

A World of Learning

CANADA'S PERFORMANCE
AND POTENTIAL IN
INTERNATIONAL EDUCATION

2015



CBIE
Canadian Bureau for
International Education



BCEI
Bureau canadien de
l'éducation internationale



The Canadian Bureau for International Education

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

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

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

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

CBIE annually surveys international students in Canada: in 2015, 35 CBIE member colleges, institutes, polytechnics and universities surveyed their international student populations resulting in a sample of over 4,000 students.

A World of Learning: Canada's Performance and Potential in International Education
(également disponible en français: *Un monde à apprendre : résultats et potentiel du Canada en matière d'éducation internationale*)

ISBN: 978-1-894129-81-7

ISSN: 2292-1958 (Print)

ISSN: 2292-1966 (Electronic)

To purchase the report, visit CBIE's Research and Publications page at cbie-bcei.ca

Electronic version

Members: free

Non-members: \$75

Print version

Members: \$30

Non-members: \$100

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List of Acronyms Used in This Report

BCCIE.....	British Columbia Council for International Education
CAIE.....	Conference of the Americas on International Education
CAPES.....	Coordination for the Improvement of Higher Education Personnel (Brazil)
CAPS-I.....	Canadian Association of Public Schools - International
C-BERT.....	Cross-Border Education Research Team
CCIE.....	Canadian Consortium for International Education
CEC.....	Canadian Experience Class
CIC.....	Citizenship and Immigration Canada
CICan.....	Colleges and Institutes Canada
CMEC.....	Council of Ministers of Education, Canada
CONAHEC.....	Consortium for North American Higher Education Collaboration
CSC.....	China Scholarship Council
DAAD.....	German Academic Exchange Service
DFATD.....	Department of Foreign Affairs, Trade and Development Canada
EAAC.....	Education Abroad Advisory Committee (CBIE)
EAIE.....	European Association for International Education
FPPCCERIA.....	Federal-Provincial Consultative Committee on Education-Related International Activities
FSTP.....	Federal Skilled Trades Program
FSWP.....	Federal Skilled Worker Program
IAC.....	Immigration Advisory Committee (CBIE)
IaH.....	Internationalization at Home
IAU.....	International Association of Universities
ICCRC.....	Immigration Consultants of Canada Regulatory Council
ICG.....	Illuminate Consulting Group
ICP.....	International Certificate Program (OCDSB)
IEASA.....	International Education Association of South Africa
IES.....	International Education Strategy
ILN.....	Internationalization Leaders' Network (CBIE)
IOHE.....	Inter-American Organization for Higher Education;
IRPA.....	Immigration and Refugee Protection Act
ISP.....	International Student Program
LAC.....	Latin America and the Caribbean region
LMIA.....	Labour Market Impact Assessment
MENA.....	Middle East and North Africa
OCDSB.....	Ottawa-Carleton District School Board
OCWP.....	Off-Campus Work Permit program of Citizenship and Immigration Canada
OECD.....	Organization for Economic Cooperation and Development
PGWP.....	Post-Graduation Work Permit program of Citizenship and Immigration Canada
PNP.....	Provincial Nominee Program
PSE.....	Post-Secondary Education
RISIA.....	Regulated International Student Immigration Adviser
SEAMEO RIHED ..	Southeast Asian Ministers of Education Organization Regional Centre for Higher Education Development
SME.....	Small and Medium-Sized Enterprises
UNIVCAN.....	Universities Canada
VAC.....	Visa Application Centre

Preface

I am pleased to present to you this report on Canada's performance and potential in international education.

As the national voice advancing Canadian international education, CBIE annually takes a comprehensive look at internationalization in Canada through stakeholder consultations, a student survey, a review of recent literature and policy statements, and member and partner contributions.

Throughout this report, you will see an emphasis on pathways to a global education.

We look at pathways programs, and feature two excellent member case studies in this area. We also demonstrate how international education is in itself a pathway. From international students choosing to study here, to Canadian students going abroad and from transnational education to Internationalization at Home, international education develops well-rounded global citizens, able to engage fully, contribute to and thrive in a deeply interconnected world.

This year, we have seen yet another increase in the number of international students choosing Canada, greater national and international dialogue on education abroad, and a focus on Internationalization at Home — internationalization that is infused in the ethos of the institution and that leads to positive learning outcomes for all students.

We've come so far.

Internationalization is no longer a peripheral activity, but a core strategy of many institutions and schools. CBIE's international student survey, our continuously growing conference, and surveys by the International Association of Universities, the European Association of International Education, Colleges and Institutes Canada and Universities Canada convincingly show that both students and institutions are aware of the vast array of benefits of internationalization and believe it improves the quality of education.

But there are still areas for improvement, most pressingly in education abroad. We know that Canada has one of the lowest rates of outbound mobility in the OECD. As a nation

that is truly dependent on connections with the rest of the world — according to the federal government's Global Markets Action Plan, trade is equivalent to more than 60% of our GDP and one in every five Canadian jobs is directly linked to exports (GMAP, 2014) — a greater understanding of the world by actually getting out and learning beyond our borders is crucial.¹

The US is getting it right. In fact our biggest trading partner and neighbour has recently launched two major plans to enhance education abroad: Generation Study Abroad of the Institute for International Education and President Obama's 100,000 Strong initiatives with China and Latin America. Beyond the US, Mexico has launched an ambitious program enabling thousands of its students to study for a year in Canada and the US; Brazil continues its *Ciência sem Fronteiras* scholarship program; and Australia is expanding education abroad through its New Colombo Plan. Added to these is the admirable sustained work of the European Union in intra-European and, increasingly, extra-European mobility through Erasmus, Erasmus Mundus and Erasmus+.

Canada too must make an ambitious national effort to give our students — the citizens and leaders of tomorrow — meaningful exposure to the world beyond our borders.

As the world continues to confront complex issues, most recently illustrated by the Syrian refugee crisis, CBIE hopes to continue to publish works showing the vital pathway that international education provides in improving lives and promoting global cooperation.

We hope that this report will play a part in increasing knowledge and understanding of international education in Canada, and serve as a valuable resource for members, stakeholders and the general public nationally and internationally.

*Karen McBride
President and CEO
Canadian Bureau for International Education*



1. Further details on the Government of Canada's 2014 Global Market Actions Plan can be found here: international.gc.ca/global-markets-marches-mondiaux/plan.aspx?lang=eng

Executive Summary

A World of Learning: Canada's Performance and Potential in International Education 2015 is the fourth edition of CBIE's report on international education in Canada. It offers up-to-date indicators on key aspects of international education, including the policy framework, international mobility, the student experience and trends to watch.

