

**Outbound Mobility of Young Canadians:
Benefits, Challenges and Recommendations**

**Prepared for Global Affairs Canada
March 2017**

Prepared by:

*Norah McRae, Karima Ramji, Vanessa Raber
Co-operative Education Program and Career Services
University of Victoria*

EXECUTIVE SUMMARY

Canadian postsecondary students have access to a multitude of mobility options that can be categorized into international curricular learning, international experiential learning, international work-integrated learning, and international co-curricular learning. Research studies from Canada and around the world reveal the following benefits and challenges of international education:

Benefits:

- Students perceive international experiences to have a positive impact on their overall employability and career path choices. In comparison to their non-mobile peers, benefits for formerly mobile students include lower unemployment rates, higher average salaries, and higher academic scores. Students with international experience were also found to have greater intercultural competencies and higher scores of cultural intelligence.
- International experiences enrich student campuses and enable institutions to develop graduates who are employable, culturally intelligent and committed to civic engagement and global citizenship.
- Employers perceive international experiences as indicators for intercultural skills and directly profit from these experiences through concrete business benefits.
- Canada's economy directly benefits from internationally experienced individuals that are able to successfully navigate an increasingly diverse and multicultural society and the globalized labor market of this major trading nation.

Challenges:

- Financial barriers are the most common reason for students to not participate in international education. Other barriers include inflexible curricula, feared delay of graduation, and lack of information on benefits and credit transfers.
- Institutions face infrastructure and resource challenges relating to international program delivery and tracking and course credit processes.
- Employers seem to struggle from an inability or unawareness of how to maximize the benefits of internationally experienced graduates. Ineffective screening processes pose an additional challenge.
- A potential risk to the economy is the loss of highly skilled workers due to migration, although this argument has been refuted for many developed countries. Another challenge is the lack of interest in education abroad experiences in strategic priority countries.

Recommendations

- Canada needs to invest in a comprehensive national strategy to plan and fund international education that align with Canada's strategic foreign policies. This should leverage existing programs and include a strengthened focus on international work-integrated learning opportunities.
- To leverage the full benefits of international education and ensure student learning and competency development, new initiatives and programs should include an incentive for intentional curriculum integration and institutional supports.
- Centralized, methodologically sound longitudinal studies should be established to track and evaluate the full effect of international education and to allow for evidence-based policy and programming.

Table of Contents

INTRODUCTION.....	1
MOBILITY OPPORTUNITIES FOR STUDENTS	1
STUDENT MOBILITY	3
BENEFITS OF INTERNATIONAL EDUCATION.....	5
Student Benefits	5
<i>Employability</i>	<i>5</i>
<i>Intercultural competencies</i>	<i>6</i>
Institutional Benefits.....	7
<i>Developing global ready graduates.....</i>	<i>7</i>
<i>Enriching the campus environment.....</i>	<i>7</i>
Employer Benefits.....	7
<i>Recruiting global ready graduates</i>	<i>7</i>
Economic Benefits.....	8
<i>Economic prosperity</i>	<i>8</i>
CHALLENGES OF INTERNATIONAL EDUCATION.....	10
Student Challenges	10
<i>Financial barriers</i>	<i>10</i>
<i>Academic challenges.....</i>	<i>10</i>
Institutional Challenges.....	10
<i>Accreditation</i>	<i>10</i>
<i>Resources</i>	<i>11</i>
<i>Course credits</i>	<i>11</i>
Employer Challenges	12
<i>Appreciating the value of international experiences.....</i>	<i>12</i>
<i>Screening processes.....</i>	<i>12</i>
Economic Challenges	13
<i>Brain drain</i>	<i>13</i>
<i>Preference for non-strategic countries.....</i>	<i>13</i>
RECOMMENDATIONS.....	14
Institutional Support.....	14
Curriculum Integration.....	14
Strategic Programming for Outbound Mobility.....	15
Inclusion of WIL and Other Experiential Learning	17
<i>Global network of Canadian embassies.....</i>	<i>18</i>
<i>Government of Canada scholarship programs</i>	<i>18</i>
<i>Reciprocity.....</i>	<i>19</i>
Alignment With Other Government of Canada Programs	19
<i>International Experience Canada.....</i>	<i>19</i>
<i>Canadian foreign policy and trade agreements</i>	<i>20</i>
Program Tracking and Evaluation	21
CONCLUSION	22
REFERENCES.....	23
APPENDICES	29

Index of Tables

Table 1: Mobility types.....	2
Table 2: Growth in the top 4 outbound mobility programs at University of Victoria.....	11

Index of Figures

Figure 1: International experience opportunities offered in 2012-13 (AUCC, 2014).....	3
Figure 2: Participation rates by mobility type in 2014-15 (CBIE, 2016).....	4

Index of Appendices

Appendix A: Canada's Education Abroad Lexicon (CBIE).....	29
Appendix B: Types of Experiential Education: A Glossary (UVic).....	33

INTRODUCTION

More than ever before, the importance of international education and the development of graduates who can navigate an increasingly dynamic and globalized economy is recognized by governments, higher education institutions, and students around the world. Canada is no exception with a government that links international education to the country's current and future success and universities and colleges that invest heavily in the internationalization of their campuses. This paper provides a summary of the different mobility types currently available to young Canadians as well as an overview of the benefits and challenges of international education for students, post-secondary institutions, employers and the Canadian economy at large. It finishes with recommendations on how to overcome barriers to education abroad and improve the quality of offered programs to maximize the associated benefits.

MOBILITY OPPORTUNITIES FOR STUDENTS

Post-secondary students across Canada have access to an abundance of education abroad opportunities. Perhaps the most commonly recognized outbound mobility experiences are:

- The traditional academic exchange programs where there is a reciprocal agreement enabling students from two partner institutions to complete academic courses at the host institution.
- study abroad programs where students take the opportunity to complete academic courses at partner institutions outside Canada and obtain credit for these courses at their home institutions (note that CBIE uses this term to include all for-credit curricular and experiential learning – Appendix A).
- internships abroad where students gain work experience (paid or unpaid) in an organization outside of Canada.
- volunteer abroad experiences where students contribute their time, knowledge and expertise to (non-profit) organizations outside of Canada.

However, there are a multitude of additional outbound mobility opportunities available to students. Using the Canadian Bureau of International Education (CBIE)'s education abroad lexicon and the University of Victoria's experiential education typologies (UVic, 2014; see Appendix B), we propose to use the following categories of outbound international opportunities for the purpose of this report.

1. *International curricular learning* includes education abroad experiences that are part of and contribute directly to a program of study.
2. *International experiential learning* includes those activities that allow for direct, hands-on involvement of the student, and meaningful reflection in order to increase knowledge, develop skills, clarify values and develop students' capacity to contribute to their communities (Association for Experiential Education).

3. *International work-integrated learning (WIL)* is a form of experiential learning that engages students in an academically related workplace environment, such that the learning outcomes are linked to academic, personal and career development goals (McRae and Johnston, 2016).
4. *International co-curricular learning* includes activities that are not part of the curriculum, or towards the attainment of a credential, e.g. volunteering.

These international experiences are categorized in Table 1 below. Please see the appendices for detailed descriptions of these programs.

International curricular learning	International experiential learning	International work-integrated learning	International co-curricular learning
<ul style="list-style-type: none"> • Student Exchange program • Cotutelle • Semester abroad • Study abroad • Study tour abroad • Dual degree • Joint degree • Short courses • Language study • Study abroad via letter of permission 	<ul style="list-style-type: none"> • Field school • Field study • Research Abroad 	<ul style="list-style-type: none"> • Co-op work term • Internship • Field placement • Consulting project • Clinical placement • Community Service Learning 	<ul style="list-style-type: none"> • Volunteer abroad • Conferences • Language study • Directed Travel • Homestay

Table 1: Mobility types

The fact that such a broad range of opportunities are available for students to participate in speaks to the commitment that post-secondary institutions have to internationalization. In a survey conducted by Universities Canada (formerly Association of Universities and Colleges Canada [AUCC]), 95% of responding universities reported that they included internationalization and/or global engagement in their strategic planning, with 82% locating internationalization among their top five priorities (AUCC, 2014, p.9). This is reflected in the number of international experiences that institutions offered in 2012-13, as depicted in Figure 1 below.

