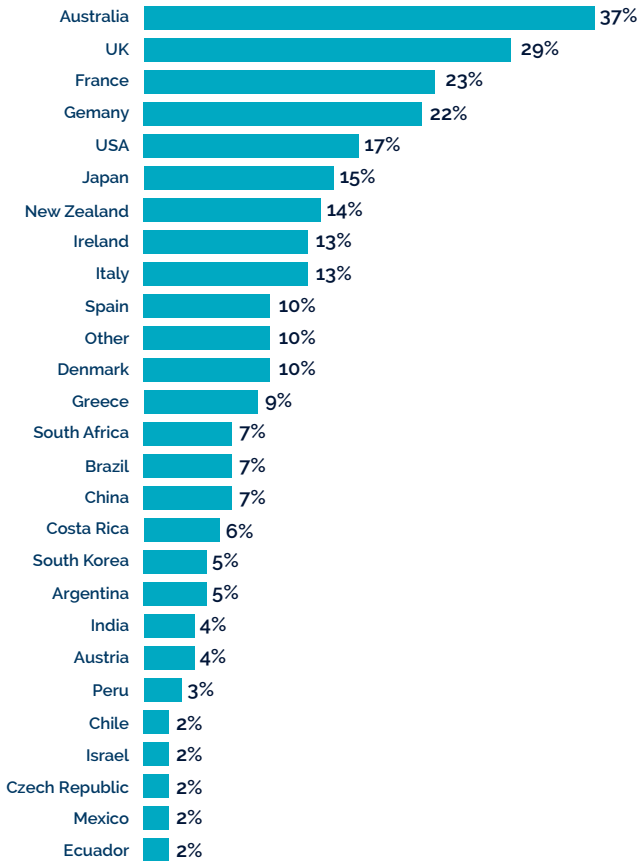
Likelihood of participating in education abroad during current studies, by parental education abroad experience



Students were asked, “If you were considering an education abroad program, which THREE countries would be of interest to you?” Top choices tended to be in highly developed countries, primarily in Europe, where Canada’s official languages are widely spoken. In terms of the “Other” category (10%), students indicated that the following countries are of interest: Switzerland, Sweden, Netherlands, Norway, Singapore, Finland, Belgium, Russia, Iceland, and Thailand, among others. See figure 48.

Figure 48:

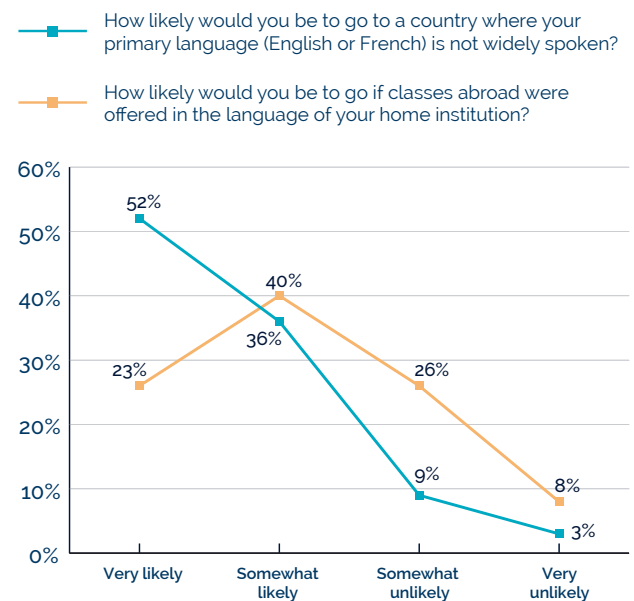
Countries of interest



The data suggests that there is an appetite for destinations other than English and French speaking countries, especially if classes were offered in the language of students’ home institution. As can be seen in figure 49, almost 7 in 10 students would be somewhat (40%) or very likely (26%) to go to a country where their primary language (English or French) is not widely spoken. If classes abroad were offered in the language of their home institution, this increases to almost 9 in 10 students who would be somewhat (36%) or very likely (52%) to go. Although this effect was present for both English- and French-speaking students, it was slightly more prevalent among English language respondents.

Figure 49:

Likelihood of country choice, by linguistic profile and language of classes offered



Education abroad enablers

Students were asked to select the three most important benefits associated with education abroad. As seen in figure 50, a chance to travel was the top response (56%), followed by career benefits (48%), learning to live and work in different cultures/countries (37%), and developing global awareness (35%).

Students were then asked, “Who, if anyone, has ever encouraged you to participate in an education abroad program?” The fact that almost half did not receive any encouragement from others might suggest that in Canada education abroad is not considered a natural part of the education experience. Friends and family are seen as more influential than those in education such as teachers, counselors and student organizations. See figure 51.

Figure 50:

Three most important benefits associated with education abroad

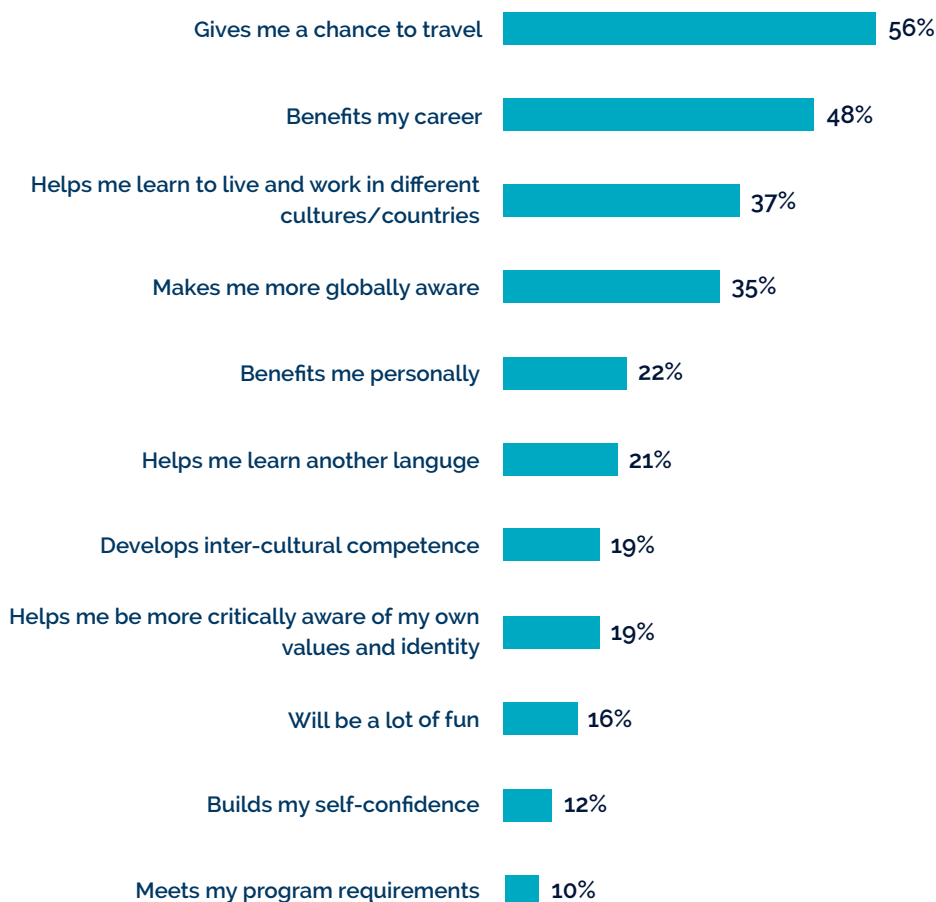
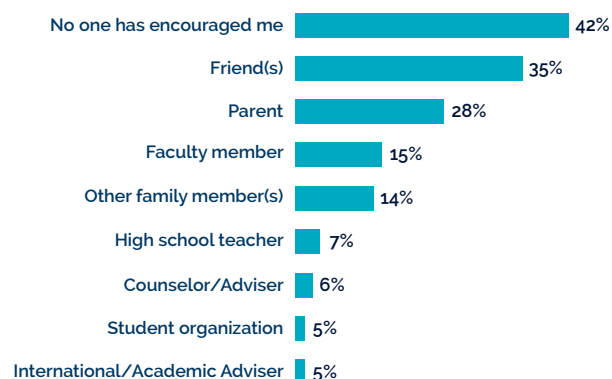


Figure 51:

Top Sources of Encouragement



Obstacles to participation

What are the barriers to education abroad that students face? Respondents were asked to select three potential obstacles that are most likely to keep them from participating in an education abroad experience. By far, the most significant barrier was financial, with 70% of students indicating that going abroad requires money that they do not have.

Delaying graduation (28%), course credit concerns (26%), and the need to work during the school year (26%) held distant second, third, and fourth places, respectively. Interestingly, 7% indicated that none of these barriers are obstacles, while only 3% are not interested in education abroad.

Figure 52:

Which three potential obstacles are most likely to keep you from participating in an education abroad experience?



“My most memorable learning experience was personal knowledge I gained from travel and being forced outside my comfort zone. I was forced to mingle with individuals from many different countries and learn about their cultures. I feel I left this experience much more worldly, well-rounded, and confident. Studying abroad in Australia was one of the hardest but most rewarding experiences of my life. I don't regret it for one minute, even despite the many sacrifices I was forced to make.”

-Undergraduate student with education abroad experience in Australia

Underscoring the fact that finances are the most significant obstacle to going abroad, eight in 10 respondents indicated that they would require financial assistance to pay for the costs if they wanted to participate in an education abroad program. Only 9% indicated that they would be able to go abroad without financial assistance.

Despite this expressed need, almost two thirds did not know whether their institution offered financial assistance. This suggests that these opportunities may not be well advertised, or that other real or perceived barriers may be preventing students from seeking out financial assistance information. See figure 53.

Fifteen percent of students indicated that it is not possible to go abroad during their post-secondary studies. In contrast, just over one quarter (27%) of students indicated that is possible. Only 11% indicated that they have already gone abroad during their post-secondary studies, with almost half (46%) not yet knowing whether education abroad will be possible. See figure 54.

Figure 54:

Is education abroad a possibility for you?

- It is possible that I will have an education abroad experience sometime during my post-secondary studies.
- It is not possible for me to have an education abroad experience during my post-secondary studies.
- I do not yet know if education abroad will be possible or not.
- I have already gone abroad during my post-secondary program.