Internationalization has become a key focus area for many Canadian institutions and provides a pathway to engaging with the world. In a 2014 survey of Canadian universities, Universities Canada (UNIVCAN) found that 95% of responding institutions identify internationalization as part of their strategic plan, and 82% consider it among one of their top five priorities. In a study of Canadian colleges conducted by Colleges and Institutes Canada (CICan) in 2010, 60% of colleges were found to be engaged in some form of internationalization. **Chapter one** of this report reviews international education's increasing importance for Canada. It explores major developments, including policy statements and strategies, and discusses the important role that provincial international education organizations play.

Chapter two considers the impact of immigration policy on international education and reviews issues and changes to the Canadian Experience Class scheme as it relates to international students, as well as study and work permits, including changes to the program, approval rates and processing times.

Immigration policy not only affects the attractiveness of a study destination for students and academics, it also affects a country's education brand. The ability of those working most closely with international students to provide guidance and advice in immigration matters is key to upholding the brand. Chapter two discusses the new designation for Regulated International Student Immigration Advisers (RISIAs), as well as the forthcoming education program that will enable ISAs to develop the competencies required by the Immigration Consultants of Canada Regulatory Council (ICCRC) and prepare them to write ICCRC's entry-to-practice exam.



It is estimated that in 2014 the number of internationally mobile students worldwide surpassed the 5 million mark, and that by 2022 the number of internationally mobile students will reach 7 million. **Chapter three** takes a detailed look at the international student population data for Canada.

There were 336,497 international students in Canada in 2014, across all levels of study. This represents an 83% increase since 2008, and an increase of 10% over the previous year. According to the latest figures obtained from Statistics Canada and Citizenship and Immigration Canada, in the 2012-2013 academic year international students accounted for 11% of all post-secondary students in Canada (full-time and part-time).

International students in Canada come from countries around the globe, but students from China make up fully one-third (33%) of the international student population, followed by students from India (12%), South Korea (5.8%), France (5.7%) and Saudi Arabia (4%). And though Chinese students continue to pursue education in Canada in increasing numbers, growing by 16% over the previous year, there are shifts suggestive of future trends: countries such as Nigeria (+25%), Vietnam (+16%), Brazil (+15%) and France (+15%) showed aggressive growth over the previous year. By contrast, the number of students from current top 15 sending countries Saudi Arabia, Mexico and Iran declined by 2%, 3% and 10% respectively.

Between 2008 and 2014 Prince Edward Island had the highest growth rate in the number of international students among all Canadian provinces and territories, with the Island's numbers growing 213%. And while all Canadian regions experienced an increase in international students over recent years, Ontario has grown its share of international students in Canada the most, from 37% in 2008 to 43% of all international students in Canada in 2014.

This year, 35 CBIE member colleges, institutes, polytechnics and universities participated in CBIE's survey of international student populations resulting in a sample of over 4,000 students — described in **chapter four**. As in previous surveys, the results are encouraging. The vast majority of students speak favourably about their time in Canada — over 90% of students are satisfied or very satisfied with their education experience here, and an even greater number, 95%, would recommend Canada as a study destination. They choose to study here because of the reputation of the Canadian education system and the quality of education of their institution.

International students in Canada are positioned to continue to contribute to Canada's social, cultural and economic prosperity into the future: 51% of all respondents to the survey intend to apply for permanent residence in Canada in the future and over one-third (37%) of students indicated their intention to remain in Canada in order to obtain further education.

In the survey, approximately 32% of respondents had applied to study in countries other than Canada, a slight increase compared with 2014. When considering 2013 data as well, this marks the second consecutive year of growth in the number of students considering alternative study destinations before choosing Canada—possibly a developing trend which CBIE will continue to monitor.

A recent study by Illuminate Consulting Group (ICG) revealed that Canada's coordination in pathways programs for international students is not well developed, and dismal, in fact, compared with other global destination hubs. In Australia, 80% of international students arrive at post-secondary education through well-defined pathways programs, compared with 30% of international students in Canada.

The 2015 international student survey included questions on the pathways international students took to their current program, and their planned pathways following their studies. CBIE has explored this issue and our analysis and results are detailed in **chapter five**. This chapter includes a report by ICG and case studies of replicable programs at CBIE member institutions.

International students in Canada support the excellence and innovation of Canada's education and cultural landscape, and are a vital building block for internationalizing Canadian institutions. Canada has been successful in encouraging more and more international students worldwide to study here.

But internationalization encompasses much more. **Chapter six** turns the spotlight on Canadian students.

The 2014 UNIVCAN study found that 97% of Canadian universities offer education abroad programs; at Canadian colleges and institutes, 82% of respondents to CIGan's 2010 study offer education abroad.

But while universities and colleges are putting considerable energy and resources into mobility programs for their students, a mere 3.1% of full-time Canadian undergraduate university students have a for-credit or not-for-credit education abroad experience and 1.1% of full-time college students participate in credit-bearing or not-for-credit international experiences. This remains the reality despite the documented individual (e.g. employment skills and ability to contribute to society at home and abroad) and national (e.g. economic competitiveness and engaged citizenry) benefits of educational experiences abroad.

Members of CBIE's Education Abroad Advisory Committee shared results of their recent institutional studies on the barriers students face in pursuing study abroad. Unsurprisingly, the top stumbling block to participation remains financial, although several less obvious impediments are identified.

Internationalizing young people in preparation for a globalized society is strategic at a national level and outbound mobility is a critical part of a comprehensive approach. CBIE's 2014 submission to the House of Commons Finance Committee stated that Canada's global engagement challenge is to get more of its students going international for educational experiences, including study abroad, work abroad or experiential learning. This critical component of a national international education strategy will require investment.



A new feature of this report, **chapter seven** looks at a few top internationalization trends and makes inferences on Canada's potential. The selected trends are: transnational education, international student enrolment, and Internationalization at Home.

International education can serve as a pathway for students and societies to develop the knowledge and skills needed to be effective global citizens who are able to contribute positively to an interconnected world.

By consulting external sources, reviewing recent literature and analyzing CBIE's own original research, this comprehensive report aims to provide a resource for leaders, policy-makers and professionals across the education sphere, in government and the private sector, as well as researchers and practitioners in this country and abroad, and to advance our collective understanding of international education in Canada.



Internationalization in Canada

International Education and the Federal Government

Canada's federal government plays a central role in international education. While not responsible for education per se, which is in provincial and territorial jurisdiction, it holds jurisdiction and responsibilities in international relations, development cooperation, scientific research, labour force development and a host of other areas that intersect with the world of international education.

In 2012, the federal government committed \$10 million over two years to international education and struck an Advisory Panel on Canada's International Education Strategy to recommend ways to strengthen international education as part of Canada's national priorities. Through consultation with the provinces and territories, national education organizations and other education stakeholders, the Advisory Panel identified 14 far-reaching recommendations which resulted in the federal government's strongest commitment yet to international education.

