Learning Beyond Borders
A National Conversation on learning abroad and Canada’s global engagement challenge
Agenda

- Overview
- Results of Promotion campaign
- Learnings from Innovation campaign
- Towards a national strategy?
- Conversation
Conversation

- In your experience, what are the most critical enablers of learning abroad?
- How can institutional policy and practice best create an enabling environment?
- How can we cooperate on a national scale to support institutions’ individual efforts?
Outbound mobility in Canada
Special Feature: Education Abroad

What We Count and How We Do It: The CBIE Education Abroad Data Collection Survey 27
Canada’s Global Engagement Challenge: The CBIE Education Abroad Student Survey 35
Education Abroad in Practice: Innovative Practices from CBIE Members 58
# Learning outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Learned more abroad</th>
<th>Learned about the same</th>
<th>Learned less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of historical, cultural traditions and achievements of host country</td>
<td>92%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Cultural awareness and understanding</td>
<td>90%</td>
<td>9%</td>
<td>1%</td>
</tr>
<tr>
<td>Openness to different ways of thinking</td>
<td>87%</td>
<td>12%</td>
<td>1%</td>
</tr>
<tr>
<td>Knowledge of world events</td>
<td>83%</td>
<td>14%</td>
<td>3%</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>82%</td>
<td>15%</td>
<td>3%</td>
</tr>
<tr>
<td>Awareness of your own identity</td>
<td>80%</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td>Intellectual development</td>
<td>78%</td>
<td>16%</td>
<td>6%</td>
</tr>
<tr>
<td>Foreign language skills</td>
<td>74%</td>
<td>23%</td>
<td>4%</td>
</tr>
<tr>
<td>Respect for others</td>
<td>63%</td>
<td>36%</td>
<td>2%</td>
</tr>
<tr>
<td>Awareness of your own country and its accomplishments</td>
<td>60%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>Job-related skills</td>
<td>53%</td>
<td>35%</td>
<td>12%</td>
</tr>
<tr>
<td>Academic accomplishments</td>
<td>46%</td>
<td>35%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Legend:
- **Learned more abroad**
- **Learned about the same**
- **Learned less**
Barriers

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

- Requires money I do not have: 70%
- Do not know if it will delay my graduation: 28%
- Do not know if I will get credit for courses taken abroad: 26%
- Need to work during school year: 26%
- Takes me away from friends: 20%
- Courses are too tightly scheduled to miss: 17%
- Job may not be held for me while gone: 14%
- Not needed to get a job in my field: 13%
- Dependents need me to stay at home: 11%
- Parents will not approve: 6%
- Do not see the value of an international program to my field of study: 4%
- I am not interested in participating in education abroad: 3%
- Other: 6%
- None of these are obstacles for me: 7%
Make learning abroad an integral part of Canada’s education

Three-pronged approach:

- Students
- Institutions
- Business, political, and thought leaders
Campaign scope

- 91 institutions across the education spectrum

Types of Institutions

- Universities, 56
- Colleges, Institutes of Technology, CEGEPs, 25
- School Boards, 3
- School Districts/ Ministries, 5
- Other, 2
Institutions participate in two ways:

- Promote the value of learning abroad
- Identify and address the most important internal barriers to learning abroad
How does CBIE foster the national conversation?

- Leverage communications platforms, research and networking to support institutions’ outreach efforts
- Facilitate peer discussions to identify common challenges, surface best practices, and develop practical tools for making progress
Results to date
Top contributors and influencers

Mount Royal University 1910
53 engagements per post

Centennial College
55 engagements per post

University of Toronto
69 engagements per post
972 social media posts
22,907 engagements
66 engagements per post

29% engagements on Facebook

41% engagements on Twitter

3 engagements per post
Top five topics mentioned

Exchange
Field school
Internships
Summer programs
Scholarships
Top 15 destinations for outbound students

- USA 7.8%
- France 13.7%
- Spain 3.6%
- UK 8.5%
- Ireland 1.6%
- Belgium 2.1%
- Netherlands 2.1%
- Switzerland 2.7%
- Sweden 3%
- Germany 5.9%
- Italy 3.4%
- China 3.4%
- South Korea 1.5%
- Japan 2.5%
- Australia 3.8%
Country mentions