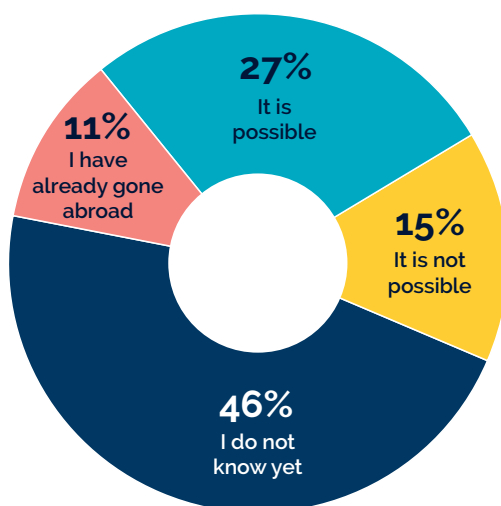
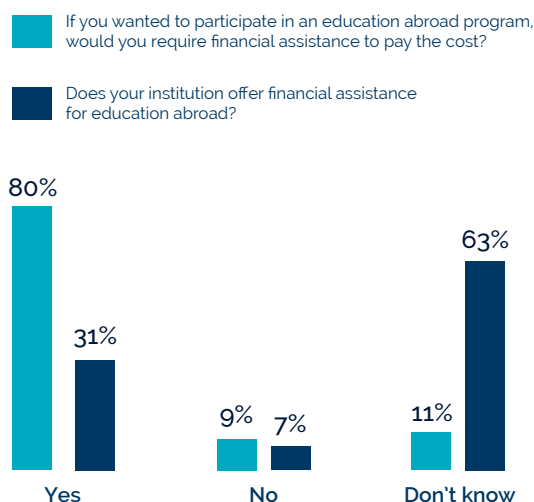


Figure 53:

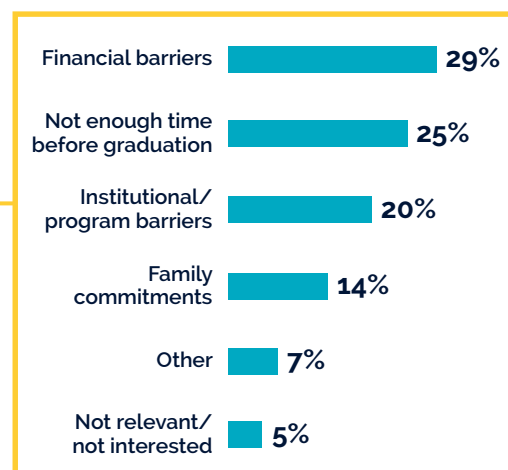
Financial assistance required/knowledge of institutional financial assistance



Of the 15% of students who said it is not possible for them to have an education experience abroad, financial issues were cited as the biggest barrier (29%) in the 970 comment-based responses. One quarter of students commented that they will not have enough time to participate before completing their program. One in five students described institutional/program barriers that make it impossible for them to go abroad. These include limited or no options available for their program of study at their institution, restrictive program structures, lack of transfer credits, and the need to complete their research with a particular supervisor at their home institution. See figure 55.

Figure 55:

Why is it not possible to have an education abroad experience?



The face of education abroad: Who does and who does not participate?

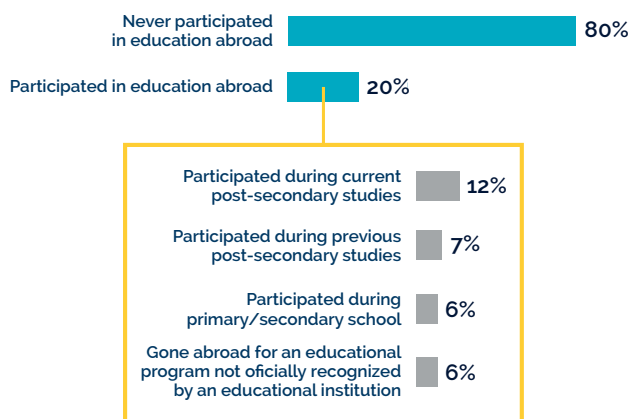
Institutions are ramping up their efforts to engage more students in education abroad. Given the benefits of going abroad, it is important to analyze which students are accessing these opportunities to ensure that participation rates grow in an equitable manner, providing personal and professional development experiences to a representative cross-section of students. The following section examines the demographics, experiences, and views of the 1,433 outbound respondents.

Of all 7,028 survey participants, 20% indicated that they have had one or more for-credit or not-for-credit education abroad experiences in their lifetimes. Of this group of mobile students, 61% have gone abroad once, 23% have gone twice, and 15% have had three or more education abroad experiences. These experiences include studies, internships, work, volunteering, and directed travel, as long as they were driven to a significant degree by learning goals.

When do students go abroad? Twelve percent of mobile students went abroad during their current post-secondary studies, 7% during their previous post-secondary education, and 6% during primary/secondary school. An additional 6% participated in an educational program not officially recognized by an educational institution (e.g. through an NGO or private sector organization not affiliated with their school). See figure 56.

Figure 56:

Participation vs. non-participation, with level of study breakdown⁷⁹

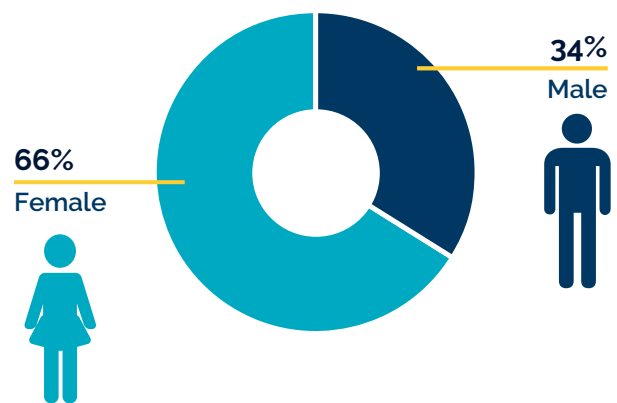


⁷⁹ Percentages do not add up to 20%, as some respondents have had more than one education abroad experience.

Of the 1,433 students who have gone abroad, 66% are female, compared with 56% of women enrolled in post-secondary education in Canada,⁸⁰ which suggests that females are likely over-represented in education abroad participation. While it is worth noting that more women than men responded to the survey, and therefore are over-represented in the sample, low male participation has been a persistent trend in the US, Europe, and other regions.^{81,82} See figure 57.

Figure 57:

Education abroad participation, by gender



Business (21%) was the most common major field of study for outbound students, followed by Engineering (14%), Social Sciences (12%), and Health Science/Kinesiology/Nursing (10%). See figure 58.

By far, the most popular international experience was coursework abroad. Nearly seven in ten of the students went abroad for either an exchange (41%), field school (7%) or courses other than exchange or field school (20%) during their most recent education abroad experience.⁸³ See figure 59.

The largest number of outbound students was hosted by France (13.7%), almost double that of the UK (8.5%) and the US (7.8%),⁸⁴ which came in second and third. See figure 60.

⁸⁰ Statistics Canada, *Canadian postsecondary enrolments and graduates, 2013/2014*, (Ottawa: Statistics Canada, 2015), accessed August 11, 2016, <https://www.statcan.gc.ca/daily-quotidien/151130/dq151130d-eng.htm>

⁸¹ Institute of International Education, *Open Doors 2015: Report on International Educational Exchange* (New York: IIE, 2015).

⁸² Lucas Böttcher et al., "Gender Gap in the ERASMUS Mobility Program," *PLoS ONE* 11(2) (2016): 1-8, accessed July 12, 2016, doi:10.1371/journal.pone.0149514.

⁸³ When respondents reported more than one education abroad experience, only data on the most recent experience is included, where noted throughout this chapter.

⁸⁴ As destination of students' most recent education abroad experience.

Figure 58:

Major fields of study of outbound students

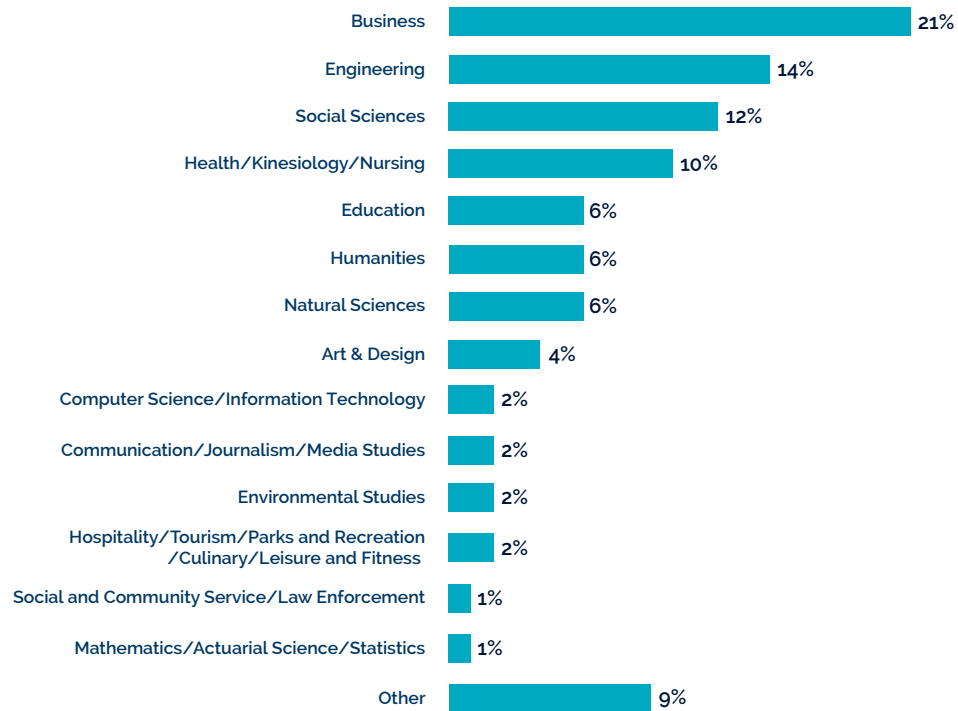


Figure 59:

What was the main purpose of your education abroad program experience?