Canada's International Education Strategy: Harnessing our Knowledge Advantage to Drive Innovation and Prosperity (Government of Canada, 2014) is a milestone, representing an unprecedented degree of consensus in education in a country with no national education body. The chief objective of the International Education Strategy (IES) is to increase the number of international students in Canada to 450,000 by 2022, a doubling of the 2012 level, achieved and supported through a focus on priority education markets. It also aims for greater participation by educational institutions in partnerships with institutions abroad, including student mobility, and pledges a refresh of the Imagine Education in Canada brand (originally developed in 2007-2008).

International Education at the Provincial/Territorial Level

As noted above, education in Canada is in the jurisdiction of the ten provincial and three territorial governments.

Several of Canada's provincial governments have international education strategies and policies that are supportive of developing a globally oriented education system, preparing students to participate in the global economy, expanding

the number of international students and supporting study abroad, and are complementary of federal initiatives. Strategies reference mobility, scholarships, Internationalization at Home and internationalization learning outcomes. Earlier editions of this publication (*A World of Learning* 2012, 2013 and 2014) provided snapshots of provincial programs and strategies from Alberta, British Columbia, Manitoba, Newfoundland and Labrador, Nova Scotia, Ontario and Québec.

In 2015, Saskatchewan launched an international education strategy that aims to:

1. Increase the number of Saskatchewan students studying abroad;
2. Increase the number of international students studying in Saskatchewan; and
3. Increase the number and value of international research partnerships.²

Also in 2015, Ontario launched a Strategy for K-12 International Education (Government of Ontario, 2015) which aims to "link the continuum of learning from K-12 schooling to post-secondary education and training, to living and working in Ontario." The strategy will provide:

- enhanced course offerings and opportunities with an international context, to help Ontario K-12 students and educators build the global competencies, knowledge, and experiences needed to succeed in the worldwide economy;
- high-quality programs and services and a safe, welcoming environment for international students, to promote achievement and well-being and stimulate intercultural learning;
- opportunities to develop and share expertise among Ontario and international educators; and
- pathways for international students studying in Ontario, from elementary/secondary school to post-secondary education and beyond.

Ontario plans to launch a post-secondary strategy later this year. The province's initial focus on K-12 education illustrates the importance that it places on pathways for international students.

Provincial organizations dedicated to international education work closely with provincial governments and institutions on internationalization activities and initiatives, and are an important part of the Canadian internationalization landscape.

2. More information on the strategy can be found here: saskatchewan.ca/live/post-secondary-education/international-education/post-secondary-international-education-strategy

EduNova (Nova Scotia) and the British Columbia Council for International Education (BCCIE) are highly active, represent all levels of education and are CBIE Partner Organizations (BCCIE since 2012 and EduNova since 2013).³

The Canadian Consortium for International Education

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

Internationalization at Canadian Institutions

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

In the 2014 UNIVCAN survey, 95% of Canadian universities include internationalization or global engagement as part of strategic planning, with 82% identifying internationalization as a top five priority (UNIVCAN, 2014). In addition, 81% offer collaborative academic programs with international partners, and international research collaboration is part of the institutional strategy of over 50% of universities. In fact, Canada has twice the world average of international coauthorship — 43% of Canadian papers are coauthored with one or more international collaborators (Council of Canadian Academies, 2012). Over 80% of Canadian universities have in place degree or certificate programs with an international partner (UNIVCAN, 2014).

A 2010 study by CIGan found that over 60% of colleges said that internationalization “prepares students to succeed in and contribute to (the) global economy and develops international competencies in students” (CIGan, 2010, pg.3). Further, fully 60% of Canadian colleges and institutes are engaged in internationalization to some extent, including over 80% that are involved in international cooperation and almost 70% that have a dedicated office for international activities (CIGan, 2010).

Preparing students for a global world, within their home institutions, has become a high priority for Canadian institutions.

Established in 2004, EduNova is an association of education and training providers in Nova Scotia which conducts targeted market and business development activities to assist Nova Scotia's education and training sector in growing its revenue from service exports. Its membership includes the 10 degree-granting universities in Nova Scotia, all 13 campuses of the Nova Scotia Community College, all seven English-language school boards through the Nova Scotia International Student Program, language schools, independent schools, and education and training consultancies.

EduNova plays a key role as the collaborative vehicle for all members of Nova Scotia's education and training sector to pursue international opportunities in both student recruitment and project work. Activities focus on international marketing and business initiatives such as bringing key contacts to Nova Scotia, trade missions to emerging markets, organizing a coordinated and high profile Nova Scotia presence at signature and student retention events, producing collective marketing materials and gathering and sharing strategic market intelligence.

To date, EduNova has organized 19 incoming and 65 outgoing delegations. These activities promote the entire education and training sector in Nova Scotia by focusing on pathways for international students between our K-12, language school, tertiary education institutions, and residency in Nova Scotia.

Over the past 10 years, EduNova has worked in close partnership with its membership and provincial and federal government funding partners to grow Nova Scotia's international education sector, valued at almost \$900 million per year, to Nova Scotia's second largest export sector.

Aligned with the federal International Education Strategy, EduNova continues to work with its members to grow its number of international students, with some Nova Scotia institutions already reaching 30% of their student populations from 153 countries around the world, endeavouring to expand the number of countries, and attract these students into a wide variety of areas of study.

Nova Scotia's international education sector is at the forefront of providing solutions to the province's challenges. In addition to the substantial financial contribution to the province, international education has the potential to address aging demographics, skilled labour shortages, sustainability of rural communities and helping all Nova Scotians think and connect more globally.

3. For information on Edu-Nova's activities, see page 10.
For information on BCCIE's activities, see page 11.

CICan's 2010 study indicated that 77% of Canadian colleges and institutes are involved in internationalization of the curriculum and training (CICan, 2010). UNIVCAN's 2014 survey showed that 72% of universities engage in activities to internationalize the curriculum (UNIVCAN, 2014). A survey conducted by the International Association of Universities (IAU) indicates that 80% of Canadian universities surveyed have programs/courses with an international theme (such as International Relations, Development Studies, Global Health) and 77% offer activities that develop international perspectives of students, such as online curriculum co-operation, international projects, internships at home, and internationally focused research (Egroun-Polak & Hudson, 2014).

The benefits of internationalization are vast and increasingly well known. Governments, institutions, associations and industry all have a role to play in internationalization in Canada. The more Canadian stakeholders work together to “speak with one voice” nationally and internationally, the greater the impact internationalization will make to the future of Canada and Canadians.



BCCIE is a provincial Crown Corporation committed to supporting the internationalization efforts of the Province of British Columbia.

BCCIE's purpose is to promote international education in and for the province, to promote and enhance BC's international reputation for education, and to support the international education activities of the Government of BC. BCCIE supports all participants in BC's international education sector.

Integration with the Federal International Education Plan

BCCIE works primarily with the provincial government, and in support of the provincial International Education Strategy, but its activities are also closely allied to those of the federal government's International Education Marketing Action Plan. BCCIE helps to leverage Canada's favourable international reputation in marketing BC as an education destination.