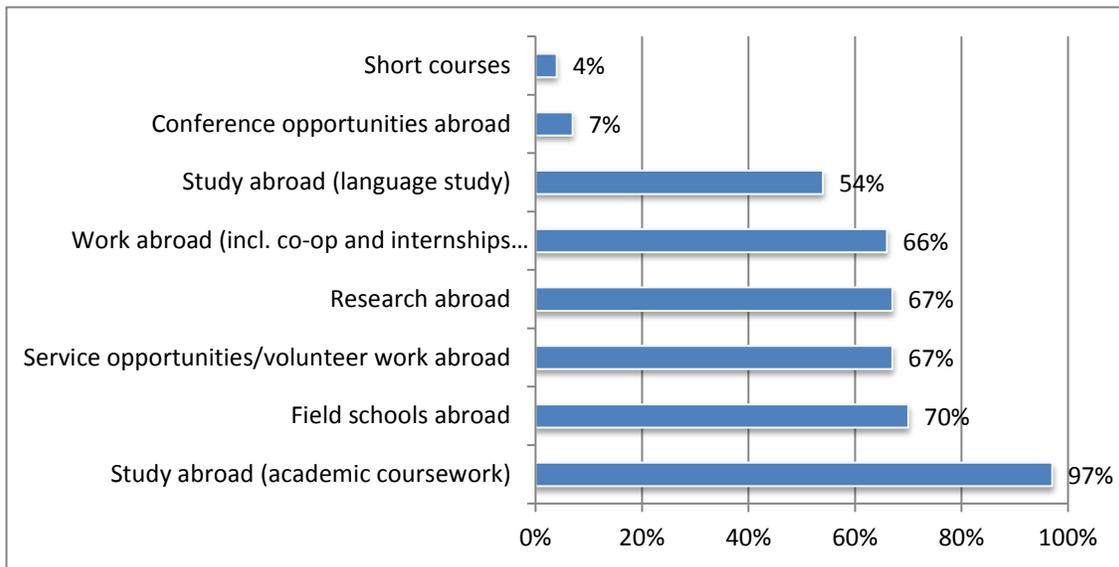


Figure 1: International experience opportunities offered in 2012-13 (AUCC, 2014)

STUDENT MOBILITY

Students at post-secondary institutions have access to a multitude of outbound mobility opportunities, as shown above. However, recent studies indicate that Canadian students are not participating in these opportunities to the extent one would expect. According to an outbound mobility survey that the Canadian Bureau of International Education (CBIE) conducted at 35 CBIE member institutions across the country, only 2.3% of surveyed university students (undergraduate and graduate) went abroad for a credit or not-for-credit experience in the 2014-15 academic year. These students reportedly studied in as many as 119 countries, with France, the UK, the US, and Germany as their top destinations (CBIE, 2016b). Figure 2 shows the ratio of different mobility types that students participated in.

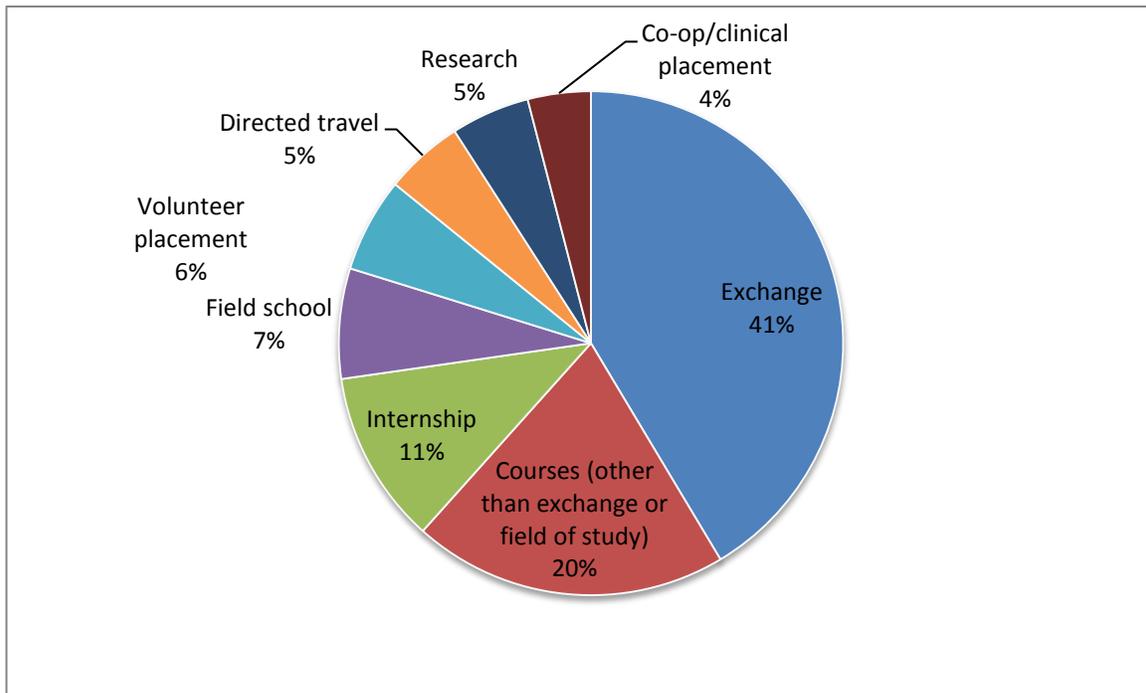


Figure 2: Participation rates by mobility type in 2014-15 (CBIE, 2016b)

The data above shows that international curricular learning appears to be the most popular choice for education abroad with 66% of students reporting to have participated in an exchange (41%), research (5%), or other courses (20%). International work-integrated learning experiences were reported by 15% of the students, with 11% going abroad for an internship and 4% for a co-op work term or clinical placement.

Having provided a brief summary of mobility types and outbound mobility rates in Canada, the next section will delve into benefits, barriers, and challenges of international education for the individual student, the post-secondary institution, the employer, and the Canadian economy.

BENEFITS OF INTERNATIONAL EDUCATION

Student Benefits

Employability

A number of research studies examine the perceived benefits of international education on the students' employability and career path. In Australia, Nunan (2006) surveyed alumni from the University of Melbourne, who had studied overseas, 10 to 15 years after their exchange experience. 87% of respondents agreed that the study abroad experience had enhanced their overall employability, while 61% saw a direct contribution to their current or past employment (Nunan, 2006). A larger scale study including alumni from 11 universities across Australia mirrors these findings. 69% of respondents reported a positive impact on their motivation and passion for their chosen career direction and 66% indicated that learning abroad experiences helped them obtain their first job (Potts, 2015). CBIE's Education Abroad Student Survey found that 48% of responding students perceived education abroad as beneficial for their career, while 71% of respondents who went abroad reported that their experience influenced their choice of career path (CBIE, 2016b).

The self-reported benefits of international education are complemented by the findings of two major European studies that examined the unemployment rates and other effects of international education for mobile students in comparison to their non-mobile peers. First, in 2013, the European Commission conducted a study with over 18,000 alumni to analyze the effects of ERASMUS student mobility on individual skills and employability (European Commission, 2014). For the past 30 years, the EU-funded ERASMUS program has enabled over three million European students to spend part of their studies at another higher education institution or with an organization in Europe. According to the impact study, former ERASMUS students were half as likely to experience long-term unemployment than their non-mobile peers (2% vs. 4%). Five years after graduation, their unemployment rate was 23% lower than that of non-mobile students. In addition, ten years after graduation, ERASMUS alumni were 44% more likely to be employed in managerial positions (European Commission, 2014).

Second, a study by the UK Higher Education (HE) International Unit compared the academic attainment and employment outcomes of mobile and non-mobile first-degree undergraduate students in the United Kingdom. Six months after graduation from an undergraduate program, students who spent time abroad studying, working, or volunteering had lower unemployment rates than their non-mobile peers (5% vs. 7%). They also had higher average salaries (£21,349 vs. £20,519), achieved higher academic scores (81% vs. 72%), were more likely engaged in further study or in work and further study (21.3% vs. 17.9%), and had higher employment rates within one of the top three socioeconomic classifications (74.8% vs. 67.1%). It is worth mentioning that the lower unemployment rates of mobile versus non-mobile students were even more significant for black (5.4% vs. 9.9%) and Asian students (4.4% vs. 9.5%), suggesting that international experiences are especially valuable for visible minority students (UK HE International Unit, 2016).

The studies presented above do not offer much insight into the effects of the different types of international mobility. The ERASMUS study makes a brief reference to the specifically direct effect of work placements on employment with 36% of respondents stating that they were hired by the company where they completed their ERASMUS work placement. A direct comparison between study and work terms abroad is only made in regards to long-term unemployment after graduation. Alumni with ERASMUS study abroad experience reported to look for work for more than 12 months as often as alumni with ERASMUS work abroad experience (2%). As noted above, this is half the rate of non-mobile students (4%) (European Commission, 2014). The UK study does not make this distinction at all due to the dataset that did not allow them “to disaggregate outcomes by type or by period of mobility” (UK HE International Unit, 2016, p. 6). In light of the multitude of mobility types that are available to students, the inability to distinguish their impact is a major shortfall of the research that is currently available. This limitation will be further discussed in the recommendations section of this paper.

In summary, both the perceived impact of education abroad as well as the observed career path of mobile students indicate a positive link between international education experiences and an individual’s employability.

Intercultural competencies

Aside from employment effects of international education, a number of studies also report changes in the mobile students’ intercultural competencies. In the CBIE study, students with international experience said that their time abroad increased their learning and growth in areas such as cultural awareness and understanding, openness to different ways of thinking, self-confidence, and awareness of their own identity (CBIE, 2016b). Graduates who participated in the European ERASMUS program also reported a positive impact of their experience. Former ERASMUS students are convinced that their experience has helped them better understand other cultures and get along with culturally diverse people (Teichler & Janson, 2007). A U.S. study conducted by the Institute for International Education of Students (IES) in 2002 surveyed over 3,700 former study abroad students on their experiences from the previous 50 years. It was found that “study abroad has a significant impact on students in the areas of continued language use, academic attainment measures, intercultural and personal development, and career choices” (Dwyer, 2004, p. 161). Interestingly, the study also refuted the common belief that program duration was positively correlated to the quality and intensity of the impact on the students. Well-planned, intensive short-term programs were found to have a similar, if not higher, beneficial effect on participants than the traditional full year abroad (Dwyer, 2004).