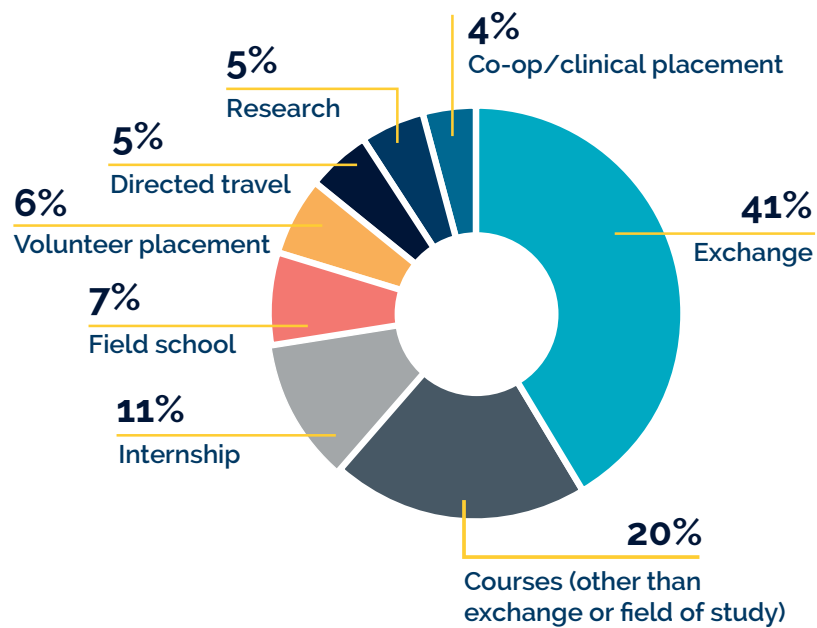


Figure 60:
Top 15 destinations for outbound students

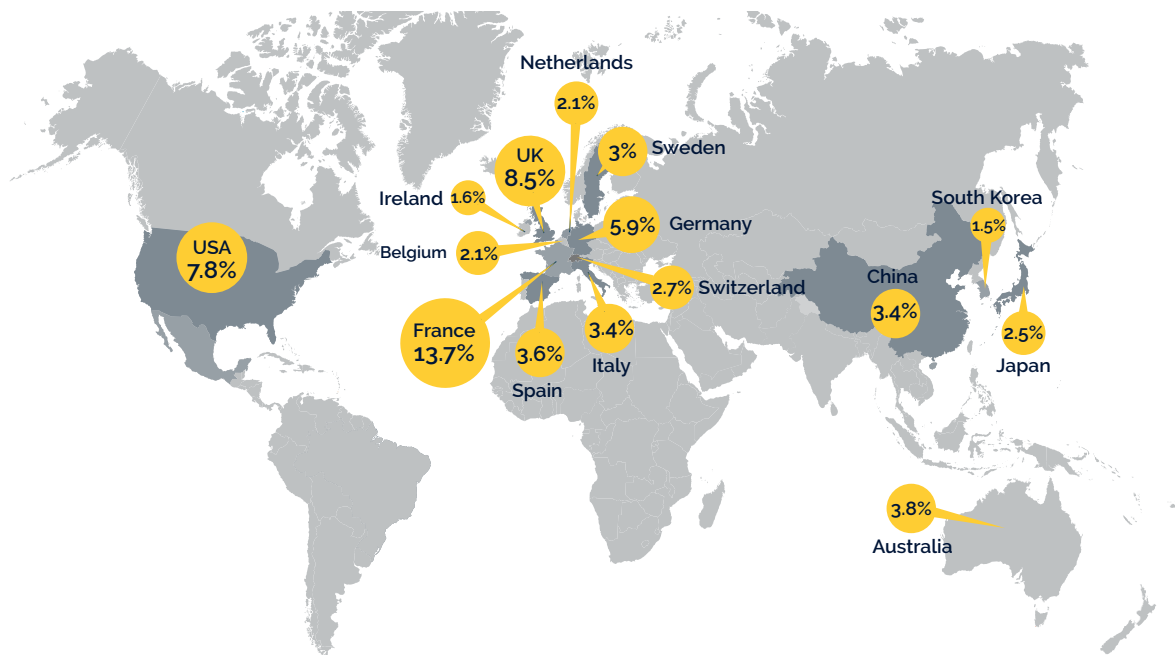
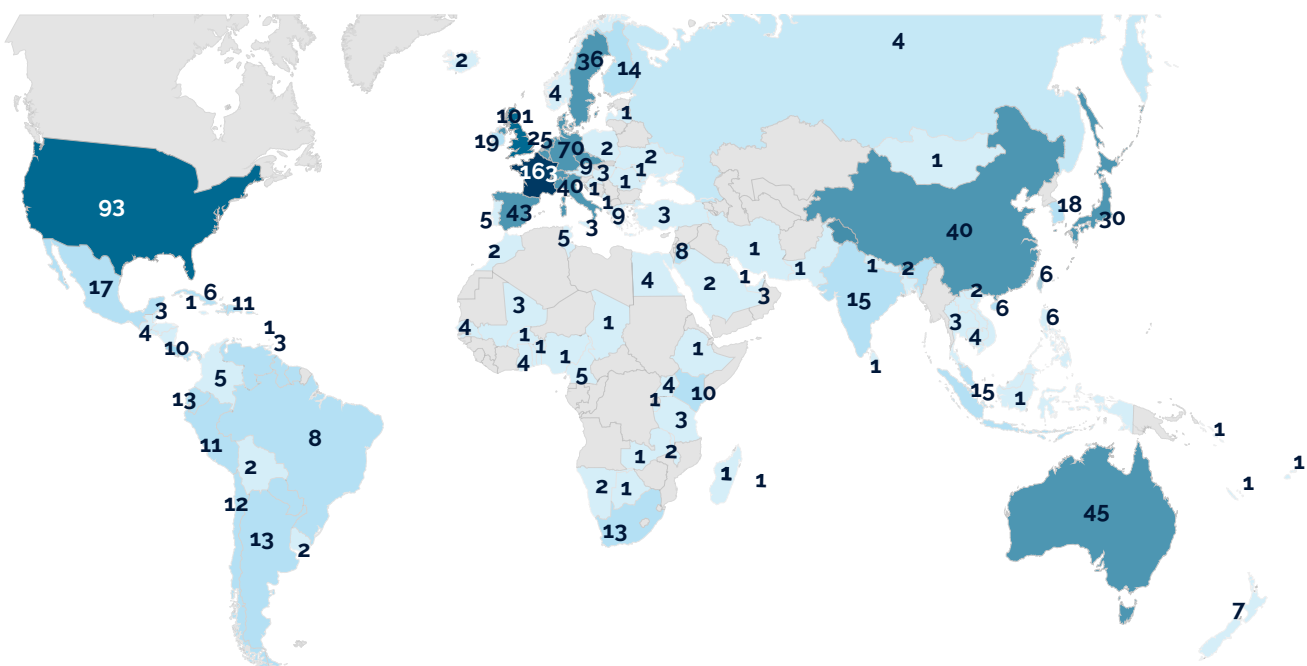


Figure 61:
All destination countries for outbound students, by number of participants

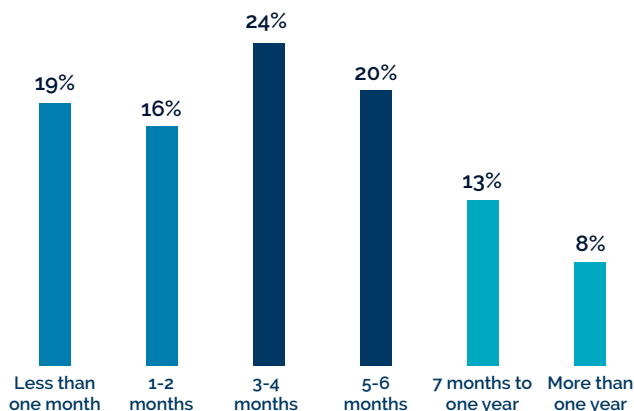


Despite the focus on European and English-speaking destinations, students in the sample have participated in education abroad in 119 destination countries during their most recent education abroad experience. Figure 61 shows the breadth of destination countries during respondents' most recent education abroad experience.

As shown in figure 62, the most common duration of respondents' most recent experience abroad was either a semester (24%) or 5–6 months (20%), although short-term experience of less than one month were also popular (19%).

Figure 62:

Duration of experiences abroad



As seen in figure 63, more than half of students received credit on their Canadian transcript for their most recent education abroad experience.

How do students who go abroad deal with the costs? Half relied on parents, relatives, or guardians (49%) to finance their education abroad experience. This may be complemented by a combination of other sources such as personal savings (45%), a university or college scholarship or grant (34%), work income (26%), and scholarships, financial aid, and/or loans from a government or agency in Canada (21%).

Figure 63:

Credit received by experience abroad and course abroad

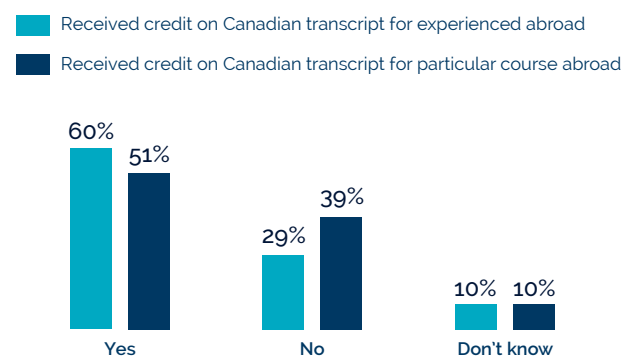
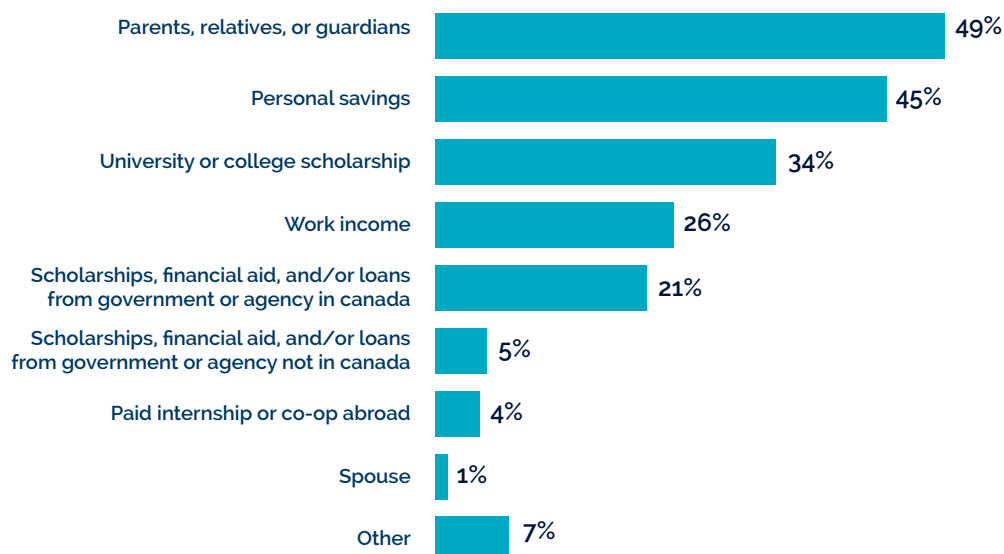


Figure 64:

How did you finance your education abroad experience(s)?⁸⁵



⁸⁵ Percentages do not add up to 100, as participants could select up to three options.