BCCIE also works with colleagues in the federal government to advocate for smooth transitions for international students who wish to work and live in BC permanently.

Finally, BCCIE also supports the activities of the Council of Ministers of Education Canada (CMEC), primarily the Imagine Canada brand and its usage and promotion.

Global Engagement for Canadians

The federal International Education Strategy states that “International student mobility is increasingly a two-way street. Ensuring that Canada remains innovative and economically competitive requires not only attracting top talent to this country but also exposing Canadian students to learning experiences and networks abroad.” With the launch of the BC Study Abroad Consortium website in 2013, BCCIE has helped make short-term study abroad more accessible, affordable and enjoyable for both students and institutions. BCSA is a program administered by BCCIE on behalf of a consortium of BC post-secondary institutions.

BCSA is an answer to Canada's pressing need to increase the percentage of students who participate in study abroad each year. Study abroad experiences increase knowledge transfer between countries and pave the way for Canadians to succeed in the global economy. BCSA is meant to complement the efforts of the StudyinBC brand also administered by BCCIE. StudyinBC provides resources and practical information to prospective international students.



Immigration and International Education

The impact of immigration policy on international education is significant. Immigration policy not only affects the attractiveness of the study destination for students and academics, it also affects the country's education brand. Recent reports and experiences from Australia (Hawthorne, 2010) and the UK (Universities UK, 2014; British Future & Universities UK, 2014) suggest the imperative of a thorough consideration and thoughtful handling of immigration policy pertaining to students from abroad.⁴

In Canada, the federal government is supportive of international students and seeks to retain a substantial number of international students who graduate from Canadian post-secondary programs. Over the past decade CIC has significantly added to and revised its programs relating to international students. These revisions have facilitated the transition of international students to permanent residency through programs such as the Canadian Experience Class, introduced in 2008, and programs allowing for work during studies and post-graduation.

Canada also seeks to ensure that international students receive accurate and complete advice regarding immigration. In 2013 CIC notified CBIE and its partner organizations that educational institutions were in scope of the provisions in the Immigration and Refugee Protection Act (IRPA) concerning immigration consultants. International Student Advisers (ISAs), the professionals who provide a range of advisory services and have expertise in cross-cultural communication and social integration as well as in-depth knowledge of the academic environment, were no longer able to use their immigration knowledge in support of international student needs. Only individuals who meet the requirements of IRPA, notably lawyers and Regulated Canadian Immigration Consultants (RCICs), were authorized to offer immigration advice.

Working with the regulatory body, the Immigration Consultants of Canada Regulatory Council (ICCRC), CBIE and partners in the Canadian Consortium for International Education provided input to the design and development of a new designation for Regulated International Student Immigration Advisers (RISIAs).

“International students are a future source of skilled labour...”

— Canada's International Education Strategy, 2014

CBIE announced in June 2015 that it would be working to develop an education program for RISIAs. This program has been submitted to ICCRC for accreditation, with launch of the program expected in early 2016. The program will enable ISAs to develop the competencies required by ICCRC and prepare them to write ICCRC's entry-to-practice examination.

Canadian Experience Class

The Canadian Experience Class (CEC) allows skilled temporary foreign workers with Canadian work experience and international students with Canadian degrees, diplomas and work experience to apply for permanent residency based on meeting specific criteria, including proficiency in one of Canada's official languages. Between 2008 and 2014, the CEC was Canada's fastest growing economic immigration program, despite falling short of original projections by CIC.

The total number of permanent residents entering Canada during the period 2009-2014 through the CEC grew exponentially (835%), and with it so did the number of international students taking this pathway to permanency (CIC's Facts and Figures, 2015). The CEC accounted for one-quarter (24%) of students transitioning to permanent residency as economic immigrants in 2014. Just five years earlier, in 2009, the CEC represented a mere 4% of this cohort. In 2009 international students comprised 12% of all immigrants under the CEC. In 2014 international students accounted for 7% of the total immigrants in that stream, a decline of 5%. The decline in the proportion of international students transitioning directly to permanent residency through the CEC is a downward trend also reflected in the Federal Skilled Worker stream (from 6% of all immigrants in 2008 to 4% in 2014), as well as the Provincial Nominee Program (6% in 2008 compared with 5% in 2014).