- China
- France
- Germany
- United Kingdom
- Australia
- Austria
- Bahamas
- Barbados
- Belgium
- Belize
- Brazil
- Cambodia
- Cape Verde
- Colombia
- Costa Rica
- Cuba
- Cyprus
- Denmark
- Qatar
- Ecuador
- Finland
- Georgia
- Ghana
- Greece
- Grenada
- Hungary
- Iceland
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Israel
- Italy
- Japan
- Jordan
- Kenya
- Korea (North)
- Korea (South)
- Kuwait
- Laos
- Lebanon
- Luxembourg
- Madagascar
- Malaysia
- Malawi
- Maldives
- Mauritius
- Mexico
- Moldova
- Morocco
- Myanmar
- Nepal
- Netherlands
- New Zealand
- Nicaragua
- Nigeria
- Norway
- Oman
- Pakistan
- Panama
- Papua New Guinea
- Peru
- Philippines
- Poland
- Portugal
- Qatar
- Rwanda
- Singapore
- Slovak Republic
- Slovenia
- South Africa
- South Korea
- Sri Lanka
- Spain
- Sweden
- Switzerland
- Taiwan
- Tanzania
- Thailand
- United Arab Emirates
- United States
- United Kingdom
- Uruguay
- Uzbekistan
- Venezuela
- Vietnam
- Yemen
- Zambia
- Zimbabwe
Canadian Learning Abroad Alumni Community
397 members
26 posts
223 engagements
How has learning abroad impacted your career?

'I went to NZ as part of my cooperative education program...I am now a Coordinator of International Partnerships and Study Abroad.'

'I work in communications. I learned how to speak French when I went to school in Switzerland during K-12. It gave me a love of the language and I went on to study French at university. I use it every day in my current position.'

'My two years studying abroad in China really provided me space and time to hone my spoken and written Chinese...I'm currently working with the distribution department of a major furniture retail company, and I'm getting to use my Chinese language skills every day working with different stakeholders.'
What’s your advice for other students considering learning abroad?

‘…if your are in a non-English speaking country…talking to the locals is a must’

‘Do your homework!...Students who take care of the details and arrive well researched… are those that are open and ready for experiences…’

Make an effort to find other exchange students you don’t initially seem to have a lot in common with, like those that are from another home-country…’
What is the most important skill you learned while abroad?

‘I learnt to be more humble and to listen more’

‘…the ability to work with people from different cultures’

‘…soft skills, one of which is adaptability’
Key observations

- Opportunity to use discourse more strategically to communicate benefits of learning abroad
- Opportunity to engage key influencers in “inspiration”
- Opportunity to foster interest in broader range of countries
- Opportunity to harness high level of engagement of learning abroad alumni
Identifying and addressing barriers
Top barrier: funding

- How to increase overall funding, including from new funding partners?
- How to increase the number students receiving funding?
- How to promote availability of funding?
Top barrier: credit transfer

- How to evaluate transfer credits from partner universities?
- How to allocate credits for core courses versus electives?
- How to manage quality assurance?
- How to engage faculty?
- How to ensure transparency with students?
Top barrier: faculty engagement

- How to turn faculty into champions of learning abroad?
- How to support faculty in organizing short-term experiences and field schools for students?
Advice from your colleagues
Key observations: effective credit transfer

- Ensure a coordinated effort across academic programs, international office and administration
- Implement a transparent, clear and student-accessible credit transfer process
- Assess credit transfer before approving the learning abroad experience
- Grant transfer credits to both core and elective credits
- Apply credit transfer principles to short-term experiences
- Measure students’ academic success
Key observations: faculty engagement

- Ensure mission and values of institution include internationalization
- Ensure leadership constantly signals the importance of learning abroad
- Advance faculty along the continuum from awareness to championing by putting in place supportive institutional practices, enabling conditions and resources
Faculty engagement: how-to guide
Towards a national call to action?
Learning Beyond Borders:
A Solution to Canada’s Global Engagement Challenge

Submission to the House of Commons Standing Committee on Finance for Pre-Budget Consultations in Advance of the 2018 Budget

August 3, 2017

Canadian Bureau for International Education
Governor General roundtable
Report of the Study Group on Global Education
Key priorities and targets

- Significantly increase the number of Canadian post-secondary students learning abroad.
  - Set a national target of one-quarter of all Canadian post-secondary students going abroad on credit- and non-credit learning experiences within 10 years.
  - Establish a new national initiative – Go Global Canada – to support 15,000 Canadian post-secondary students per year going abroad within five years, rising to 30,000 per year within 10 years.
Key priorities and targets

- Significantly expand the proportion of students going to emerging countries.
  - Set a target of one-half of all students in the Go Global Canada initiative going to emerging countries within 10 years.
  - Define a list of priority emerging regions and/or countries for the Go Global Canada initiative.
  - Offer significant support for language and cultural training.
Key priorities and targets

- Make international learning accessible to students from all backgrounds.
  - Establish, within the Go Global Canada initiative, tailored programs to boost participation from lower income and underrepresented groups in international education
Conversation

- In your experience, what are the most critical enablers of learning abroad?
- How can institutional policy and practice best create an enabling environment?
- How can we cooperate on a national scale to support institutions’ individual efforts?
Thank You