The Impact of Education Abroad

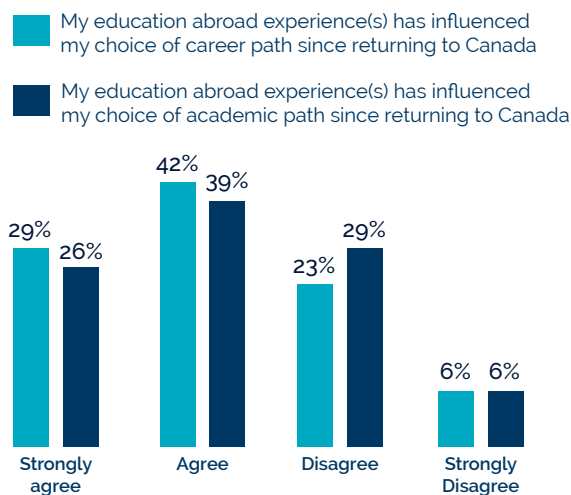
The group of over 1,400 respondents who went abroad were asked about the impact of their education abroad experience. For 12 learning domains students were asked to rate what they learned while abroad compared with what they would have expected to have learned if they had remained at their home campus for the same period of time. For virtually all domains, the growth that students reported achieving during their education abroad experience was at least as high as or significantly higher than what they think they would have learned at home during the exact same period. See figure 65.

It is notable that some of the highest rated domains reflect areas that go beyond typical classroom learning, such as leaps in cultural awareness and understanding, openness to different ways of thinking, self-confidence, and awareness of own identity. While growth in job-related skills and academic accomplishment were rated lower than other domains, it is possible that students responded in terms of technical and specific learning outcomes rather than considering the effect of the wider skillsets and perspectives that can be applied to, and often enhance, future careers and academic endeavours.

The transformative effect of education abroad is further demonstrated in figure 66. Almost three quarters of students agreed or strongly agreed that their experience abroad influenced their choice of career path. Similarly, two-thirds agree or strongly agree that their experience influenced their choice of academic path since returning to Canada.

Figure 66:

Influence of education abroad on future career and academic choices

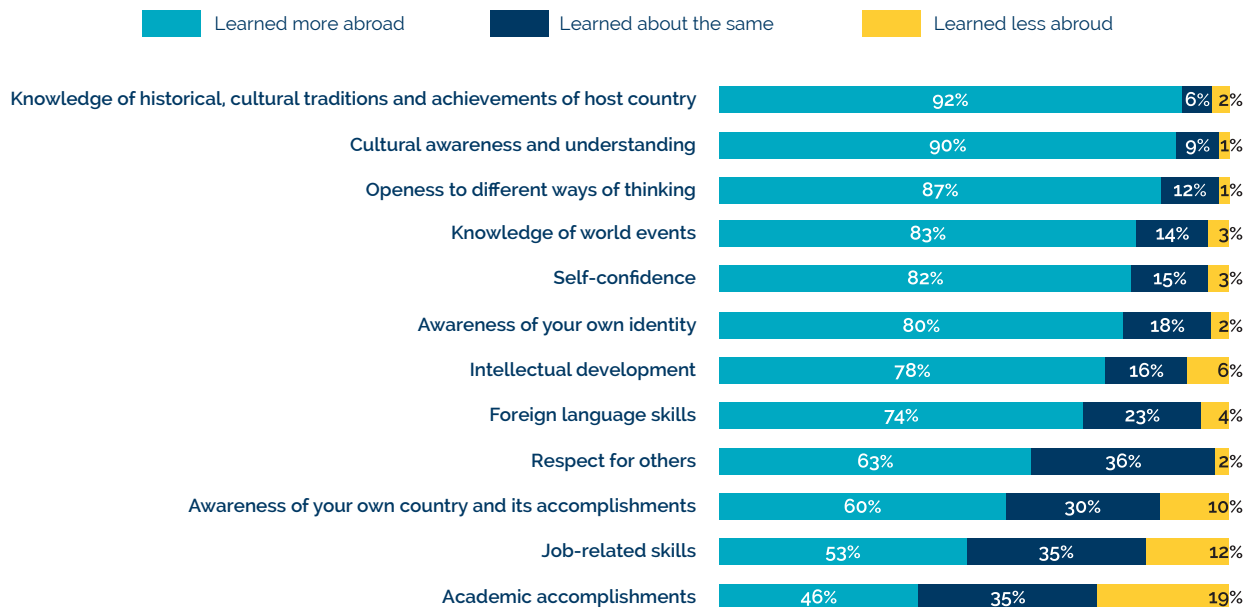


“Living on your own in another country at this age is transformative in a way, and I feel that I’ve learned a lot more about myself in my year here than my three previous years in Canada.”

— Undergraduate student with education abroad experiences in Europe

Figure 65:

Growth/learning reported to take place abroad, as compared with growth/learning on home campus



The impact of education abroad is underscored by the fact that once students go abroad they are much more likely to have repeat experiences. When asked how likely they are to participate in an education abroad experience during their current post-secondary studies, 46% of mobile students reported being very likely to do so, compared with 19% of their peers who had never gone abroad. See figure 67.

Figure 68 provides a breakdown of the reported likelihood that students will go abroad based on their level of study during their previous experience(s). Seventy-three percent of students who went abroad during primary or secondary school were very or somewhat likely to do so during their current post-secondary program. This was followed by those who had participated during their current program (71%), through an educational program abroad not recognized by an educational institution, e.g. through an NGO or private sector organization not affiliated with their school (69%), and by those who had gone abroad during previous post-secondary studies (60%).

Figure 67:

Likelihood of participating in education abroad during current studies, by students who have gone abroad compared with those who have not

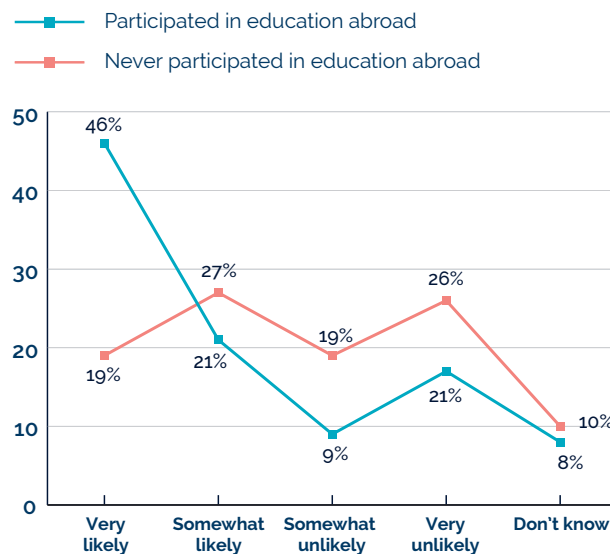
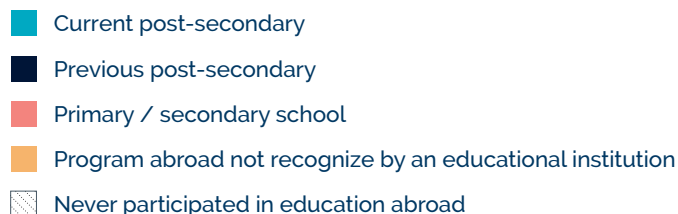


Figure 68:

Likelihood of going abroad during current studies, by level of study during previous education abroad experience



“ I was recently hired for my first job with a company in Quebec - my cross cultural experience and French language experience definitely helped me to get noticed and land this amazing position. ”

— Undergraduate student with education abroad experiences in the UK and France

Spotlight on Minority Identities and Outbound Mobility

Which students are benefiting most from education abroad? Given the personal and professional enrichment associated with going abroad, it is important to promote these opportunities to the greatest number of students. At the same time, it is also important to analyze which students are mobile to ensure that these benefits are being accessed in an equitable manner.

In the US, diversity in education abroad is a key issue. Although visible minority participation has increased in recent years, only 26% of minority students went abroad in 2013–14, as compared with a 42% overall US minority student population.¹

How does Canada fare in comparison? Of the 1,433 students who participated in education abroad, 14.7% identified as a visible minority, making them underrepresented compared with all minority survey respondents (18.3%), and with the general Canadian minority population (19.1%).² See figure 69. Similarly, 16.2% of foreign-born Canadians went abroad, which falls short of the total population of foreign-born Canadians (20.6%), as reported in the 2011 census data.³

As seen in figures 69 and 70, East-Asian students (e.g. Chinese, Filipino, Japanese, Korean, etc.) had the highest outbound mobility rate, comprising 3.5% of the visible minority total, but short of the East-Asian population rate in Canada (6.7%).⁴ Students identifying as South Asian-East Indian (e.g. Indian from India, Bangladeshi, Pakistani, East Indian from Guyana, Trinidad, East Africa, etc.) were the second largest minority group to go abroad (1.9%), although this group is also underrepresented compared to the national population (4.8%). Aboriginal students ranked third and comprised 1.8% of students that went abroad, but again are underrepresented compared to Canada's national Aboriginal population (4.3%).