The development of intercultural competence has also been reported in a study on students participating in a Canadian-European Union Co-op Program exchange (CANEU-COOP). This award winning program, a collaborative effort between four higher education institutions in Canada, Germany, and Austria, allows European students to study in Canada, while Canadian students undertake co-operative education (co-op) work terms in Europe. Tests on the students’ cultural intelligence (CQ) scores before and after their participation in the program revealed significant increases in their

understanding of the differences and similarities between cultures (CQ-Knowledge), ability to plan effectively for a successful intercultural encounter (CQ-Strategy), and their capability to adapt their behavior appropriately in different cultural situations (CQ-Action). No difference was found in overall CQ scores between the group of European students who came to study in Canada and the group of Canadian students who participated in a work term in Europe. However, although not statistically significant, differences between the groups in their growth rates within the individual CQ dimensions (CQ strategy, CQ action, and CQ knowledge) were observed, and revealed a need for further examination (McRae, Ramji, Lu, & Lesperance, 2016).

Overall, international education seems to have a positive impact on the employability and development of intercultural competencies of participating students. Further research is required to determine the long-term effects of these benefits for Canadian students as well as to investigate the influence of specific program features. The University of Victoria is currently engaged in a follow up research project to the CQ study (McRae et al., 2016) that will shed light on the impact of cultural intelligence on employability for a small sample of alumni of the CANEU-COOP program.

Institutional Benefits

Developing global ready graduates

Fostering global perspectives and global citizenship in students is a goal that most post-secondary institutions strive for. Engaging students in outbound mobility experiences provides one vehicle through which they can achieve this objective. The intercultural competencies that students gain during their experiences abroad and the (perceived) enhancement of their employability is an important outcome for institutions that aim to develop graduates who are employable, culturally intelligent and committed to civic engagement and global citizenship.

Enriching the campus environment

Institutions benefit from the world-mindedness that students gain while abroad. Upon their return, they enrich the campus environment by sharing their experiences in the classroom and beyond, contributing innovative ideas and discussions informed by their often transformational experiences. This in turn enables the institutions to achieve their mandate relating to developing global ready graduates.

Employer Benefits

Recruiting global ready graduates

Employers in Canada and around the world are facing an increasingly diverse workforce and constantly shifting needs and challenges due to new global economic realities. One response to these ongoing changes has been a greater focus on intercultural skills when recruiting new employees. A qualitative study with a small group of Australian employers found that respondents made clear associations between perceived

outcomes of international education and graduate employability. The reported benefits included “the potential for networking, the opportunity for experiential learning, additional language acquisition, and finally the development of soft skills” (Crossman & Clarke, 2009, p. 607). The value of intercultural skills in the workplace is also reflected in the responses from 367 large employers from 9 countries in a 2013 British Council study. The research shows that hiring managers link intercultural skills directly to concrete business benefits, such as the ability to work with diverse colleagues, bringing in new clients, and building trust with existing clients. International experiences, including study abroad and international internships and work experience, are seen as indicators for intercultural skills. When asked about the contributions the education system can make to improve intercultural skills, more than one quarter of the participating employers recommended encouraging or requiring students to study overseas (British Council, 2013). A 2014 survey of more than 400 small and medium enterprises from a broad range of industry sectors across Canada revealed that two thirds of hiring managers see a need for young Canadians to think more globally to avert the risk of Canada being overtaken by economies like China, India and Brazil. 82% believe that employees who possess intercultural knowledge and an understanding of the global marketplace enhance their company’s competitiveness, while 72% state that recruits with intercultural and international experience show a better performance than graduates without these experiences (Universities Canada, 2014). Further support for this development comes from the ERASMUS Impact Study of the European Commission (2014). 64% of the 652 surveyed employers considered international experience to be important for employability, a considerable increase from the 37% who supported this connection in 2006.

All findings suggest that employers see benefits in hiring graduates with international experience. For Canada, further research needs to show the importance of international education and its perceived benefits in relation to other recruitment criteria, such as academic achievements and previous work experience. It is also unclear whether employers distinguish between the different types of mobility and if they make full use of the value young Canadians with international experience bring to their workplace.

Economic Benefits

Economic prosperity

In a multi-year research project with the goal to establish a comprehensive conceptual framework for the definition and selection of key competencies and to help define central goals for education systems and lifelong learning, the *Organisation for Economic Co-operation and Development* (OECD) argues that rapidly changing technologies, diverse and compartmentalized societies, and new forms of interdependence due to globalization are the key challenges for individuals and societies around the world. The claim is that well-functioning societies that are characterized, among other factors, by economic productivity require individuals that have a certain set of key competencies. One of the identified competencies is the ability to interact in heterogeneous groups that requires the individual to be “able to respect and appreciate the

values, beliefs, cultures and histories of others in order to create an environment where they feel welcome, are included and thrive” (OECD, 2005, p. 12). For Canada, a nation characterized by its commitment to multiculturalism (Government of Canada, 2012), this seems to be particularly meaningful. According to a projection by Statistics Canada (2010), over one quarter of the Canadian population could be foreign-born by 2031 and nearly half of Canadians aged 15 and older could be foreign-born, or have at least one foreign-born parent. The population with a non-Christian religion in Canada is predicted to almost double from 8% (2006) to 14% (2031), while the share of those with no religious affiliation could rise from 17% to 21%. Furthermore, Canada’s Global Markets Plan shows that international trade accounts for more than 60% of Canada’s annual GDP, and 20% of Canadian jobs have a direct link to exports (Global Affairs Canada, 2016). In light of these developments, the importance of individuals that are able to successfully navigate an increasingly diverse and multicultural society and that are well-prepared to contribute to the economy of a major trading nation should not be underestimated. Intercultural competencies are essential in this context and “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. Internationalization clearly supports Canada’s place in the global KBE [knowledge-based economy]” (CBIE, 2016b, p. 24).

CHALLENGES OF INTERNATIONAL EDUCATION

Student Challenges

Considering that 86% of students surveyed in CBIE's Education Abroad Student Survey indicated an interest in international education and 97% of institutions responding to University Canada's Internationalization Survey offered international experiences, the relatively low outbound mobility ratio of 2.3% in 2014-15 implies substantial barriers to international education (CBIE, 2016b; AUCC, 2014).

Financial barriers

When asked for the most significant reasons why their students stayed on campus, 54% of institutions named lack of funding or financial support as the top factor, and 91% cited financial reasons among the top three barriers (AUCC, 2014). The CBIE survey showed similar results, with 70% of students reporting lack of financial resources as an obstacle that is most likely to keep them from participating in an education abroad experience.

The students that did participate in education abroad were asked for up to three financial resources they used to pay for their experience abroad. Almost half (49%) received financial help from parents, relatives, or guardians and 45% used personal savings. University/college scholarships and governmental scholarships, financial aid, and loans from government or an agency in Canada were cited by 34% and 21%, respectively (CBIE, 2016b). With private funds playing such an essential role in financing education abroad experiences, it is obvious that students from lower socioeconomic backgrounds would find these barriers particularly challenging. Universities Canada (2015, p.2) further states that "Indigenous students, first-generation Canadian students, students who are the first in the family to pursue postsecondary education, and those who work in addition to their studies face significant barriers to mobility".

Academic challenges

Other reported barriers to international education included inflexible curricula or too-heavy programs at the home institution, lack of interest or recognition of benefits, feared delay of graduation, and lack of information on the recognition of credit for courses taken abroad (AUCC, 2014; CBIE, 2016b). While it is conceivable that some of these barriers could be overcome by enhancing the dissemination of education abroad information to students, further research is required to determine whether certain aspects of curricula or programs actually prevent international education and how these barriers can be navigated creatively.

Institutional Challenges

Accreditation

Many of the points made above apply to institutions as well. Certain programs have accreditation requirements that are not amenable to students receiving course credit from international institutions. Undergraduate engineering programs are one example

where “faculty delivering curriculum content that is engineering science and/or engineering design are expected to be licensed to practise engineering in Canada, preferably in the jurisdiction in which the institution is located” (Engineers Canada, 2015, p. 23). This puts a limit on the curricular activities that engineering students can undertake outside of Canada. As such internationalization in engineering programs rarely includes the standard study abroad models. At the University of Victoria and University of Waterloo, this limitation was overcome through development of the innovative CANEU-COOP program where Canadian students go abroad for co-op work terms rather than academic terms (in exchange for European students coming to Canada for academic terms). This highly successful program has seen over 100 Canadian students participate in this program since its inception in 2009.

Resources

At the institutional level significant resources are required to deliver and accurately track quality international programming. Students need to be adequately prepared to learn from the experience, arrangements need to be made, risks assessed and monitored. This requires units on campus with specialized skills in negotiating agreements, student training and development, risk management procedures, communications and marketing.

The University of Victoria has seen significant growth (43%) between 2014 and 2017 in its largest outbound mobility programs as seen in Table 2. Sustaining this level of programming with the appropriate quality assurance with no additional resources presents a challenge.

Education Abroad Program	2009-2017	2009-2014	Difference 2014-2017	Percentage Growth
Co-operative Education	1869	981	888	47.51%
Undergraduate Exchange in Gustavson School of Business	1171	751	420	35.87%
Undergraduate Exchange in Faculties of Humanities, Social Sciences & Science	832	454	378	45.43%
Field Schools	532	310	222	41.73%
TOTAL	4404	2496	1908	43.32%

Table 2: Growth in the top 4 outbound mobility programs at University of Victoria

Course credits

Institutions also have to pay more attention to ensuring that students’ international curricular experiences are credited appropriately at their home institutions. The CBIE survey discussion in this report indicated that this was a barrier in student participation (CBIE, 2016). This is a complex issue that requires careful planning within the multiple faculties and programs offering international exchanges. UVic’s Business program has successfully overcome these barriers through careful planning such that all outgoing

students obtain appropriate course credit for their education abroad activities. Where new exchange programs are being developed, faculties must be involved in early stages of the negotiations to identify courses which can be credited at home institutions and provide this information to students so they can plan their academic terms abroad to align with these course offerings. The resource implications of such detailed planning presents a challenge for under-resourced international offices at post-secondary institutions.