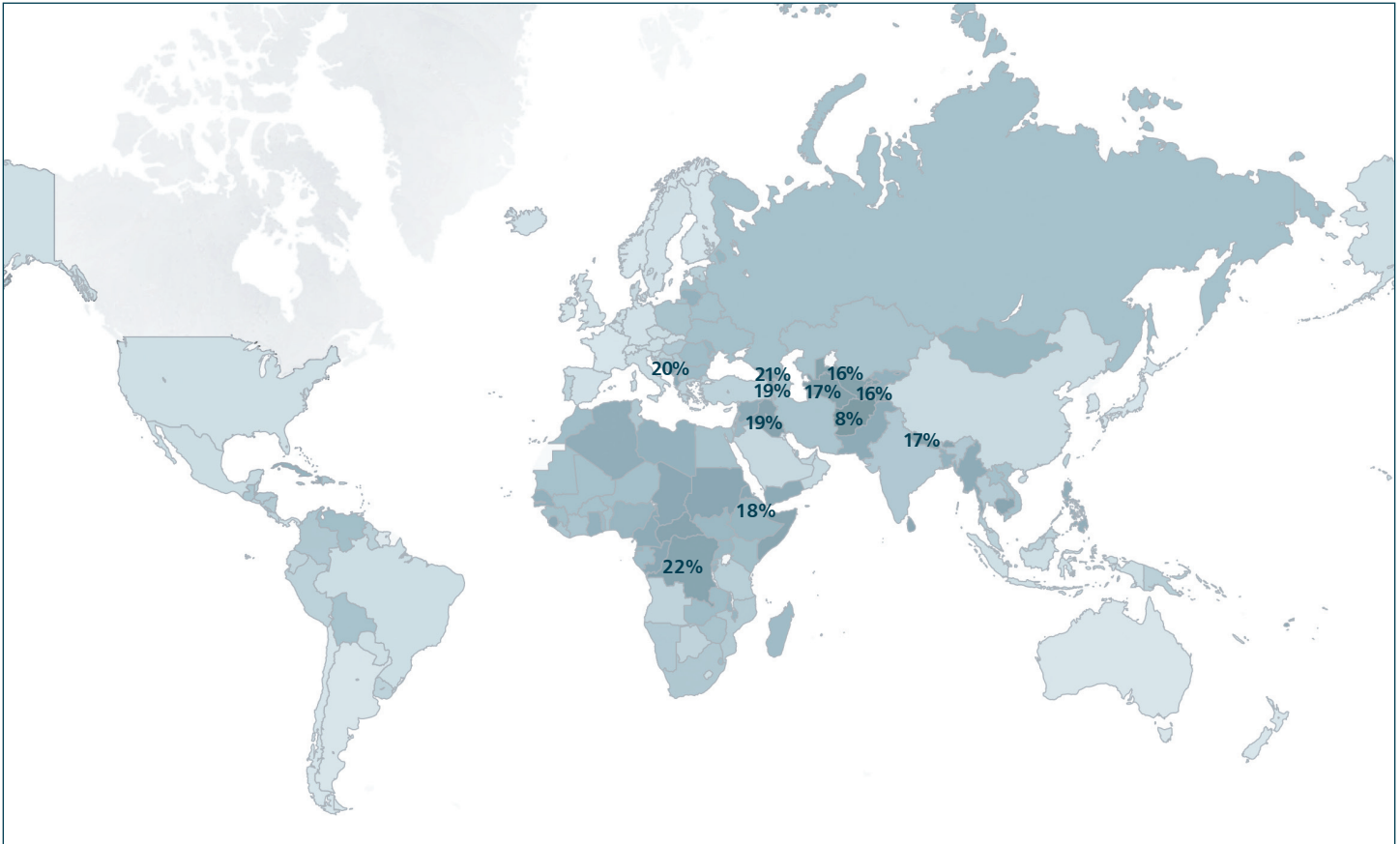
Study Permits

In the 2015 CBIE International Student Survey, 9% of respondents indicated that acquiring their Canadian study permit was a significant hurdle for them when they were applying to study in Canada. The proportion of students facing this sort of problem has not changed significantly from the 2014 survey. In 2015 regional differences are marked, with just 6% of Europeans finding it a struggle to obtain a study permit compared to 12% of South Asian students facing similar challenges.

4. CBIE uses Citizenship and Immigration Canada data in this chapter unless otherwise noted.

Figure 1:

Lowest study permit approval rates by points of service (2014)



Processing times are often a source of worry and inconvenience for students and institutions alike, with evidence that students accepted for studies both in Canada and another country sometimes choose the latter based on perceived or real differences in processing time. In 2015 offshore study permit processing was relatively swift whereas wait times for in-Canada study permit renewals and other processing reached high levels.

The study permit approval rate has remained stable in recent years, with 72% of all applications being approved in 2014 (compared with 74% in 2011). Figure 1 shows the lowest approval rates for study permit applications in 2014 by country of citizenship. The approval rate for study permits in 2014 ranged from a low of only 8% in Afghanistan to 100% in several countries including Cyprus, Lesotho, Luxembourg, Monaco (the latter being countries from which few citizens come to Canada to study).

Work Permits

As can be seen in the graphs below (Figures 2 and 3), the number of post-graduation work permits (PGWP) issued to international students has grown steadily since 2010. Due to a change in legislation, outlined below, the number of off-campus work

permits (OCWP) issued to international students experienced a significant decline in 2014.

The OCWP authorizes students to work up to 20 hours per week during regular academic sessions and full-time during scheduled breaks (e.g. winter and summer holidays, March break, etc.). To qualify for this program, international students must be attending a designated learning institution at the post-secondary level or, in Québec, a vocational program at the secondary level,

Figure 2:

Number of off-campus work permits and extensions issued (2008-2014)

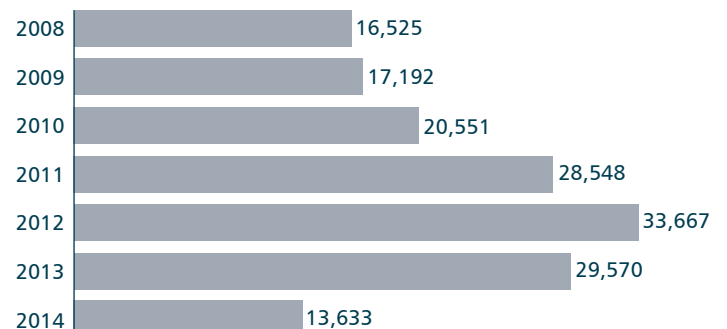
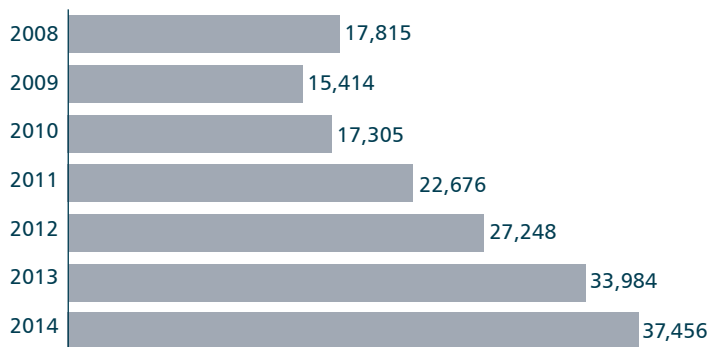


Figure 3:

Number of post-graduation work permits and extensions issued (2008-2014)



and be studying in an academic, vocational or professional training program that leads to a degree, diploma or certificate that is at least six months in duration.⁵ As of June 1, 2014 the Government of Canada allows international students who meet such criteria to work off-campus without a work permit. The off-campus work permit figures were thus dramatically diminished in 2014 as these permits were less frequently issued in the latter half of 2014.

The PGWP allows international students who have graduated from a participating Canadian post-secondary institution to gain valuable Canadian work experience following the completion of their studies. Between 2008 and 2014 the number of PGWPs and extensions issued has increased by approximately 110% from 17,815 to 37,456.

A work permit under the PGWP may be issued for the length of the study program, up to a maximum of three years. A PGWP cannot be valid for longer than the student's study program, and the study program must be a minimum of eight months in length. Part of what is driving this upward trend (in addition to the 83% growth in international students in Canada since 2008) may be changes to the PGWP, which removed restrictions on the type of employment and the requirement for a job offer to obtain a work permit.

Pathways to Permanent Residency

Canada is known internationally for its favourable immigration policies towards international students which have helped establish Canada as a global education hub. CBIE's 2015 international student survey indicated that over 50% of international students intend to apply for permanent residency in Canada, double the percentage reported ten years earlier. International students are well positioned to immigrate to Canada as they have typically obtained Canadian credentials, are proficient in at least one official language and often have relevant Canadian work experience.

5. A list of designated learning institutions can be found here: cic.gc.ca/english/study/study-institutions-list.asp

6. Available at cbie-bcei.ca/publications

Visa Application Centres

In recent years the number of Visa Application Centres (VACs) contracted by CIC has grown considerably, with two new locations opening in Nigeria and Myanmar in 2015. Such centres provide front-line support to visa applicants, including prospective international students, in order to ensure their applications are completed prior to submission. While the service reach of such centres is impressive, now spanning over 130 points of service in 95 countries, unfortunately the approval rate of study permits for international students has not seen an increase since their inception. In examining the top 30 countries of citizenship of international students in 2014, comparing their approval rates to 2011, the approval rate for Philippines (-28% approval rate), Russia (-29%) and Taiwan (-21%) dropped most dramatically during this period. Some countries of citizenship showed an increase in their approval rate, with the approval rate of Libyan students increasing by 30% and the Chinese by 10%. However, overall two-thirds of the top 30 countries of citizenship of international students experienced a diminished approval rate when compared with 2011 figures, despite each top 30 country, with the exception of Iran, having at least one VAC.