In order to further examine the link between social inequities and barriers to outbound mobility, participation rates were further disaggregated. In terms of LGBTQ students, the percent who went abroad was slightly higher (9.4%) than overall LGBTQ survey respondents (7.8%).⁵

1 Institute of International Education, *Open Doors 2015: Report on International Educational Exchange* (New York: IIE, 2015).

2 In order to draw comparisons between census statistics and domestic education abroad participation demographics, international students were not included in the reported visible minority and foreign-born Canadian survey data.

3 Statistics Canada, *Immigration and Ethnocultural Diversity in Canada. The National Household Survey, 2011* (Ottawa: Statistics Canada, 2013), accessed July 11, 2016, <https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.pdf>

4 Statistics Canada, *NHS Profile, Canada, 2011*, accessed July 11, 2016, <https://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/prof/details/page.cfm?Lang=E&Ge01-PR&Code1=01&Data=Count&SearchText=Canada&SearchType=Begin&SearchPR=01&A1=All&B1=All&Custom=&TABID=1>

5 Statistics Canada, *Aboriginal Peoples in Canada: First Nations People, Métis and Inuit: National Household Survey, 2011* (Ottawa: Statistics Canada, 2013), accessed July 11, 2016, <https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/99-011-x2011001-eng.pdf>

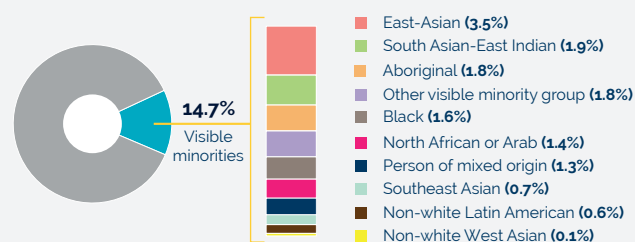
Figure 69:

Percentages of outbound students by visible minority identity, as compared with overall survey responses and national census statistics

	Participated in Education Abroad	Percentage of Survey Respondents	Percentage of Canadian Population (Stats Can, 2011)
Non-visible minorities	85.3%	81.7%	80.9%
Total visible minorities	14.7%	18.3%	19.1%
East-Asian	3.5%	4.6%	6.7%
South Asian-East Indian	1.9%	2.9%	4.8%
Aboriginal	1.8%	3.5%	4.3%
Other visible minority group	1.8%	1.5%	0.3%
Black	1.6%	2.2%	2.9%
North African or Arab	1.4%	1.1%	1.2%
Person of mixed origin	1.3%	1.3%	0.5%
Southeast Asian	0.7%	0.6%	0.9%
Non-white Latin American	0.6%	0.7%	1.2%
Non-white West Asian	0.1%	0.2%	0.6%

Figure 70:

Canadian students abroad, breakdown by visible minority identities



Students were asked whether they have a disability which has interfered or might interfere with their ability to participate in any aspects of an education abroad program/experience. It is not surprising that the percentage of these students who went abroad was slightly lower (3.3%) than the overall percentage of survey respondents with a disability (4.0%).

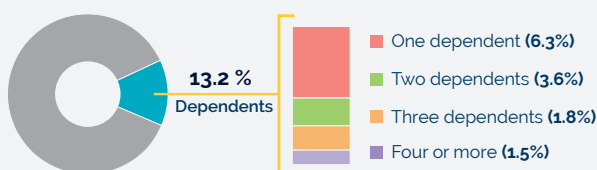
Spotlight on Students with Dependents and Outbound Mobility

Family responsibilities are another barrier associated with decreased participation in education abroad. Compared to the overall 20% mobility rate of survey participants, only 13% of students with dependents report ever having gone abroad. As noted in the limitations section, students who have participated in education abroad – both with dependents and without – may be overrepresented in the sample; however, the proportional difference in participation rates between these two groups is worth noting.

Although the group of students with dependents may include individuals who went abroad before they became responsible for others, this supports other data that identifies family responsibilities as a barrier to participation. As can be seen in figure 71, students report lower levels of mobility as their number of dependents increases.

Figure 71:

Students who have ever participated in education abroad, by current number of dependents



Key Findings

The findings of this survey provide insights on key questions around outbound mobility in Canada.

Behind the Mobility Numbers

Data submitted by participating institutions indicates that 2.3% of university students (undergraduate and graduate) went abroad for a credit or not-for-credit experience in the 2014–15 academic year.

This suggests that participation has declined since the 2012–13 academic year when an estimated 3.1% of university students went abroad.⁸⁶ Data submitted by a limited sample of college and polytechnic students suggests that 1.0% participated in 2014–15, in line with previous research⁸⁷ on annual education abroad participation at the college level.

In contrast with annual participation rates, 20% of survey respondents (1,433 of 7,028 students) reported having an education abroad experience at some point in their lives. As noted in the limitations section, respondents were given the choice to self-select whether or not to take part in the survey, which may have attracted a higher proportion of respondents with a particular interest in education abroad.

That said, this study captures education abroad experiences that post-secondary institutions normally do not track, including previous and non-institutional experiences abroad, as well as experiences that might not be counted within current institutional tracking mechanisms (see the previous section of this special feature for a discussion of education abroad data collection). Twelve percent of mobile students went abroad at any point during their current post-secondary studies; however, the survey also accounts for others who went abroad during their previous post-secondary studies (7%), primary/secondary school (6%), and those who participated in an educational program not officially recognized by an educational institution (6%).

Lesson Learned:

The development of a systematic national approach to tracking, measuring, and reporting participation will go a long way towards having accurate participation statistics; however, much still needs to be done to significantly increase education abroad participation and the benefits associated with these experiences.

⁸⁶ Universities Canada, *Canada's Universities in the World: AUCC Internationalisation Survey* (Ottawa: UNIVCAN, 2014).

⁸⁷ Colleges and Institutes Canada, *Internationalizing Canadian Colleges and Institutes: The First National Report on International Education and Mobility* (Ottawa: CICan, 2010).

Where students go and what they study

The top destinations of students who went abroad were France, the UK, the US, and Germany. With 119 destination countries represented, students in the sample have participated in education abroad in a diverse breadth of destinations.

Top countries of interest for future education abroad tended to be highly developed countries, primarily in Europe, where Canada's official languages are widely spoken. Although 66% of respondents would be interested in destinations where their primary language is not widely spoken, nearly nine in 10 would be likely to go if classes were offered in the language of their home institution.

In terms of fields of study, Business was the most common for outbound students, followed by Engineering, Social Sciences, Health Science fields, Education, Humanities, and Natural Sciences.

Course-based programs were the most common, with nearly seven in ten students participating in an exchange, field school, or other courses during their most recent education abroad experience. Others engaged in internships, research abroad, volunteer placements, directed travel, and co-op/clinical placements. The most common duration abroad was either a semester (24%) or 5-6 months (20%), although short-term experience of less than one month were also popular (19%). Just over half of students received credit on their Canadian transcript for their most recent education abroad experience.

Lesson Learned:

Although potential unintended effects of programs in non-native languages of destination countries should be considered, offering more education abroad opportunities in the languages of Canada's educational institutions may increase participation.

The gender gap

Female and male respondents reported very similar levels of interest and likelihood in participating, as well as similar interest in global issues; however, females appear to be over-represented in education abroad. Sixty-six percent of students who have gone abroad are female, compared with a 56% enrolment rate in post-secondary education in Canada. While it is worth noting that women are over-represented in the overall survey sample, low male outbound mobility has been a persistent trend seen in the US, Europe, and other regions.

Lesson Learned:

Further research to understand the roots of the gender gap in Canada is recommended. Some research has suggested that marketing education abroad in terms of preparation for graduation and career may engage more male students. Additional outreach to men, with a focus on internships and work abroad, may have the potential to engage more males in education abroad.⁸⁸

“Living in Greece during austerity riots in 2011 did a lot to educate us about the political state in Greece... academically working in the dig site with ancient Greek burials went a long way towards solidifying my career in archaeology.”

— Undergraduate student with education abroad experience in Greece

⁸⁸ Institute of International Education, *Open Doors 2015: Report on International Educational Exchange* (New York: IIE, 2015).

Perceived benefits and impact of education abroad

Although the top perceived benefit associated with education abroad was a chance to travel, other benefits, such as career advancement, the opportunity to learn to live and work in different cultures, become more globally aware, and learn another language were also highly valued. Students who went abroad overwhelmingly recognized the impact of their experience. Respondents report learning and growth that occurred while abroad was at least as high as or indeed higher than what they would have learned at home. Notably, some of the highest rated domains reflect areas that go well beyond typical classroom learning, such as leaps in cultural awareness and understanding, openness to different ways of thinking, self-confidence, and awareness of their own identity.

It is evident that an experience abroad often has long-lasting and transformative effects. The majority of respondents who went abroad said that their experience influenced their choice of career path (71%) and/or academic path (65%) since returning to Canada. The impact of education abroad is underscored by the fact that students who went abroad reported being much more likely to have repeat experiences than their peers who had not done so.

A question of finances

By far, the most significant barrier is financial, with 80% of students requiring financial assistance in order to participate in an education abroad program. Although the vast majority of students reported financial issues as the most significant barrier, two thirds did not know whether their institution offers financial assistance, suggesting that this information was either difficult to find or not sought out.

Students reported financing their education abroad experiences through a combination of sources, primarily through parental resources and through personal savings. Although students reported accessing some institutional and governmental funding, it is evident that these funds are not sufficient and not accessible by all students.

Lesson Learned:

Increased funding opportunities to support education abroad participation need to be implemented and effectively marketed.

Diversity in education abroad

Given the personal and professional enrichment associated with education abroad, it is important to benchmark which students are and are not going abroad, with a focus on efforts to facilitate accessibility and equitable participation. In terms of diversity among education abroad participants, foreign-born Canadians and domestic students who identify as a visible minority went abroad less than their counterparts. Students who identified as aboriginal were also underrepresented. Students with dependents and those with a disability were also less likely to go abroad.

LGBTQ students had a slightly higher participation rate than their non-LGBTQ peers. Considering the potential risk of discrimination that LGBTQ students face in certain countries, it is promising that these concerns have not resulted in decreased participation.