Employer Challenges

Appreciating the value of international experiences

A study on the experiences of Chinese returnees from Australian and New Zealand's higher institutions found that some employers were hesitant to hire returnees due to the perceived dubious quality of their credentials, labeling them as 'rubbish from overseas' (Li & Yang, 2013). This might not be the same case in Canada; however, some hesitations can be observed: "Too often, employers are reluctant to hire students who come from diverse backgrounds, or who have been trained in ways that do not follow the straight and narrow path" (McRae, 2013, p. 121). As a result, employers might not be able to leverage the benefits these students bring to the workplace, including their ability to act as "organizational agents of change" (McRae, 2013, p. 121). The challenge in this case stems to a lesser degree from the international experience itself but rather from a lack of awareness or inability on the employer's side to utilize the skills and competencies that students bring to the organization. Further research might show whether these effects could be mitigated if there were stronger partnerships between industry and higher education institutions that include clear communication strategies about the benefits of international education.

Screening processes

As noted in an earlier section, many employers express that they value intercultural skills and perceive international experience as an indicator of these intercultural skills. A challenge seems to be the lack of effective screening processes that bring these skills to light. Of the 367 employers surveyed in a British Council (2013) study, only one third reported to actively screen for intercultural skills during the recruitment process. This effect might be increased, in particular, when students are not given the tools and language to reflect on and express their international learning experience and are, hence, not able to demonstrate their skills during the job search process. An opportunity exists here for post-secondary institutions to ensure that that intercultural competency development and articulation of the same becomes an integral part of the learning that students gain during their academic career. This also speaks to the need for employer training to enable them to tease out these skills during the recruitment process, so that the organization can benefit from the employees' intercultural competencies.

Economic Challenges

Brain drain

An issue in international education relates to the movement of highly skilled individuals from sending countries to host countries. Since the 1950's, this is often referred to as 'brain drain' (Robertson, 2006). This phenomenon describes cases where countries lose their investment in their students' education as well as their skills and talents when the students decide to move to another country. International education, which potentially instigates this kind of movement has been criticized for having a damaging effect on the sending country's economy. However, these linear scenarios have come into question. With the exception of some African countries continuing to lose a disproportionate number of their students and highly skilled workers due to out-migration, newer interpretations of these mobility patterns argue that they can stimulate 'brain circulation' or 'brain exchange' - terms that are described as "the increasingly multidirectional nature of international flows and the growing awareness that such mobility patterns or exchanges are mutually beneficial for sending and receiving countries" (Bhandari & Blumenthal (2011, p. 16).

Preference for non-strategic countries

Another observed challenge for the Canadian economy is that students tend to prefer western European and English-speaking nations as their study abroad destination, rather than countries that are strategic priority countries for Canada, such as China, Brazil, and India (Universities Canada, 2015). Unfortunately, Canadian students appear to lack the interest or motivation to immerse themselves in cultures that are considerably different from their own. Supporting internationalization at home efforts, whereby students are exposed to other cultures more frequently and within positive contexts is one way to overcome this reticence. However, due to this reluctance, the economic benefits of building partnerships with Canada's priority countries through education have yet to materialize.

RECOMMENDATIONS

Based on the benefits and challenges of international education presented in the previous sections of this paper, several recommendations, which also contribute to the goals of Canada's International Education Strategy, are proposed.

Institutional Support

Given the resource intensive nature of implementing quality international programming, institutions require additional resources. Some of these resources can be generated through international student fees. However, funding programs to support internationalization need to include appropriate levels of funding to allow for administrative supports required for these challenging programs.

Curriculum Integration

Canada's International Education Strategy identifies joint curriculum development as one of the key area of focus for the strategy (Global Affairs Canada, 2014). This presents an opportunity to embed international experiences into an intentionally created curriculum. As McRae (2013, p.121) notes, "too often, students engage in such experiences without being provided a framework to help them articulate these experiences to others, thus diminishing their ability to understand and apply what they have learned". Salisbury, An, and Pascarella (2013), who examine the impact of study abroad experiences on U.S. students' intercultural competencies, even question the educational benefits of study abroad altogether. Their findings account for a number of other variables and raise the concern that "study abroad by itself may not be as transformative as previously claimed" (Salisbury et al., 2013, p. 15). However, the authors suggest that opportunities for reflection and integrating "the meaning [the students] make of that experience in the context of their current development and future goals" (Salisbury et al., p. 15) might be the key to leveraging the full benefits. Clearly, the simplistic assumption that an international experience automatically results in a broadened horizon should be replaced by "a more sophisticated view of study abroad as a mechanism to develop a diverse range of competencies with clear curriculum and career relevance" (Nerlich, 2016, p. 56). Suggestions for curriculum integration include the establishment of meaningful, measurable learning outcomes; engaging faculty in planning, supporting, and evaluating education abroad activities; and involving students in reflective practice before, during, and after their experience (McRae et al., 2016; Nerlich, 2016; Ogden & Streitwieser, 2016; Woodruff, 2009).

The *Intercultural Competency Development Curriculum (ICDC)* at the University of Victoria can serve as a successful example of curriculum integration. The ICDC was developed to "enable students to intentionally focus on developing their cultural intelligence during their WIL [work-integrated learning] experiences domestically and abroad" (McRae & Ramji, 2017, p. 11). It includes pre-departure training that exposes students to the concept of intercultural competencies and introduces them to the tools they need for successful intercultural encounters. Before students embark on their work

term abroad, they develop concrete learning objectives based on UVic's Competency Assessment Module. Mid-way through the term as well as at the end of the placement, the students reflect on and assess these objectives and describe how they have demonstrated and developed their competencies. This process is accompanied by the students' work term supervisor providing guidance and feedback on the students' competency development. Upon their return to campus, students participate in debriefing sessions with their co-op coordinators where they capture their experiences and learn how to integrate them into their career planning. Lastly, they submit a final work term report assignment that includes another chance to reflect and assess their learning and competency development (McRae & Ramji, 2017). The ICDC was inspired by the CANEU-COOP program which, as discussed earlier, led to a significant increase of the participants' cultural intelligence (CQ) scores (McRae et al., 2016).

To leverage the maximum benefits of international education, financial support and programs should be tied to intentional curriculum integration that facilitates student learning through reflection and clear, measurable learning outcomes.

Strategic Programming for Outbound Mobility

Considering the significant barriers to international education that both students and institutions reported, strategic funding programs, access to them, and their evaluation should be improved. Although Canada's International Education Strategy clearly puts education abroad "at the very heart of our current and future prosperity" (Global Affairs Canada, 2014, p. 4), and has made available multiple funding opportunities for attracting international students from Global Markets Plan priority countries, there are currently no national targets or stated goals for outbound mobility. Attempts to overcome the challenges of Canada's decentralized education system and to form a national voice to support international education "have so far resulted in uncoordinated policy and sporadic action" (Knight-Grofe & Deacon, 2016, p. 137). Other national internationalization efforts are described as "boutique programs that are helpful to a limited cohort, and in many cases, for a limited time" (Knight-Grofe & Deacon, 2016, p. 141).

When compared to the centralized and targeted campaigns and programs, specifically for outbound mobility, that other countries have implemented, Canada seems to be lagging behind. For example, the U.S. Institute of International Education (IIE) launched the *Generation Study Abroad* initiative in 2014 to work with leaders in education, business, and government to double and diversify the number of U.S. college students completing international study programs, internships, service learning, and non-credit educational experiences by the end of the decade. By 2015/16, the network has raised US \$55 million in student scholarships and some campuses have already reached their end of the decade study abroad target (IIE, 2016a).

The British Council launched the *Generation UK-China* program in 2013 with the goal to help 80,000 UK students by 2020 "to boost their employability, enhance their long-term job prospects, and develop a global mind-set through study and work experience opportunities in China" (British Council, 2017). The campaign offers funded

internship placements and academic scholarships, establishes partnerships with UK and Chinese universities, and hosts alumni and networking events. The number of young British nationals that study and work in China has grown by over 50% within the first two years of the program.

In 2014, Australia's government launched the *New Colombo Plan*, an initiative to encourage exchanges between Australia and 40 strategic host locations in the Indo-Pacific region. The program offers scholarships and mobility grants for study abroad, internships, mentorships, practicums, and research. Since its inception, the New Colombo Plan has supported around 17,500 mobility students (Department of Foreign Affairs and Trade, 2017), with around AUD \$20 million in mobility grants provided in 2017 alone (Department of Education and Training, 2016).

The *Brazil Scientific Mobility Program* was introduced by the Brazilian government in 2011 with the goal to provide 101,000 scholarships to undergraduate and graduate students for training abroad in the science, technology, engineering, and math (STEM) fields. A specifically designed assessment methodology was developed to evaluate the program's impact at the institutional, personal, and societal level, and in regards to production of knowledge and innovation but results are yet to be published (British Council, 2014). In 2014, after the target numbers of the first phase were met, the Brazilian government announced support for another 100,000 study abroad scholarships for Brazilian students (ICEF Monitor, 2014).