It should be noted that approval rates are not the only impetus for the Government of Canada to contract Visa Application Centres (VACs). This snapshot is only meant to explore the role that the inception of VACs may have on approval rates, and it should be acknowledged that permit and visa applications are impacted by other external factors, some within the control of the Government of Canada and others extraneous to government and VAC control. More information on VACs can be found here: cic.gc.ca/english/information/offices/vac.asp?utm_source=slash-vac&utm_medium=short-url&utm_campaign=generic

However, revisions to the International Student Program (in 2014) and the introduction of Express Entry (January 2015) have had unexpected results.

Changes to the International Student Program (ISP) that introduced a framework for Designated Learning Institutions and requirements for institutional compliance reporting on student status were discussed in the 2014 edition of this publication.⁶

In January 2015, CIC launched Express Entry, an electronic application management system which prioritizes applications for permanent residency in Canada, and applies to applicants in the Canadian Experience Class (CEC), Provincial Nominee Program (PNP), Federal Skilled Trade (FST) and Federal Skilled

Worker (FSW) economic classes of immigration. Express Entry applicants are scored according to a “Comprehensive Ranking System” and those with the required scores receive an Invitation to Apply (ITA) through one of the economic class permanent residency immigration schemes (CIC, 2015). This expedited process takes place through rounds at various intervals throughout the year. The first round of invitations was launched on January 31, 2015. As of the time of writing, a total of 18,950 invitations to apply have been made over several rounds (August 2015).

Though Express Entry is intended to quickly move forward applications for the individuals deemed most likely to contribute to and succeed in the Canadian economy, there have been consequences for international students.⁷ These students, who previously experienced a fairly unambiguous pathway from student to open PGWP holder to CEC are now placed in a pool of applicants, alongside other types of applicants for permanent residency. In essence, Express Entry provides an additional step for international students wishing to progress to permanent residency, and one that is more competitive. For example, in the current point allocation system, an individual with a job offer that has successfully gone through the Labour Market Impact Assessment (LMIA) process and an individual nominated by a province or territory automatically receive half of the maximum points, positioning them well for an ITA.

However, though the initial emphasis of Express Entry has been on the LMIA and provincial nomination, CIC has been clear that these are not required elements to receive an ITA and that the scoring will change for each invitation round, depending on the needs at the time and results observed from previous cohorts. In addition, in a technical briefing to CBIE and other stakeholders in early 2015, it was explained that the Express Entry system does not change or replace the requirements of the economic immigration programs through which the bulk of international students obtain permanent residency status (6,225 in 2014). Indeed, there are criteria that many international students

may be well placed to benefit from: Canadian work experience, proficiency in either English or French, post-secondary education and (youthful) age. In conversation with CBIE’s Immigration Advisory Committee, CIC has noted that, once the backlog of applications with pending employment or PNP offers moves through the system, a significant number of individuals who hold neither of these will achieve scores sufficient to be invited to apply.

Recent trends suggest that CIC assertions have been realized. For the fifteenth round of invitations (August 2015) the lowest qualifying score was 456, down from an initial score of 886 in the first round. This is the sixth round where qualifying scores have been below 600. The most recent round included both candidates with an LMIA and those without (Green and Spiegel LLP, 2015).

Encouraging Signs

In 2014, the number of international students transitioning directly to permanent residency in Canada grew for the first time in recent years, from 8,380 in 2013 to 9,330 in 2014, representing a growth of 11%. As shown in Figure 4, while the number has grown in these most recent figures, the number of international students transitioning directly to permanent residency remains lower than in 2008 when 11,605 international students became permanent residents. It is important to note that many students become workers prior to gaining permanent resident status and so are not captured in this data.

The top five countries of citizenship of international students who transitioned to permanent residency in 2014 are China, the Philippines, South Korea, Iran and India. While China, South Korea and India each fall within the top five countries of citizenship of all international students, the Philippines and Iran have fewer students in Canada, yet are among the top countries of citizenship of students who transition directly to permanent residency (see Figure 5).

Figure 4:
Number of international students who transitioned to permanent residency (2008-2014)

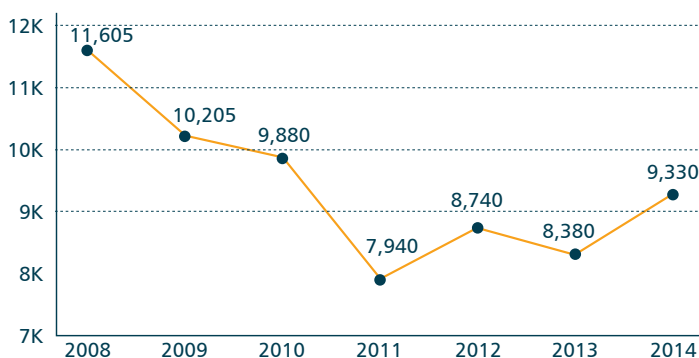
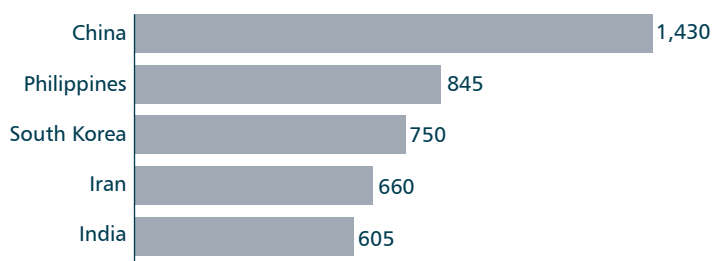


Figure 5:
Top five countries of citizenship of international students who transitioned to permanent residency (2014)



7. For a media view on some of the unintended outcomes, see: thestar.com/news/immigration/2015/03/21/foreign-students-left-behind-in-new-express-entry-immigration-program.html and theglobeandmail.com/news/national/new-immigration-rules-risk-leaving-international-students-behind/article22886693/

As shown in Figure 6, according to 2014 figures, almost three-quarters (74%) of international students who transition directly to permanent residency do so under the *Economic* category (permanent residents selected for their skills and ability to contribute to Canada’s economy). The remaining 26% transition to permanent residency under *Non-Economic* categories which include *Family Class*, *Humanitarian & Compassionate/Public Policy*, and *Protected Persons* (Figure 7).