Lesson Learned:

Previous research on outbound mobility in the US has identified a number of barriers affecting visible minority participation, including finances, student perceptions of who should participate in education abroad, lack of role models, lack of family support, fear of discrimination, and institutional barriers such as lack of information and curricular constraints.⁸⁹ Additional research is recommended to identify unique barriers affecting diverse groups in the Canadian context and outreach efforts should be tailored to target underrepresented groups in order to increase participation.

89 Susan B. Twombly, Mark H. Salisbury, and Shannon D. Tumanut, *Study Abroad in a New Global Century: Renewing the Promise, Refining the Purpose* (San Francisco: Jossey-Bass, 2012).

Other barriers

Other barriers reflecting indirect financial costs were reported, including concerns about delayed graduation, the need to work during the school year, that jobs would not be held while abroad, or that going abroad would not be required to obtain a job. Institutional barriers around receiving course credit, limiting academic program schedules, and the absence of education abroad opportunities offered for a particular program were also reported. To a lesser extent, students reported not wanting to leave their friends or loved ones, and/or having family commitments that make going abroad more complicated.

Lesson Learned:

In addition to allocating additional funding for students, addressing institutional barriers by expanding credit granting for experiences abroad, offering options to a wider range of programs of study, and developing opportunities for short-term and cost-effective programs is recommended.

Concluding remarks: Creating a culture of mobility

With 86% of respondents interested in having an education abroad experience if they could do so, findings confirm that there is strong and wide interest in participating. However, with only half of respondents indicating that they are very or somewhat likely to go abroad during their current studies, it is evident that there are real or perceived barriers in place. These trends are consistent with the findings of CBIE's 2009 education abroad study.

Although financial barriers are a real impediment for many students, the role of social networks should not be underestimated. Studies suggest that when students are surrounded by others who have gone abroad, a culture of mobility is created, and going abroad becomes the “right” way to have a post-secondary experience.^{90, 91} It is not surprising that respondents with a parent who had completed an education abroad experience reported being much more likely to participate than students who did not grow up within an education abroad culture. International students, for whom mobility is normalized and reinforced by peers, also reported being much more likely to participate in further education abroad than domestic students. This suggests that, in addition to increased financial support and the effective marketing of these funding opportunities, efforts should be concentrated on outreach to parents, linking students who have and have not gone abroad, and on other efforts to promote a culture of mobility on Canadian campuses and beyond.

As interest in education abroad grows, data has become increasingly important to expand the capacity of the sector to develop even stronger policies and programs. This comprehensive survey builds upon previous CBIE education abroad research, yet draws on data from a significantly larger representative sample, offering new insights and analyses. CBIE will continue to conduct detailed research on education abroad, supporting institutions, organizations, governments and other stakeholders in the sector.

90 Suzanne E. Beech, “International student mobility: the role of social networks,” *Social & Cultural Geography* 16(3) (2014): 332-350, accessed July 6, 2016, DOI:10.1080/14649365.2014.983961.

91 Anna Wells, “International Student Mobility: Approaches, Challenges and Suggestions For Further Research,” *Procedia - Social and Behavioral Sciences* 143(14) (2014): 19-24, accessed July 6, 2016 doi:10.1016/j.sbspro.2014.07.350.

Education Abroad: **Innovative Practices from CBIE Members**





Assessing Students' Intercultural Competence in an International Field School

Submitted by:

Lynne Mitchell, Director, Centre for International Programs, and
Andrea Paras, Assistant Professor, Department of Political Science,
University of Guelph

Implementation Timeline:

- January –April 2015: Pre-departure course (0.5 credits) on “The Ethics of International Voluntourism.” Students and instructor met for three hours/week for twelve weeks.
- May 2015: One-month field school (0.5 credits) in Dharamsala, India. Students had full-time placements with local organizations, met with local community leaders, and visited a number of cultural sites.

Research Problem:

Is international, community-engaged learning a pathway to improved intercultural competence in students? Previous research suggests that, without guided intercultural learning, students can return from a program abroad with, at best, very little increase in intercultural sensitivity or, at worst, reinforced negative stereotypes and strengthened ethnocentrism (Bateman, 2002; Jackson, 2008; Vande Berg and Paige, 2012). Our study investigated how students understood culture before their experience abroad and how their thoughts changed as a result of extensive pre-departure intercultural preparation.

Our Approach:

This unique program combined research and active teaching to provide insights into the thinking and processing students go through when trying to acquire intercultural competency. During the pre-departure course, students examined the ethics of international voluntourism within the context of broader critiques of

international development. A significant portion of the pre-departure course was also devoted to understanding the concept of intercultural competence and providing students with a toolkit of reflection skills. During their time in India, students worked in full-time volunteer positions at a variety of Tibetan and Indian NGOs in Dharamsala which included a range of human rights and development organisations. The students also had the opportunity to interact with a number of guest speakers and visit numerous cultural sites.

Our research employed a mixed quantitative and qualitative methodology that analysed students' Intercultural Development Inventory (IDI) survey results alongside approximately 17 written reflections from each student. The IDI is a 50-question psychometric instrument that measures intercultural competence along a development continuum. It measures an individual's own perception of how interculturally competent they perceive themselves to be, as well as their actual level of intercultural competence. All students were required to take the IDI survey prior to and after the program, as well as submit written reflections as part of their coursework.



Summary of Results:

- **Educators should not assume that intercultural competence will improve as a result of student participation in study abroad programs, even with extensive pre-departure preparation.** Seven out of thirteen students experienced a statistically significant improvement in their intercultural competence, two experienced a decline, and the remaining four did not change at all. Interestingly, five students also experienced a statistically significant increase in their perception of their intercultural competence, which suggests that participation in a study abroad might actually augment the tendency of some students to over-estimate their intercultural skills.
- **While the IDI measures intercultural competence and perceived competence, it doesn't necessarily reveal intercultural learning.** Because the program design featured extensive teaching about intercultural theory which helped to demystify

the IDI, even students whose IDI scores dropped developed insights as to why. One student reflected on the fact that when the intercultural situation in India became overwhelming she tended to look for similarities in the cultures instead of critically examining differences. She postulates that perhaps this protection mechanism resulted in her lower IDI scores at the end of the program.

Along with the novelty and excitement of new experiences comes a plethora of disorienting emotions which are compounded by situations where students' expectations are unmet, or where communication is a challenge as they try to navigate a new cultural landscape. It should be no surprise that students revert to comfortable but less sophisticated notions of culture to reduce their psychological stress. In these situations success is not measured by the IDI scores but by ensuring through reflections that the student knows what happened and why.

- **An individual's initial IDI score is not necessarily a predictor of their ability to engage in intercultural learning.** Students participate in intercultural learning at various starting points. Some students with lower initial IDI scores had the greatest intercultural learning. Therefore, course instructors should be equipped with appropriate tools and supports to maximise the opportunity for learning no matter where students are beginning along the IDI continuum.
- **Using IDI survey results in combination with written reflections provides an effective way of assessing intercultural learning.** From a pedagogical perspective, using written reflections throughout the course made it possible for the course instructor to make timely interventions that would assist with student development. From a research perspective, written reflections help educators and researchers to learn more about how and why students' intercultural competence increases or decreases during study abroad programs, and can even link student learning to specific events or challenges.^{92,93}

92 For more information, see the student blog from the India Field School: <https://indiafieldschool.wordpress.com/> and the Intercultural Development Inventory: <https://idiinventory.com/>

93 References:

Bateman, B. E. (2002). "Promoting Openness toward Culture Learning: Ethnographic Interviews for Students of Spanish." *The Modern Language Journal*, 86(3), 318-331.
Jackson, J. (2008). "Globalization, internationalization, and short-term stays abroad". *International Journal of Intercultural Relations*, 32(4), 349-358.
Vande Berg, M., & Paige, R. M. (2012). "Why Students Are and Are Not Learning Abroad: A Review of Recent Research." In M. Vande Berg, R. M. Paige, & K. H. Lou (Eds.), *Student learning abroad : what our students are learning, what they're not, and what we can do about it*. Sterling, Virginia: Stylus.



CÁC NƯỚC TRÊN THẾ GIỚI





UNIVERSITY OF
CALGARY

Innovations at the University of Calgary

Submitted by:

Ron Hugo, Associate Dean (Teaching & Learning), Schulich School of Engineering; Roswita Dressler, Instructor and Director, Teaching Across Borders, Werklund School of Education; Colleen Kawalilak, Associate Dean (International), Werklund School of Education; and Colleen Packer, Manager International Learning Programs, University of Calgary International

Students in highly structured programs such as Education and Engineering are often limited in their opportunities to study abroad. The University of Calgary offers innovative programs in both areas, allowing undergraduate students to engage in immersive short-term education abroad that focuses not only on significant discipline-specific learning but on impactful intercultural experiences.

Teaching Across Borders

Teaching Across Borders (TAB) is an optional opportunity for Bachelor of Education (BEd) students to go abroad for approximately 10 weeks in the third semester of their program. TAB students volunteer in schools, experience a new culture, receive knowledge regarding teacher education in another country, and share knowledge pertaining to teaching in Canada. This is not a formal practicum; rather, it is a co-curricular service activity providing students with the opportunity to step beyond the comfortable and engage in a culture vastly different from their own in order to inform their teaching practice here in Canada. This fall, students will be placed in Australia, Brazil, Germany, Japan, Spain, and Vietnam, but they will also come together in an online community, participating in reflective activities, processing common experiences, and sharing the unique perspectives they are gaining.

Several challenges emerged in the design of this program:

1. The BEd has a fixed sequence of courses and a required number of practicum weeks. To allow students time to immerse themselves in the target culture, two courses are offered in the summer prior to their placement, and two online during their time abroad. As well, special arrangements have been made to provide a debriefing week upon return, prior to entry into their Canadian school practicum.
2. Host countries differ with regards to resourcing, timetabling, and experience with education abroad programs. With six host countries, the TAB director must negotiate local understandings of the TAB program through communication, understanding, and sensitivity to intercultural communication.
3. This program is scheduled for growth. Student numbers this year (27) are almost double the participation in 2015 (15) and TAB 2016 includes two new partner countries, Australia and Germany. We plan to increase participation significantly in the coming years which presents the challenge of planning for growth through research-informed practice. One way that this has been addressed is by complementing individual applications with a group interview, involving observation of students tackling problem-solving activities as a team.