Lastly, the *ERASMUS Program* of the European Union is one of the most comprehensive and longest standing student exchange programs. Established in 1987, it has enabled over three million European students to study at another higher education institution or work with an organization in Europe. In 2014, it merged with seven other European programs to *Erasmus+* and now offers support for education, training, youth, and sport. Its main goals include reducing unemployment, especially among young people, promoting adult learning, and encouraging young people to participate in European democracy. Set to last until 2020, *Erasmus+* has a budget of €18.2 billion that will be used to provide opportunities for over 4 million Europeans to study, train, and volunteer abroad. In 2015 alone, over 678,000 individuals participated in one of the many mobility programs that *Erasmus+* offers (European Commission, 2017).

Comprehensive outbound mobility programs with a strategic focus on regions of interest, high-level support from government agencies, institutions, and industry, clear target plans, and a high-visibility communications strategy, as the ones described above, currently do not exist in Canada (Knight-Grofe & Deacon, 2016). However, one notable initiative is the *Queen Elizabeth II Diamond Jubilee Scholarships (QES)* program, a unique partnership between Universities Canada, the Rideau Hall Foundation, and Community Foundations of Canada with financial support from the Government of Canada, provincial governments, and the private sector. Scholarships are to provide Canadian students at the undergraduate and graduate levels with the opportunity to complete work or study terms in another Commonwealth country. Through intercultural experiences, the program intends "to lay the foundation for the next generation of entrepreneurs, public servants, community leaders and academics with innovative minds and a sense of commitment to Canada and the Commonwealth" (Universities Canada,

2017). A distinctive feature of the QES program is that universities who have successfully applied for funding are fairly independent in administering the scholarships within their proposed projects. The Canada-Commonwealth Co-op (CANCOM-COOP) program at the University of Victoria (UVic) is one example where QES funding helps students become global-ready graduates through science, technology, engineering and math (STEM)-based work terms in Australia, New Zealand, India and Africa (UVic, 2016). University of Victoria leveraged this funding to develop an innovative Indigenous international work integrated learning exchange program that allows indigenous students from UVic to complete STEM related work terms at indigenous institutions and communities in Australia, and indigenous students from partner institutions completing an academic term at UVic that includes participation in UVic's unique LE, NONET program and a community internship. This is, to our knowledge, the first exchange program of its kind (University of Victoria, 2016).

With the exception of the QES program, compared to national initiatives and programs for education abroad that can be found in other countries around the world, Canada still has considerable room for growth in terms of programming for students. The International Youth Internship Program and the International Aboriginal Youth Internship program are shining examples of programs that facilitate youth mobility. These are, however, limited to post-secondary graduates rather than students who are still completing their studies. To avert the risk of falling behind other countries and making young Canadians less able to become global citizens and successfully contribute to a globalized economy, Canada should invest in a comprehensive national education abroad strategy with clear targets that support international curricular, experiential, work-integrated and co-curricular learning activities for Canadian students.

Inclusion of WIL and Other Experiential Learning

As shown above, all national strategies for education abroad from a variety of countries include support for both international study and work-integrated experiences. Canada has the opportunity to expand current programs to include WIL experiences. Unfortunately, most studies examining the impact of international education that are used to inform this paper do not distinguish between the different types of mobility. Some of the findings, however, make it worth having a closer look at the role of international work-integrated learning (WIL).

WIL programs intentionally connect students' academic education with relevant work experience and have been identified as catalysts for transformational learning (McRae, 2015). The practical application of theoretical knowledge in the workplace and participation in meaningful professional activities of the host organization, accompanied by a curriculum that supports student learning goals, personal evaluation, and reflection, have been found to increase students' work self-efficacy, professionalism, and overall employability (Smith, Ferns, & Russell, 2016; Reddan, 2016; Fleming, 2015; Thompson, Bates, & Bates, 2016). In an international or intercultural setting, these benefits of WIL can be enriched by the additional development of intercultural competencies, as

demonstrated in the CANEU–COOP exchange program mentioned earlier in this report (McRae et al., 2016). Temporarily immersing students in a workplace setting within a culture that is different from their own, coupled with intentional CQ (cultural intelligence) pedagogy, can enhance the students' cultural intelligence and contribute to their employability as well as their awareness and realization of their role as global citizens (McRae & Ramji, 2011).

Global network of Canadian embassies

Considering these significant benefits and the fact that co-op placements currently only account for 4% of education abroad experiences of Canadian students (CBIE, 2016b), there is certainly room for growth. One way to do this would be to institute a program to hire Canadian students on paid WIL terms at the broad network of Canadian embassies and consulates worldwide. This alone, would result in significant outbound mobility of Canadian students. It is important that these positions are paid work terms rather than unpaid internships, as is so often the case. This idea of paid work terms which comprise an accreditation standard for co-operative education programs accredited by the Canadian Association for Co-operative Education (CAFCE), is further supported by Miningou and Viestraete (2017) who studied the relationship between income from co-op work terms and success at university. They found that while the experience students gain from work terms are a greater contributing factor to student success, the income gained positively affects student success; conversely, income from loans or off campus jobs that were not related to experiential learning programs had a negative impact on student success (Miningou & Vierstraete, 2017).

Government of Canada scholarship programs

Another way to support experiential learning abroad is through expanding the scholarship programs supported by Global Affairs Canada. These programs include the Canada-China Scholars' Exchange Program, the Commonwealth Scholarship Plan, Foreign Government Awards, Emerging Leaders in the Americas Program (ELAP), the Organization of American States Academic Scholarships Program, Canada-Brazil Awards and Mitacs. Some of these programs now include research abroad for undergraduate students, and institutions would welcome broadening these scholarships to include other forms of WIL and other experiential learning programs (as identified in Table 1).

The Brazilian Science Without Borders Program is a good example of this, as the program was tailored to undergraduate students who completed a year at a foreign institution, with one of the three terms being devoted to a work integrated learning placement. UVic has also used this strategy with its I-witness Holocaust Field School, offered by UVic's Department of Germanic and Slavic Studies, where students going on the international field school have the option of staying for a WIL opportunity with a museum in Auschwitz. This department at UVic now offers a graduate level field school that provides similar WIL opportunities to students. Incentivizing institutions through funding for such innovative programming will help boost outgoing student mobility.

Finally, a case can be made for broadening the range of countries for which funding is provided. While it is acknowledged that current programs, including the Mitacs programs, target countries identified as high priorities in Canada's Global Markets Plan, going beyond these countries to enable institutions to meet their commitments of reciprocity by leveraging external funding would be most beneficial. A case in point is the University of Victoria-Western Digital Co-op Exchange Program. Since 2012, UVic has been a part of this global WIL exchange program involving institutions in Canada, Australia, and South Africa. Western Digital in Thailand is the employer partner in this initiative. Western Digital and HGST, a Western Digital Company, offer WIL placements to students from participating institutions, in exchange for partner universities placing students from Thai universities in WIL terms in their respective countries. To date, 24 UVic students have completed co-op work terms in Thailand, with five more scheduled to leave in May 2017 for Summer work terms. While UVic works hard to provide meaningful WIL experiences for Thai students in Canada, funding to support the Thai students to come to Canada would support sustainability of the program. There is perhaps a case for expanding Government of Canada supported programs to be broadened to include countries like Thailand. This would also enable institutions to fulfil their reciprocity obligations to partner countries, a concept of exchange agreements that is discussed below.

Reciprocity

One of the key goals identified in Canada's International Education Strategy is "promoting two-way student and research mobility". The idea of a two-way mobility is important to honor as it forms the basis for an equitable, ethical approach to international partnerships. The programs supported by Canada's International Education Strategy serve an important purpose within this strategy as they can enable student mobility between countries identified by the Government of Canada's Global Market Action Plan (Global Affairs Canada, 2014). One approach to enhancing these programs is to ensure that reciprocity is built into these programs. The University of Victoria has leveraged some of these programs to develop exchange programs that enable UVic students to engage in co-operative education work terms at institutions from which UVic accepts students funded by these programs. The Emerging Leaders in the Americas Program (ELAP) is one example of this. However, ELAP only funds the incoming student, and there is no funding to support UVic students embarking on a co-op work term with the institution that is sending the ELAP funded student. One can see how funding for students from both institutions would provide additional motivation for Canadian students to engage in outbound mobility with ELAP and other programs.

Alignment With Other Government of Canada Programs

International Experience Canada

Canada's International Experience Canada (IEC) program is a significant enabler of outbound and inbound youth mobility. The inclusion of international co-op has gone a long way toward facilitating work permits for students completing WIL terms in the IEC

partner countries. However, there are some countries such as Australia, where the only category available to students is the Working Holiday category. Students are encouraged to apply for co-op work permits through this program but the “working holiday” designation creates obvious confusion. Both students and institutions would welcome clarity around program names and eligibility criteria.

As well, IEC programs are only available to Canadian citizens and permanent residents, as are most Government of Canada scholarship programs. Given the large number of international students at Canadian institutions today, it would be helpful to streamline the visa and work permit processes for international students to make it easier for them to obtain these. Often, international students have to bear additional monetary and time costs to travel to Ottawa or Toronto to apply for work permits in person, while Canadian students do not have the same restrictions. These barriers sometimes limit the ability of international students to participate in outbound mobility programs.