Figure 6:
Composition of international students who transition to permanent residency under Economic Immigration Categories (2014)

Economic Immigration Category	Number
Skilled Workers	2,370
Provincial/Territorial Nominees	2,205
Canadian Experience Class	1,650
Business	630
Live-in Caregiver Program	80
Skilled Trades	5
Economic Total	6,940

Figure 7:
Composition of international students who transition to permanent residency under Non-Economic Immigration Categories (2014)

Non- Economic Immigration Category	Number
Family Class	1,580
Protected Persons	675
Humanitarian & Compassionate / Public Policy	135
Non-Economic Total	2,390

Figure 8:
Average study permit processing times in days (2011-2014)



Nigerian Students in Canada

Nigerian students are the eighth most numerous international student population in Canada, and the fastest growing student cohort, increasing 25% from 2013-2014 alone.

In the 2015 CBIE International Student Survey over 4,000 college and university international students in Canada were asked about their intention to seek permanent residency in Canada following their studies. While 85% of students from top source country Nigeria indicated their intention to become permanent residents, Nigerian students did not factor in the top 5 countries of citizenship of students who transition directly to permanent residency.

As well, Nigerian students face by far the longest wait period for their study permits, at an average of 216 days in 2014. This represents an increase in delay of 73% for this point of service since 2011, when the average processing time was 125 days. By comparison, the Pretoria point of service in South Africa is a distant second at 106 days.

Such delays are particularly troubling for students who may not obtain their permit in time to pursue their studies, as well as the Canadian institutions that are unable to support students with this process and may be forced to hold an empty seat in their classrooms.

The lengthening processing times in Lagos, Nigeria could result in part from the explosion in growth in the number of Nigerian students seeking to study in Canada. Nevertheless, it is hoped that such growth in demand is possible to forecast, and that resources to process applications in high volume regions would be efficiently allocated in order to avoid such delays of service.

The paradox facing Nigerian students in Canada merits further study. Though factors lie against this cohort (unfavourable study permit processing times and unfavourable acceptance rates for permanent residency applications after study) Nigerian students are persistent in their pursuit of a Canadian education, growing their numbers more than any other source country.

Processing Times: From Down to Up Again

The average offshore processing time of study permits declined slightly since 2011 from an average of 40 days to 35 in 2014 (see Figure 8).⁸

However, after a noted downward trend in study permit processing times, the length of time required to process a study permit has increased in 2015 over 2014. Increased processing times for study permits significantly affects student’s ability to study in Canada, and all institutions in Canada that welcome international students to their schools and campuses.

As processing times increased 30% for international students during the past year, CIC pointed to a lack of coordination between federal departments as a key factor in growing wait times (Chiose, 2015).

The case of lengthy processing times for Nigeria is particularly noteworthy. At an average of 216 days in 2014, Nigerian applicants face by far the longest wait period for their study permits (see the sidebar on page 17). At the other end of the spectrum, Santiago, Chile boasts the most rapid processing time for study permits, with an average turnaround of 13 days (see Figures 9 and 10).

Lengthy study permit processing times may limit the effectiveness of the federal International Education Strategy as well as recruitment efforts at schools and institutions across Canada, posing a concern to this country’s global competitiveness.

Figure 10:

Study permit processing times, top 15 countries of citizenship of international students in Canada (2014)

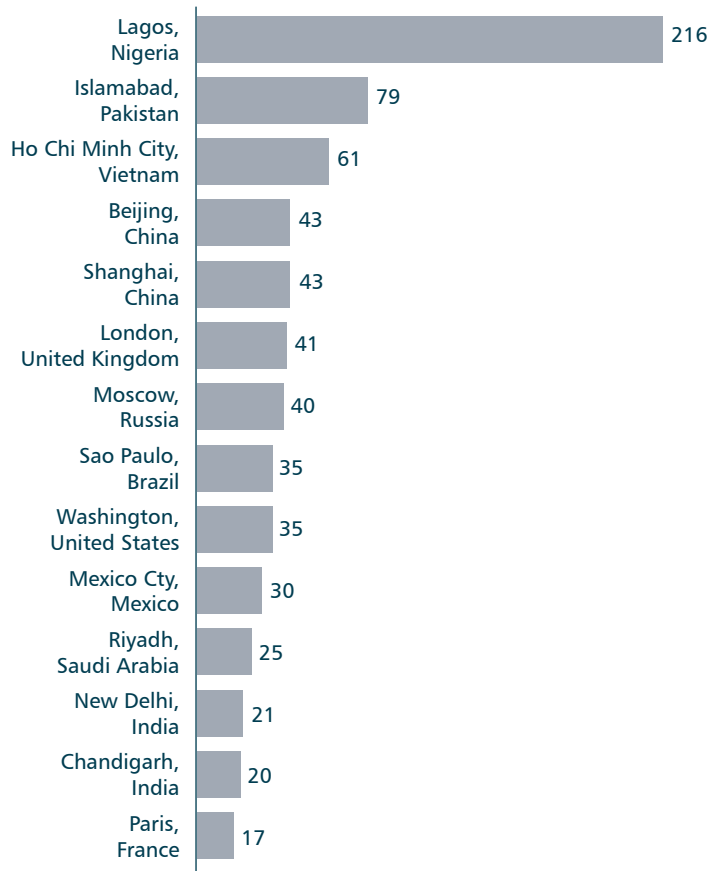
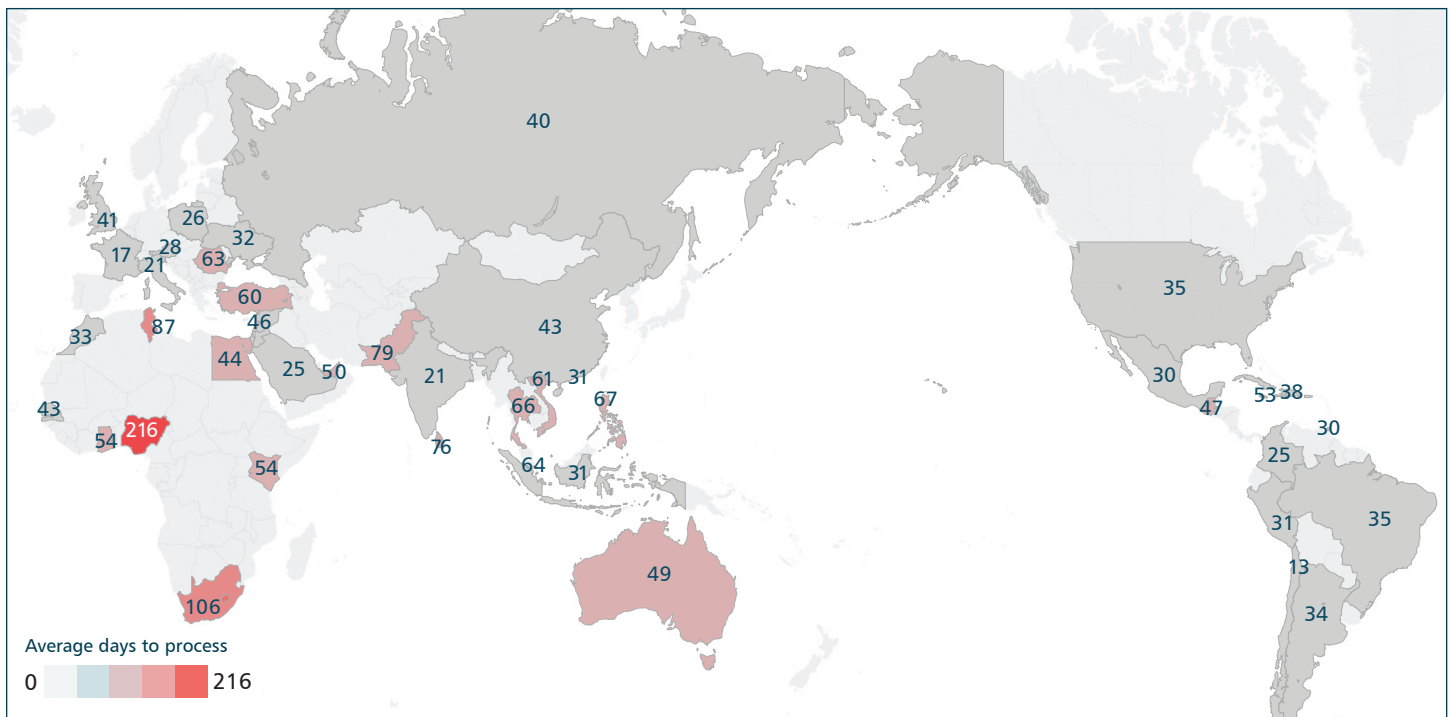