4. We take very seriously the ethical considerations and our responsibilities in preparing students to step beyond the comfortable into a culture of difference, and providing them with support both while abroad and upon return. Pre and post travel sessions are an integral part of our process, planning, and preparation, as are the online activities undertaken while abroad, allowing students to process and reflect on their experience.

Growing the TAB program with students in mind involves preparing them for life in a host country by engaging them in workshops and activities prior to and during their travel, and again upon their return. This includes cultural sensitivity training, ESL teaching strategies and reflective writing sessions that will help them make sense of their learning and apply it to their practice as teachers, sharing the knowledge they gain both while abroad and upon return.

Shantou Group Study Program

The Shantou Group Study Program is an international collaboration between the University of Calgary (UCalgary) and Shantou University (STU) in Guangdong Province, China. It is best described as a hybrid of international enrolment, international project and international field trip. Each May, 20 third year UCalgary students travel to STU where they take two courses in collaboration with 20 STU students: Innovation and Entrepreneurship in Renewable Energy, and the Renewable Energy Practicum. Both courses can be applied towards degree completion. The program is delivered in English primarily by the UCalgary Li Ka Shing (Canada) Foundation Chair in Engineering Education Innovation and includes a number of off-campus field trips to academically relevant locations. This course coupling has been very successful, resulting in the completion of course projects in five weeks that are equivalent in complexity to eight-month long final-year engineering capstone design projects.

Several challenges have been addressed during the evolution of this program:

1. The scheduling and length of the program posed an initial challenge. The program began as an eleven-day, non-credit, group travel program. The success of the week-long, project-based learning collaboration led to both universities embarking on an initiative to pursue a formal, for-credit collaboration. Through the support of the Li Ka Shing (Canada) Foundation in partnership with UCalgary's Schulich School of Engineering, the program became a four-week intensive study of two engineering technical-elective courses. Additional time was added in the third year when it was determined that the four weeks were too compressed. The program continues to take place in May, after UCalgary students have completed their Winter Session exams and prior to the STU students starting their Winter Session exams.
2. At the end of the third year of the program, while evaluating the students' completed paper-based design projects, it was noted that the projects lacked rigor and that some of the students were unable to answer fundamental questions pertaining to their designs. The Innovation and Entrepreneurship course was subsequently restructured, requiring students to build and test their design concepts. This was found to significantly improve learning outcomes.
3. Students initially perceived the program as an international field trip rather than a valuable academic experience. Restructuring the field trips to coincide more appropriately with the projects bolstered student interest and facilitated greater understanding of the concepts being explored. In addition, the introduction of experimental measurement equipment allowed students to conduct more comprehensive testing. These changes also fostered increased collaboration and teamwork with their STU counterparts, along with a focus on a common constructive goal. Overall, the balance between a course-based program and cultural immersion remains delicate and under constant review.

4. Ensuring all students interacted on an equal footing presented a fourth challenge. To better prepare Calgary students, a pre-departure workshop in Mandarin and cultural etiquette was provided. Calgary students were then asked to offer their expertise in English to Chinese students in STU's English Language Lounge. While in China, cultural activities were sponsored by students from both universities, promoting the development of mutually supportive relationships. During the courses, students were also organized into carefully structured working groups.

The above examples illustrate how we can provide opportunities for students to internationalize their degrees in meaningful academic and intercultural ways, despite the limitations of highly structured degree programs, allowing them to contribute to the communities they are in while abroad and informing their continued learning in Canada upon return.







WILFRID LAURIER UNIVERSITY



Reworking Global Engagement Experiences: Lessons Learned from Haiti and El Salvador

Submitted by:

Robert Feagan, Associate Professor, Society, Culture and Environment, and Steven Sider, Associate Professor, Faculty of Education, Wilfrid Laurier University

This case study outlines the key issues and challenges, and the approaches developed and implemented to address them, associated with two broadly similar global experiential engagements—GEE, conducted from Wilfrid Laurier University. The author Feagan’s work involves a partnership between Laurier International and Habitat for Humanity’s Global Village—HFH-GV program in El Salvador and the author Sider’s work involves English as a Second Language classes for high school and university students in Haiti. Both initiatives were created with context-specific educational and community development outcomes in mind, with early iterations witnessing specific pedagogical challenges and opportunities. In this case study, we summarize these two ongoing global initiatives, looking at issues associated with each, and at the approaches being developed to work towards strengthening and deepening the experience for both the host community and the student participants.

Early Learning and Challenges

Both the El Salvador and Haitian GEE initiatives began in 2013. In the ensuing two years they were able to begin the development of positive working relationships with their host-countries while also perceiving opportunities for strengthening the community and learning outcomes for their various participants. In the El Salvador case, student-participants gained initial exposure to ideas of cultural difference and competency by developing skills in relating to, and working with, home-recipient families, on-site workers, and host-country HDH-GV partners. For those in the Haitian initiative, this first foray provided the university students with their first educational experiences in teaching English as a Second Language (ESL) in an international context. Both of these first forays provided GEE facilitated by Laurier faculty willing to observe and learn on the ground, and host-country partners working to create a stable and secure entry-point for these initiatives.

Differences between these two Laurier GEE initiatives are instructive. The El Salvadoran initiative might be most closely defined as a humanitarian and relationship-building effort with no specific 'skills-transfer' goals, while the Haitian partnership was initially oriented towards an English education objective for Haitian students. For the Haitian initiative, this also included new partnerships with educators and government officials from Canada outside of the academe looking to create longer-term relationships with the host-country. While the El Salvadoran Habitat partners had been in-country for a long period of time prior to this initiative, the first two years were only tentative steps by Laurier towards a longer-term partnership. For both however, the first two years of these efforts suggested a number of areas from which to build deeper and more inclusive partnerships and outcomes.

Shifts In GEE

From 2015–16, the facilitators of these Laurier GEE initiatives found ways to enhance them through the participants, their GEE goals, and their in-country engagement pursuits. For the Haitian effort, this saw an increasingly diverse cohort of students from beyond the Education program, such as Business and Arts, and an expansion of educational initiatives, including the production of films, and a new educational focus termed STEM – Science, Technology, Engineering, and Mathematics. During the same time period in El Salvador, student participation rates increased, and means to enhance preparation for this GEE were created through the development of a course-credit option. This meant increased potential for understanding north-south issues of equity and power and more critical awareness of concerns around them, the steps towards real cultural competency, and the largely one-way flow of such north-south GEE relationships. Importantly, both Laurier efforts aspired to 'global citizenship' skills and dispositions, and while recognizing the difficult reality of such objectives, efforts have been recently put in place to enhance these



long-term aspirations.⁹⁴ Early challenges of creating real and durable relationships between the north and south in these initiatives are now more clearly understood, with paths to work towards such aspirations being created so as to deepen the learnings and partnership outcomes. For the Haitian efforts this meant developing relationships that move towards a more sustainable and collaborative long-term framework (Sider, 2014), and Feagan drawing on his own research there (Feagan & Boylan, 2016).

Borrowing from the Haitian efforts, the authors and facilitators of these GEEs both envision ‘reciprocity’ as a key concept towards which to orient their ongoing endeavours, and the cumulative outcomes from doing so—“**recipwosite**” in Haitian creole. For Sider’s work, this includes the development of a five-year professional development plan for teachers and principals, determined in collaboration with partners from Haiti and Ontario, that include a ‘summer-institute’ and online learning.

94 Sider cites Morais and Ogden (2013) as a potential framework for measurement of these kinds of global citizenship attributes, with Feagan noting works like Cameron (2013), Benham Rennick and Desjardins (2013), and Pluim and Jorgensen (2012) as useful for insights into aspirations around achieving global citizenship goals for participants in these kinds of efforts.

For Feagan’s work this includes building stronger relations with the host-country affiliate offices of HFH-GV, enhancing the curricular-based participant preparation activities prior to departure, building on in-country facilitated exercises, and on employing graduate-student research that more intimately connects with El Salvadoran communities and the family-recipients of the homes built with the help of the northern participants. Both examples see future foci as desiring collaboration that is more meaningful and reciprocal for all partners and participants.⁹⁵

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Active Involvement of Study Abroad Returnees on Campus: The Role Returnees and International Offices Can Play to Complement the University's Academic Plan

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As the 2012–2017 Academic Plan articulates, Saint Mary's University is committed to “provid[ing] greater opportunities for students to develop ways of linking theoretical learning to real world experience by studying abroad” (www.smu.ca/webfiles/AcademicPlan2012-2017.pdf). To fulfill this commitment, focus was placed on promoting study abroad opportunities and preparing outgoing exchange students prior to departure and during sojourns overseas. However, re-entry transition was left to individual students' own devices, in the hope that they were able to obtain intercultural skills and perspectives.

Thorough preparation, monitoring, and reflection are integral to successfully transforming one's experience into life-long skills. The acquisition of such skills is hardly an automatic process, and Medina-López-Portillo & Salonen have shown that an approach that incorporates guided learning outcomes and monitoring students' intercultural development "helped them substantially increase their deeper understanding of cultural differences and commonalities" (2012, p.375). This suggests that a lack of guided reflection in the post-return phase could easily shortchange study abroad participants' hard work before and during the study abroad program, and the cost of inaction is far too impactful for all involved.

This case study introduces two forms of engagement, open-ended dialogues and introspection, used by the Saint Mary's University International Activities Office (IAO). The primary objectives of these post-return programs are to help study abroad returnees reflect on their experience in a guided manner so that their solidified skills will enable them to lead others in creating meaningful social change. Some of the other benefits to the University community include heightened awareness of international learning opportunities and enhanced intercultural competencies.

Open-ended dialogues:

Examples of dialogues include a series of "Meet and Greets" where former, current and prospective study abroad students meet to discuss topics surrounding their exchange. As well, returnees are invited to give short presentations on their experience to the University community at an annual "Stories from Overseas" event. These events create spaces to share knowledge and enable students to meet one another and begin peer-to-peer relationships, allowing students to form their own support groups. A peer-based program is often a safe, organic way to affect positive change because "A healthy community is one in which peers look out for each other and provide support, referrals and advocacy." (Towards a Mental Health Strategy for Queens: A Discussion Paper www.queensu.ca/sites/default/files/assets/pages/principal/docs/CMH-discussionpaper-June2012.pdf).