Canadian foreign policy and trade agreements

Another strategy is to ensure that mobility programs align with Canadian foreign policy and trade agreements such as the Canada-European Union Comprehensive Economic and Trade Agreement (CETA). A Canada-wide outbound mobility program that allows for mobility of students from Canadian institutions to the EU where they can undertake the variety of outbound mobility programs (academic and experiential) in the EU would prepare future graduates of Canadian post-secondary institutions to better penetrate these markets upon graduation and as they embark on their careers. The learning they would have gained during their time in the EU would serve as a stepping stone for them to take on opportunities offered by the various Canadian foreign policy and international trade initiatives. If experiential learning opportunities for students were included in the negotiation of these agreements such that students have opportunities to undertake WIL or other experiential learning terms with EU organizations, this has the potential to facilitate development of global ready Canadian graduates who are better able to penetrate the foreign markets as opportunities arise. Such an experiential learning program could be organized using a consortium model, managed by one lead institution, but available to students at all Canadian institutions.

Another example is the upcoming Trade in Services Agreement (TiSA) where an opportunity may exist to facilitate international WIL placements with member associations involved in the TiSA agreement; the argument being that if we provide the opportunities for our students to develop the intercultural competencies and exposure to how Canada’s foreign policy plays out in the international scene, these students will be better able to add value to these agreements and engage with them in meaningful ways once they embark on their careers. Take the example of a student who came to UVic from Manitoba, participated in the co-op program, went on an academic exchange in China, learned about the market for wines in China, worked in a winery in interior of BC, and is now using all the learning she gained to help Canadian agri-businesses export to China. Such a graduate is a prime candidate for taking on opportunities presented by Canada’s various trade agreements. International WIL played a key role in getting her ready for taking on this role.

Program Tracking and Evaluation

Lastly, to learn about the full impact of international education and be able to evaluate the success of education abroad initiatives and programs, data collection and analyzing efforts need to be improved. At the moment, evaluating the impact of outbound mobility faces significant challenges due to Canada's decentralized education structure and the lack of an overarching system that tracks and measures mobile students and their career paths. Although institutional evaluation efforts are on the rise, in 2014, only 44% of universities reported to evaluate the impact and progress of their internationalization efforts (AUCC, 2014). If they did, there was little consensus on how to define and count mobile students (CBIE, 2016b). Hence, data from longitudinal studies like the European graduate survey that has been used to evaluate the success of the ERASMUS exchange program for over 20 years (Jahr & Teichler, 2007) or the impact study for the Ford Foundation's International Fellowship Program (IFP; Institute of International Education, 2016b) is currently not available in Canada.

In addition, many of the impact studies that have been conducted around the world struggle with major methodological challenges. Ogden & Streitwieser (2016) found that many studies "have largely utilized self-reporting methodologies and have not positioned their findings relative to comparator or control groups" (Ogden & Streitwieser, 2016, p. 4). This approach poses a risk to the reliability and validity of data as participants are potentially biased towards socially desirable responses. Furthermore, without comparison to a non-mobile control group, the results of these studies cannot exclude the possibility that the reported impacts of outbound mobility are caused by maturation, the "naturally occurring growth or change in individuals that affects the measured outcome" (Ogden & Streitwieser, 2016, p. 8). Even if control groups are included in the research, they often do not account for the substantial demographic differences between the two populations, such as socioeconomic background, previous experiences, and academic achievements (Nerlich, 2016).

With these limitations in mind, research efforts on the impact of international education on Canadian students and the economy could be strengthened. Stakeholders should work towards establishing centralized, longitudinal tracer studies to track graduates with and without international education experiences as they progress in their careers and lives. This would require standardizing education abroad metrics and streamlining data collection processes across Canada, as recommended by the Canadian Bureau of International Education (2016b). To gain more reliable insight into the impact of students' international experiences, studies would have to link key programming features (e.g., program type, duration, student characteristics, prior experience, curriculum integration, etc.) to learning outcomes. The Georgetown University Consortium Project and the Study Abroad for Global Engagement (SAGE) research project could serve as valuable examples for such attempts (Vande Berg, Connor-Linton, & Paige, 2009; Paige, Fry, Stallman, Josić, & Jon., 2009). A more solid research base will allow for evidence-based decision making in regards to institutional program development, funding expansion, and policy implementation.

CONCLUSION

There is no doubt that international education will continue to play a key role for Canada to succeed in a highly competitive, knowledge-based global economy. The research presented in this report has shown that education abroad can have a positive impact on the students' employability and intercultural competencies, organizations' competitiveness, and the success of the national economy at large. While interest in education abroad from students, employers, and the government is indisputable, there are still significant challenges that keep outbound mobility in Canada at a low rate and prevent all stakeholders from maximizing the full potential of its benefits. To overcome these challenges, Canada needs to invest in a comprehensive national strategy to plan and fund international education that aligns with its strategic positioning and leverages current programming. This should include a strengthened focus on international work-integrated learning opportunities as a successful complement to the traditionally more common international curricular learning. To leverage the full benefits of international education and ensure student learning and competency development, new initiatives and programs should include an incentive for intentional curriculum integration and institutional supports. The variety of Government of Canada scholarship programs can be broadened in scope to benefit a larger population of students, and the full range of curricular learning and experiential learning activities including work integrated learning and co-curricular activities. Lastly, studies that are centralized, methodologically sound and longitudinal should be implemented to track and evaluate the full effect of international education and to allow for evidence-based policy and programming.

REFERENCES

Association of Universities and Colleges of Canada. (2014). *Canada's Universities in the World: AUCC Internationalization Survey*. Retrieved from: <https://www.univcan.ca/wp-content/uploads/2015/07/internationalization-survey-2014.pdf>

Association for Experiential Education. Retrieved from: <http://www.aee.org/what-is-ee>

Bhandari, R., & Blumenthal, P. (Eds.). (2011). *International students and global mobility in higher education: National trends and new directions*. New York, NY: Palgrave Macmillan. <http://dx.doi.org/10.1057/9780230117143>

British Council. (2013). *Culture at Work: The value of intercultural skills in the workplace*. Retrieved from: <https://www.britishcouncil.org/sites/default/files/culture-at-work-report-v2.pdf>

British Council. (2014). *The rationale for sponsoring students to undertake international study: An assessment of national student mobility scholarship programmes*. Retrieved from <https://www.britishcouncil.org/education/ihe/knowledge-centre/student-mobility/rationale-sponsoring-international-study>

British Council. (2017). *About Generation UK-China*. Retrieved from <https://www.britishcouncil.cn/en/programmes/education/generation-uk/about>

Canadian Bureau for International Education. (2016a). *Canada's education abroad lexicon*. Retrieved from <http://cbie.ca/who-we-are/institutional-resources/canadas-education-abroad-lexicon/>

Canadian Bureau for International Education. (2016b). *A World of Learning: Canada's performance and potential in international education*. Ottawa, ON: CBIE.

Crossman, J. E., & Clarke, M. (2009). International experience and graduate employability: Stakeholder perceptions on the connection. *Higher Education*, 59, 599-613. <http://dx.doi.org/10.1007/s10734-009-9268-z>

Department of Education and Training. (2016). *2017 New Colombo Plan mobility grants*. Retrieved from <https://ministers.education.gov.au/2017-new-colombo-plan-mobility-grants>

Department of Foreign Affairs and Trade. (2017). *About the New Colombo Plan*. Retrieved from <http://dfat.gov.au/people-to-people/new-colombo-plan/about/Pages/about.aspx>

- Dwyer, M. (2004). More is better: The impact of study abroad program duration. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10, 151-163. Retrieved from <https://frontiersjournal.org/wp-content/uploads/2015/09/DWYER-FrontiersX-MoreIsBetter.pdf>
- Engineers Canada Accreditation Board. (2015). *2015 Accreditation Criteria and Procedures*. Retrieved from https://engineerscanada.ca/sites/default/files/accreditation_criteria_procedures_2015_0.pdf.
- European Commission. (2014). *The Erasmus Impact Study: Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions*. Luxembourg: Publications Office of the European Union. Retrieved from http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/erasmus-impact_en.pdf
- European Commission. (2017). *Erasmus+ Programme: Annual report 2015*. Luxembourg: Publications Office of the European Union. Retrieved from <https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/erasmus-plus-annual-report-2015.pdf>
- Fleming, J. (2015). Exploring stakeholders' perspectives of the influences on student learning in cooperative education. *Asia-Pacific Journal of Cooperative Education*, 16(2), 109-119. Retrieved from http://www.apjce.org/files/APJCE_16_2_109_119.pdf
- Global Affairs Canada. (2014). *Canada's international education strategy: Harnessing our knowledge advantage to drive innovation and prosperity*. Retrieved from <http://international.gc.ca/global-markets-marches-mondiaux/education/strategy-strategie.aspx?lang=eng>
- Global Affairs Canada. (2016). *Global markets action plan*. Retrieved from <http://international.gc.ca/global-markets-marches-mondiaux/plan.aspx?lang=eng>
- Government of Canada: International Scholarship Opportunities for Canadians. Retrieved from <http://www.scholarships-bourses.gc.ca/scholarships-bourses/can/opportunities-opportunitites.aspx?lang=eng>
- Government of Canada. (2012). *Canadian multiculturalism: An inclusive citizenship*. Retrieved from <http://www.cic.gc.ca/english/multiculturalism/citizenship.asp>
- ICEF Monitor. (2014). *Brazil extends Science Without Borders with 100,000 new scholarships*. Retrieved from <http://monitor.icef.com/2014/07/brazil-extends-science-without-borders-with-100000-new-scholarships/>
- International Experience Canada. Retrieved from <http://www.cic.gc.ca/english/work/iec/index.asp?country=uk>

- Institute of International Education. (2016a). *Meeting America's global education challenge*. Retrieved from <http://www.iie.org/Programs/Generation-Study-Abroad/About/Impact#.WMhEshIrKF0>
- Institute of International Education. (2016b). *Social Justice and Sustainable Change: The Impacts of Higher Education*. Retrieved from https://p.widencdn.net/rd1fv5/IFP-Alumni-Tracking-Study_Report-1
- Jahr, V., & Teichler, U. (2007). Graduates' international experience and mobility. In U. Teichler (Ed.), *Careers of University Graduates: Views and experiences in comparative perspectives* (211-224). Dordrecht: Springer.
- Knight-Grofe, J., & Deacon, L. (2016). Canada's global engagement challenge: A comparison of national strategies. *International Journal*, 71(1), 129-143. <http://dx.doi.org/10.1177/0020702015622994>
- Li, M., & Yang, Y. (2013, July). *Foreign credentials no longer a guarantee to better employment and higher income: Job-seeking experiences of Chinese returnees from Australian and New Zealand Universities*. Paper presented at the International Conference on Business and Information Bali, Nusa Dua, Bali. Retrieved from: https://www.researchgate.net/profile/Mingsheng_Li2/publication/279847734_Foreign_Credentials_No_Longer_A_Guarantee_to_Better_Employment_and_Higher_Income_Job-Seeking_Experiences_of_Chinese_Returnees_from_Australian_and_New_Zealand_Universities/links/559babe608ae793d13825897.pdf
- McRae, N. (2013). Students as culturally intelligent change agents: Global citizenship and the workplace. In J. Benham Rennick & M. Desjardins (Eds.), *The World is My Classroom: International learning and Canadian higher education* (pp. 111-123). Toronto, ON: University of Toronto Press.
- McRae, N. (2015). Exploring conditions for transformative learning in work-integrated education. *Asia-Pacific Journal of Cooperative Education*, 16(2), 137-144. Retrieved from http://www.apjce.org/files/APJCE_16_2_137_144.pdf
- McRae, N., & Johnston, N. (2016). The development of a proposed global work integrated learning framework. *Asia-Pacific Journal of Cooperative Education*, 17(4), 337-348. Retrieved from: http://www.apjce.org/files/APJCE_17_4_377_386.pdf
- McRae, N., & Ramji, K. (2011). Enhancing cultural intelligence through cooperative and work-integrated education. In R.K. Coll & K.E. Zegwaard (Eds.), *International handbook for cooperative and work-integrated education: International perspectives of theory, research and practice* (pp. 347-353). Lowell, MA: World Association for Cooperative Education, Inc.

- McRae, N., Ramji, K., Lu, L., & Lesperance, M. (2016). Developing global-ready graduates: The CANEU-COOP experience. *Asia-Pacific Journal of Cooperative Education*, 17(4), 377-386. Retrieved from: http://www.apjce.org/files/APJCE_17_4_377_386.pdf
- McRae, N., & Ramji, K. (2017). Intercultural Competency Development Curriculum: A Strategy for Internationalizing Work Integrated Learning for the 21st Century Global Village. In M. Drysdale, M. & T. Bowen (Eds.), *Where are we headed: Work-Integrated Learning for the 21st Century Global Village*. Manuscript submitted for publication.
- Miningou, E.W., & Vierstraet, V. (2017). Work-terms and success in postsecondary education. *Economics Bulletin* 37 (1), 180-189.
- Mitacs Globalink Research Award. Retrieved from <http://www.mitacs.ca/en/programs/globalink/globalink-research-award>
- Nerlich, S. (2016). Counting outward mobility: The data sources and their constraints. In D. M. Velliaris & D. Coleman-George (Eds.), *Handbook of research on study abroad programs and outbound mobility* (pp. 40-65). Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-5225-0169-5>
- Nunan, P. (2006, October). *An exploration of the long term effects of student exchange experiences*. Paper presented at the Australian International Education Conference, Perth.
- Ogden, A. C., & Streitwieser, B. (2016). Research on US education abroad: A concise overview. In D. M. Velliaris & D. Coleman-George (Eds.), *Handbook of Research on study abroad programs and outbound mobility* (pp. 1-39). Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-5225-0169-5>
- Organisation for Economic Co-operation and Development. (2005). *The definition and selection of key competencies: Executive summary*. Retrieved from <http://www.oecd.org/pisa/35070367.pdf>
- Paige, R.M., Fry, G.W., Stallman, E.M., Josić, J., & Jon, J. (2009). Study Abroad for Global Engagement: The Long-Term Impact of Mobility Experiences. *Intercultural Education*, 20(1), 29-44. <http://dx.doi.org/10.1080/14675980903370847>
- Potts, D. (2015). Understanding the early career benefits of learning abroad programs. *Journal of Studies in International Education*, 19(5), 441-459. <https://doi.org/10.1177/1028315315579241>
- Reddan, G. (2016). The role of work-integrated learning in developing students' perceived work self-efficacy. *Asia-Pacific Journal of Cooperative Education*, 17(4), 423-436. Retrieved from http://www.apjce.org/files/APJCE_17_4_423_436.pdf

Robertson, S. L. (2006). Brain drain, brain gain and brain circulation. *Globalisation, Societies and Education*, 4(1), 1-5. <http://dx.doi.org/10.1080/14767720600554908>

Salisbury, M.H., An, B.P., & Pascarella, E.T. (2013). The effects of study abroad on intercultural competence among undergraduate college students. *Journal of Student Affairs Research and Practice*, 50(1), 1-20. <http://dx.doi.org/10.1515/jsarp-2013-0001>

Smith, C., Ferns, S., & Russell, L. (2016). Designing work-integrated learning placements that improve student employability: Six facets of the curriculum that matter. *Asia-Pacific Journal of Cooperative Education*, 17(2), 197-211.

Statistics Canada. (2010). *Study: Projections of the Diversity of the Canadian Population: 2006 to 2031*. Retrieved from <http://www.statcan.gc.ca/daily-quotidien/100309/dq100309a-eng.htm>

Teichler, U., & Janson, K. (2007). The professional value of temporary study in another European country: Employment and work of former ERASMUS students. *Journal of Studies in International Education*, 11(3-4), 486-495. <http://dx.doi.org/10.1177/1028315307303230>

Thompson, C.M., Bates, L., & Bates, M. (2016). Are students who do not participate in work-integrated learning (WIL) disadvantaged? Differences in work self-efficacy between WIL and non-WIL students. *Asia-Pacific Journal of Cooperative Education*, 17(1), 9-10. Retrieved from http://www.apjce.org/files/APJCE_17_1_9_20.pdf

UK Higher Education International Unit. (2016). *Gone International: The Value of Mobility*. Retrieved from http://go.international.ac.uk/sites/default/files/GoneInternational2016_the%20value%20of%20mobility.pdf

Universities Canada. (2014). *Grads with global experience make companies more competitive — survey*. Retrieved from <http://www.univcan.ca/media-room/media-releases/graduates-with-global-experience-make-companies-more-competitive-survey/%E2%80%8B>

Universities Canada. (2015). *Crossing Borders, Opening Minds*. Retrieved from <http://www.univcan.ca/wp-content/uploads/2015/09/issue-crossing-borders-opening-minds-student-mobility-oct-2015.pdf>

University of Victoria. (2014). *Glossary of opportunity types*. Retrieved from <http://www.uvic.ca/coopandcareer/other-experiential/at-uvic/program/>

University of Victoria. (2016). *International co-op opportunities*. Retrieved from <http://www.uvic.ca/coopandcareer/co-op/coop-abroad/international-coop-opportunities/index.php>

University of Victoria. Department of Germanic and Slavic Studies. Retrieved from <http://www.uvic.ca/humanities/germaniclavic/>

Universities Canada. (2017). *Queen Elizabeth Scholars*. Retrieved from <http://www.univcan.ca/programs-and-scholarships/queen-elizabeth-scholars/>

Vande Berg, M., Connor-Linton, J., & Paige, R.M. (2009). The Georgetown Consortium Project: Interventions for student learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 1-76. Retrieved from <https://frontiersjournal.org/wp-content/uploads/2015/09/VANDEBERG-CONNORLINTON-PAIGE-FrontiersXVIII-TheGeorgetownConsortiumProject.pdf>

Woodruff, G.A. (2009). *Curriculum integration: Where we have been and where we are going*. University of Minnesota, Learning Abroad Center. Retrieved from <https://umabroad.umn.edu/professionals/curriculumintegration/>

APPENDICES

Appendix A

**Canada's Education Abroad Lexicon
(Canadian Bureau of International Education
CBIE, 2016a)**

Canada's Education Abroad Lexicon (CBIE, 2016a)

Canada's Education Abroad Lexicon provides terms and definitions used by educational institutions and governments in developing programs and in tracking participation in education abroad. Their adoption and continued use by the education sector in Canada will promote consistency in statistical reporting and understanding of the types of education abroad activities Canadian students are undertaking.

Community Engaged Learning Abroad

A credit or non-credit activity abroad which involves community partners or organizations working directly with students on projects of interest to the community.