Those events also create mutual value for the study abroad returnees and the University community. Many returnees arrive home with enthusiasm for intercultural issues, and their engagement in peer groups alone is not only a good reflective tool but also a way to "help them make their role more fulfilling" (Fisher & Shapiro, 2005, p.125) resulting in their emotional commitment to



generating intercultural dialogues and creating a culture of study abroad on campus.

Introspection:

REEL Careers (Reflecting and Engaging through Experiential Learning) was developed to help students articulate how influential their study abroad experience was to employers who might otherwise view it as a vacation. Beginning in the pre-study abroad phase, students reflect on their reasons for studying abroad. Halfway through their exchange they write a mid-term reflection report, answering questions focusing on changes they have gone through, skills learned and adjustments they might consider making. Upon return, they complete two activities, a final reflection in a medium of their choice (e.g., written report, photo essay, and panel discussion on specific guiding questions) and a session with a Career and Employment Coach to capture their learnings and experiences and learn how to channel those into their career planning. Students who have undertaken REEL Careers responded positively to the introspective exercises.

Those two forms of guided reflection demonstrate the IAOs practice of “situational leadership”, an approach theorized by Paul Hersey (1984). In this model the leader diagnoses the needs of the followers and adapts their leadership style to the followers’ needs. The IAO recognizes returnees have diverse experiences, personalities and reintegration difficulties. The fact that there is no one right approach for all is the essence of why a variety of opportunities for engagement are constantly developed and offered.

Regardless of the method of reflection, “the deeper [they] dig in, the richer [their] takeaway will be” (REEL Careers Handbook, November 2015) and the returnees’ engagement, especially in the post-return phase, benefits all. Returnees broaden their horizons and support systems while engaging with the University community about the value of international learning. The next step is to measure the level of study abroad students’ engagement so that the international mobility programs can better meet the letter and spirit of the Academic Plan.⁹⁶



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University of Victoria

International Indigenous Work Integrated Learning (WIL) Exchange

Submitted by:

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Implementing institutions:

University of Victoria, Canada (Co-operative Education Program and Office of Indigenous Affairs) and University of Newcastle (Wollotuka Institute), Australia

Introduction:

The University of Victoria (UVic) has a long history in Indigenous education, including the LE,NONET program providing academic, socio-cultural and financial supports to Indigenous students. LE,NONET students engage with local Indigenous communities, but have not previously had the opportunity to participate in international exchanges and gain experience and exposure to Indigenous communities outside of Canada. Filling this gap, an innovative international Indigenous exchange program was made possible by collaboration between the offices of Co-operative Education (Co-op) and Indigenous Affairs (INAF), as part of UVic's Canada Commonwealth Co-op Program (CANCOM-COOP), funded by the Canadian Queen Elizabeth II Diamond Jubilee Scholarship Program (QES Scholars). The Canadian QES program is a joint initiative of the Rideau Hall Foundation, Community Foundations of Canada and Universities Canada. It was created through unique contributions from the Government of Canada, provincial governments, the private sector and individuals worldwide.

The International Indigenous WIL Exchange Program UVic's existing partnership with University of Newcastle (UoN) was expanded to include the Wollotuka Institute. The Wollotuka Institute offers programming and support to Indigenous students at UoN, and similar to INAF, has extensive relationships with local Indigenous communities. The exchange began in September 2015 when the Indigenous Australian student travelled to Canada for an academic term, including the LE,NONET Preparation Seminar. The student then completed a community internship at the WSÁNE School Board, an Indigenous-operated organization providing education from the pre-school to adult upgrading on the Tsarlip Nation in Brentwood Bay, BC. In exchange, the Indigenous Canadian student went to Wollotuka for a co-op work term, where she worked with Australia's leading Indigenous historian.

Programming was developed to facilitate a meaningful experience for the students in terms of developing their professional and intercultural competencies. As this was an Indigenous international exchange, key principles and best practices for supporting Indigenous student success, developed through the LE,NONET Project by Hunt and colleagues, were also adhered to when designing the programming at UVic (2010, p. 106). These principles include reciprocal learning, supporting Indigenous identity development, culturally relevant programming, community building, relationship building and individualized programming.

Programming and Lessons Learned:

Programming included traditional welcome and farewell ceremonies led by Indigenous Elders, support systems for students during their international experience, competency assessments to assess their learning during the WIL experience, and opportunities to debrief their experiences.

Several lessons were learned that will be used to enhance future programming:

1. Involvement of the Elders to provide guidance and support is paramount in an Indigenous exchange program, as they play a critical role in providing a cultural orientation to their country and territory of origin, along with cross-cultural teachings.
2. While it was anticipated that the LE,NONET instructors and Elders would be the main sources of support for the Australian student at UVic, it was in fact the Campus Cousins, a network of Indigenous student leaders, who had the most impact not only for the visiting student but also the hosting students. It therefore became clear that in addition to faculty, staff and Elder support, peer mentorship is a key element in building community connections at the host institution.
3. In addition to a pre-departure orientation and intercultural competency curriculum, an orientation to each country's Indigenous culture, history of colonization and contemporary issues would be beneficial. Students should also be introduced to academic, social, emotional and cultural supports that they can access during their exchange. The LE,NONET Preparation Seminar course will now be mandatory for UVic students wishing to participate in this exchange. They will also have the opportunity to participate in a preparation course on Australian Indigenous history, customs and culture prior to departure. Australian students will participate in the LE,NONET Preparation Seminar while at UVic.
4. UVic deploys an intercultural competency assessment framework based on Earley and Ang's cultural intelligence model (2003; McRae & Ramji, 2011). This framework provided significant insights into the relevance of cultural intelligence within Indigenous contexts. While participants in international exchanges or WIL placements have to develop their understanding of their host culture, in this case they also had to enhance their understanding of the Indigenous culture within that country. A culturally-appropriate assessment model needs to be developed not only to capture the core competencies and the intercultural competencies students gain, but also the specifically indigenous aspects of the exchange, such as similarities and differences of Indigenous epistemologies and the impact on bringing that knowledge back. These measures will help set the conditions for students to develop their intercultural competence within the indigenous context, in an international setting.

The creation of an Indigenous international WIL exchange has provided an opportunity to explore issues not contemplated by standard international opportunities. The next exchange will include two students travelling together to each institution which will allow for increased peer companionship, mentorship and support.⁹⁷

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- University of Victoria Co-operative Education Program and Career Services: www.uvic.ca/coopandcareer/

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Thanks to the individuals at institutions whose case studies and photos on education abroad are included in this report: Saint Mary's University, University of Calgary, University of Guelph, University of Victoria, and Wilfrid Laurier University.

Appendix 1 – Countries by Region

Africa

Angola
Burkina-Faso
Burundi
Central African Republic
Comoros
Democratic Republic of Congo
Democratic Republic of Sudan
Equatorial Guinea
Eritrea
Ethiopia
Federal Republic of Cameroon
Gabon Republic
Gambia
Ghana
Kenya
Lesotho
Liberia
Madagascar
Malawi
Mauritania
Mauritius
Mozambique
Namibia
Nigeria
Peoples Republic of Benin
People's Republic of the Congo
Republic of Botswana
Republic of Chad
Republic of Djibouti
Republic of Guinea
Republic of Ivory Coast
Republic of Mali
Republic of South Africa
Republic of the Niger
Republic of Togo
Reunion
Rwanda
Senegal
Seychelles
Sierra Leone
Swaziland
Uganda
United Republic of Tanzania
Zambia
Zimbabwe

East Asia

Brunei
Cambodia
East Timor
Hong Kong
Japan
Laos

Macau
Malaysia
Myanmar (Burma)
People's Republic of China
People's Republic of Mongolia
Philippines
Republic of Indonesia
Republic of Korea
Singapore
Socialist Republic of Vietnam
Taiwan
Thailand

Eastern Europe & Central Asia

Albania
Armenia
Azerbaijan
Belarus
Bosnia-Herzegovina
Georgia
Kazakhstan
Kyrgyzstan
Macedonia
Moldova
Republic of Kosovo
Republic of Montenegro
Republic of Serbia
Russia
Tajikistan
Turkmenistan
Ukraine
Uzbekistan

Europe

Andorra
Austria
Belgium
Bulgaria
Croatia
Czech Republic
Denmark
Estonia
Federal Republic of Germany
Finland
France
Gibraltar
Greece
Hungary
Iceland
Italy
Latvia
Liechtenstein
Lithuania
Luxembourg
Malta

Monaco
Norway
Poland
Portugal
Republic of Ireland
Romania
Slovak Republic
Slovenia
Spain
Sweden
Switzerland
The Netherlands
United Kingdom

Latin America & Caribbean

Anguilla
Antigua and Barbuda
Argentina
Aruba
Barbados
Belize
Bermuda
Bolivia
Brazil
Cayman Islands
Chile
Colombia
Costa Rica
Cuba
Dominica
Dominican Republic
Ecuador
El Salvador
French Guiana
Grenada
Guadeloupe
Guatemala
Guyana
Haiti
Honduras
Jamaica
Martinique
Mexico
Nicaragua
Paraguay
Peru
Puerto Rico
Republic of Trinidad & Tobago
Republic of Panama
San Marino
St. Kitts-Nevis
St. Lucia
St. Pierre and Miquelon
St. Vincent and the Grenadines
Surinam

The Bahamas Islands
The Netherlands Antilles
Turks and Caicos Islands
Uruguay
Venezuela
Virgin Islands, British

Middle East & North Africa

Algeria
Bahrain
Cyprus
Egypt
Iran
Iraq
Israel
Jordan
Kuwait
Lebanon
Libya
Morocco
Oman
Palestinian Authority (Gaza/ West Bank)
Qatar
Republic of Yemen
Saudi Arabia
Syria
Tunisia
Turkey
United Arab Emirates

Oceania and South Pacific

Australia
Federated States of Micronesia
Fiji
French Polynesia
New Caledonia
New Zealand
Papua New Guinea
Western Samoa

South Asia

Afghanistan
Bangladesh
Bhutan
India
Nepal
Pakistan
Republic of Maldives
Sri Lanka

United States of America

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