Cotutelle

A graduate program involving joint thesis supervision of a student by professors at a home and host institution. Provided the student meets the degree requirements of both institutions, two individual degrees may be awarded to the student, one from each institution. Arrangements for cotutelle are made on an individual basis for each student.

Dual Degree

An institutional agreement is used to develop common degree requirements which meet the academic requirements at both the host and home institutions such that a student receives two degrees, one from each institution.

Education Abroad

Education that occurs outside the country of the participant's home institution. Besides study abroad, examples include such international experiences as work, volunteering, non-credit internships, and directed travel, as long as these programs are driven to a significant degree by learning goals. (Note: Adapted from the Glossary of Education Abroad, Forum on Education Abroad 2011.)

Experiential Education

Educational activities that involve learning outside the classroom, which may or may not involve travel abroad.

Faculty-Led Program Abroad

An education abroad activity involving a group of students under the supervision of a home-institution faculty member.

Field School

A structured group learning experience which takes place outside the classroom in a location which acts as a 'home base' for studies. Learning centres around topics which are enhanced by the resources (cultural, environmental or academic) available at or near the field school location.

Field Study or Trip

Similar to a Field School but usually of shorter duration and not confined to a single base destination.

Home Stay Program

A form of housing aimed at increasing participants' cultural and linguistic competencies by living in the home of a local resident, often a family.

Independent Study Abroad

An education abroad activity initiated and arranged by the student with the home institution sometimes being asked to grant credit for the experience through an independent learning course or transfer credit.

Intercultural Learning

Learning at home or abroad which involves exposure to, and increased understanding of cultures other than the student's own.

International Education

1) Learning activities (curricular, co-curricular or extra curricular) which focus on other countries or cultures; 2) Any educational activity (full-degree or short-term) which occurs outside the student's home country.

Internationalism

A philosophy which promotes the value of incorporating an international perspective into all aspects of teaching and learning.

Internationalization

The active pursuit of activities which support the incorporation of an international perspective into all aspects of teaching and learning.

Internationalization at Home

Activities which promote an international perspective in curricular, co-curricular or extra curricular activities which do not necessitate student travel outside the home institution country.

Internationalizing the Curriculum

Teaching and learning activities which promote an international perspective within courses and academic programs.

Internship Abroad

A work placement abroad, usually working in a pseudo-professional capacity, where the primary motivation is educational. Internships may be credit or non-credit and paid or unpaid.

Joint Degree

A program of study established by partner institutions in different countries whereby meeting the academic requirements results in the student obtaining one degree awarded on behalf of both institutions. May also be referred to as a double-branded degree.

Letter of Permission

A mechanism which allows students to temporarily transfer to another institution and have course credit transferred back to their home institution. Tuition and fees are paid to the host institution.

Overseas Branch Campus

A campus of an educational institution established in a country outside of the institution's main location. Educational offerings at the branch campus are usually targeted at local students in that location.

Research Abroad

A for-credit research project carried out by a student (usually at the graduate level) in a country outside of the home institution's location.

Semester Abroad

A 3-4 month (one semester) group program abroad with a prescribed course of study offered by an institution such that the student obtains home-institution credit. 2) Any program of study abroad which has the duration of one semester.

Service Learning

A credit or non-credit experiential learning experience abroad whereby student activities are aimed at ameliorating a community problem or issue.

Student Exchange Program

A program of study whereby partner institutions establish a reciprocal agreement which enables students to pay tuition at their home institution and to register and study at the host partner institution with credit transferred back to the home institution. The typical duration of an exchange is one or two semesters.

Study Abroad

An umbrella term referring to any for-credit learning activity abroad including full-degree, exchange and Letter of Permission programs as well as experiential or service learning abroad for credit.

Study Tour Abroad

A short-term, for-credit program abroad which takes students to various locations often with the purpose of comparing and contrasting various aspects of a subject or discipline.

Volunteer Abroad

An unpaid student placement abroad which may, or may not, be organized by a third-party organization. Volunteering abroad differs from service learning or experiential learning abroad in that the main focus is not necessarily on student learning.

Appendix B

**Types of Experiential Education: A Glossary
University of Victoria
(UVic, 2014)**



Put your learning in motion.

Engage in Experiential Education



Experience education through hands-on learning. What experiential education is and how it happens at Uvic are explained below. View your program's experiential education map for a list of specific opportunities. Get involved and enrich your Uvic experience.

Summary of Experiential Education

Definition of Experiential Education: "Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities." (Association for Experiential Education)

Key Aspects of Experiential Education:



Glossary of Experiential Education Types

Clinic: Provides practice-based work experience under the supervision of an experienced registered or licensed professional. Unlike practica, which require practice-based work for discipline-specific professional licensure or certification, clinics provide practice-based work experience, but these work experience hours are not required for professional certification.

Community Service Learning: Integrates voluntary, unpaid community service that addresses community needs into a credit-bearing course with an explicit educational framework that includes student reflection on the volunteer experience. Reflection enhances understanding of civic engagement and builds connections between the experience and course content. Typically the first four weeks of the course are spent in the classroom learning relevant theory, the following seven weeks are spent doing 30-40 hours of volunteer service, and the final two weeks are again spent in the classroom and include reflection and relation of the experience back to theory.

Consulting Project: Involves student interactions working with a client or organization in order to identify and analyze issues or opportunities within the organization and develop a solution or strategy for moving forward.

Co-op: Consists of alternating academic terms and paid work terms, where work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study.

Course Based: Incorporates intensive hands-on learning into the academic classroom setting. This hands-on learning can occur in various ways, including, for instance, engagement with primary source documents and artifacts, participation in simulations, or community-based interactions with members of the external community who come into the classroom as guest speakers or presenters. While other types of experiential education may also utilize in-class activities, course-based experiences include in-class activities not captured within the scope of these other categories.

Creative or Physical Practice: Enables skill development in a particular area through intensive practice-based experiences that rely heavily on student participation in and experimentation with course concepts. These courses develop various skills in areas of art, music, theatre, creative writing, dance, and physical activities (such as soccer, swimming, softball, etc.).

Creative Performance or Exhibit: Involves an individual or team-produced dramatic, artistic, or musical performance, exhibit, or display that is presented to an audience consisting of members other than or in addition to the course instructor and classmates. Thus, creative performances, unlike creative projects, involve student interactions with members of the external community. This performance constitutes a central component of the course.

Glossary of Experiential Education Types (cont.)

Creative or Design Project: Involves an individual or team-produced project as a central component of the course. Projects provide experience in the design process, from identifying needs or problems and determining solutions to prototyping and testing designs. These projects take many forms: artistic, dramatic, or musical projects, graphic design projects, or engineering design projects, for instance.

Field Experience: Requires time spent on course-related experiences and assignments in settings other than the typical academic classroom (which includes the lecture hall, laboratory, and seminar or workshop setting). Field experiences may be directed or mediated by the instructor and include a range of time-intensive endeavours that require varying levels of student interaction. For example, field experiences include short-term field trips, field work, and observational activities such as classroom observations or attending a performance. Field experiences may or may not involve student interaction with members of the external community. Note that, as a distinctive type of experience, field schools and field placements are classified separately from other field experiences.

Field Placement: Provides students with an intensive work experience in a setting relevant to their field of study. Field placements need not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification. Field placements account for work-integrated educational experiences not encompassed by other forms, such as co-op, clinic, practicum, and internship.

Field School: Takes students out of the typical academic classroom (which includes the lecture hall, laboratory, and seminar or workshop setting) and into the field for hands-on study or application of course concepts in a context-relevant environment. Field schools offer an intensive, immersive experience and are often at least three weeks in duration.

Internship: Offers a discipline-specific, supervised, structured, full-time work experience or practice placement of substantial duration. Internships may occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Internships can be of any length, but are typically four, eight, or twelve months long.

Lab: Provides hands-on application of course concepts in a controlled environment, including activities such as observing, measuring, testing, and experimenting. Labs are often scientific or technological in nature; however, other types of labs also exist, such as language labs in the humanities. A lab is a distinct course component, separate from a lecture, seminar, or workshop.

Practicum: Involves work experience under the supervision of an experienced registered or licensed professional in any discipline that requires practice-based work experience for professional licensure or certification. Practica are generally unpaid, and, as the work is done in a supervised setting, students do not have their own workload/caseload.

Professional or Technical Skills Development: Offers intensive, hands-on experience in the development of professional or technical skills, providing discipline-specific preparation for academic or professional careers. This includes, for example, career education and preparation courses, courses that prepare academics to teach in the university setting, or discipline-specific writing courses (other than creative writing courses), in areas like legal, scientific, or technical writing, etc.

Publication or Conference Presentation: Includes presenting an original paper in a formal academic conference or colloquium setting, publishing an original work, and/or contributing to a publication in an editorial capacity.

Research Project: Involves, as a major course component, a process of substantial discovery, synthesis, and/or application of information to solving a particular problem in an original way. The research process can be undertaken independently or in teams. The application of research may be community-based. Although consulting, creative, or design projects may involve research, these are seen as distinctive types of experiential education and are classified separately.

Study Abroad or Exchange: Entails participation in at least one term of coursework at an international institution. While Exchange indicates that both the international institution and UVic send and receive students to and from each other, Study Abroad does not indicate a reciprocal agreement, and UVic acts as a sending institution only, not also as a receiving institution.

Work Experience: Intersperses one or two paid work terms into an academic program, where work terms provide experience in a workplace setting related to the student's field of study. Work Experience is a modified, smaller-scale version of Co-op.