Figure 9: Study permit processing times by points of service (2014)



8. Please note that each international point of service can vary widely in their average processing time.

CBIE, its IAC and CCIE partners raised the matter of lengthy in-Canada processing times with senior CIC officials in June 2015. Officials indicated that they are aware that processing times have increased, and are looking into ways of reducing times.

CBIE wrote to CIC highlighting issues created by lengthy processing times for:

- Students transitioning from secondary to post-secondary studies;
- Graduates seeing post-graduate work experience; and
- Student seeking to attend conferences or do research outside of Canada, or travel home to visit family.

Though CIC cautioned that higher volumes in the spring to summer make it difficult to maintain the normal processing standards, the department continues to stress its support for international students and commitment to ensuring that Canada is not only able to attract students, but also to provide processing services to students efficiently and smoothly.

International Mobility Program: New Requirements

The International Mobility Program is an open work permit that includes International Experience Canada (IEC), which is available to young people in specified partner countries to travel and work in Canada.

The February 2015 changes in requirements for the International Mobility Program are complex. In addition to imposing new fees and LMIA conditions, the new requirements place together several categories of foreign citizens coming into Canada's education system. These include visiting researchers and scholars, exchange students and unpaid coop students. They also include individuals who are enrolled for a time in a Canadian education program and others who remain enrolled in a foreign education program, as well as individuals holding research funding from DFATD, CAPES, CSC and DAAD, all of whom are individuals on a program connected to an educational institution and with educational objectives. Some of these individuals receive study permits and others receive work permits.

In addition, stringent attention is now paid to reciprocity — that is, exchange programs must demonstrate that exactly the same number of students is exchanged by the international partner and Canadian institution.

CBIE and its Immigration Advisory Committee have encouraged the government to acknowledge the diversity of educational experiences that draw individuals from other countries to Canadian campuses, and encourage their participation in the full range of activities available. There is significant value to Canadian education, research and development of many different types of



foreign visitors to Canada; students who may see a short term experience as a pathway to Canadian education and possibly immigration, in keeping with the international education strategy.

Changes to immigration policies relating to international students can impact the flow of students to a country, either positively or negatively. Potential outcomes, therefore, from policy decisions need to be carefully considered prior to implementing policy, and changes need to be well communicated before and after their implementation. CBIE will continue to work with CIC, alongside its members, to inform immigration policies relating to international students so that Canada's reputation as a welcoming country is strengthened, and to press for corrective action where it is needed.



International Student Mobility

Students are crossing international borders in the pursuit of education in unprecedented numbers. It is estimated that in 2014 the number of internationally mobile students surpassed the 5 million mark, and that by 2022 the number of internationally mobile students will reach 7 million (ICEF, 2014; OECD, 2014).

The following section will consider motivations for institutions to welcome international students and global factors which influence international student mobility, with a detailed look at international student population data.

Between the Numbers: International Mobility Factors

The number of international students choosing Canada for their primary, secondary and post-secondary education is shaped by a combination of push and pull-factors.

Growth in the mobility of international students is currently driven by demographic and economic changes in some of the world's fastest growing markets. Countries such as China, Brazil, Mexico and Nigeria are experiencing a three-fold effect which supports the outward mobility of their students:

1. Rapidly growing youth population;
2. Increased spending power of youth; and
3. Expanding middle class.

It is estimated that the global middle-class will increase its spending on education from \$4.4 trillion in 2012 to \$6.2 trillion USD by 2017 (Porter, n.d.).

As this chapter will show, for countries such as Canada which offer a high-quality education and a safe environment in which to study, those who seek and can afford to send their children or pursue education themselves in Canada are choosing to do so in record numbers.

Canada's strong educational offerings are recognized by several international governments worldwide that offer scholarship opportunities for their brightest minds. The Brazilian *Ciência sem Fronteiras* (CsF) program and the Saudi Arabian *King Abdullah Scholarship Program* are both examples of foreign governments investing in their future vis-à-vis their citizens pursuing knowledge and cultural exchange in Canada and other countries.

In addition to this country's strong educational reputation, Canada is the most affordable study destination for international students at the university level among top destination countries, the UK, US and Australia (HSBC, 2014).

The number of students choosing Canada is also influenced by rapid and at times unpredictable changes both internationally (for example, in the form of economic changes and conflict), and domestically (such as rising tuition and living costs, government policy and administrative changes regarding permits and the evolution of longer-term immigration opportunities for international graduates).

The number of international students enrolled in Canada has nearly doubled in the last decade and represents approximately 5% of all internationally mobile students. In a global context, this puts Canada in seventh place as a receiving country of international students following the US, the UK, China, France, Germany, and Australia (Project Atlas, 2014). The US, UK, Australia, Canada, France and Germany host more than half of all international students in OECD countries (OECD, 2014).

Institutional Motivations for International Student Recruitment

Internationalization is driven at the institutional level by social, academic and economic impetus. The 2014 UNIVCAN survey found that 95% of responding institutions identify internationalization as part of their strategic plan, and 82% consider it among one of their top five priorities (UNIVCAN, 2014). In the 2010 CICan study, 60% of colleges were found to be engaged in some form of internationalization.⁹

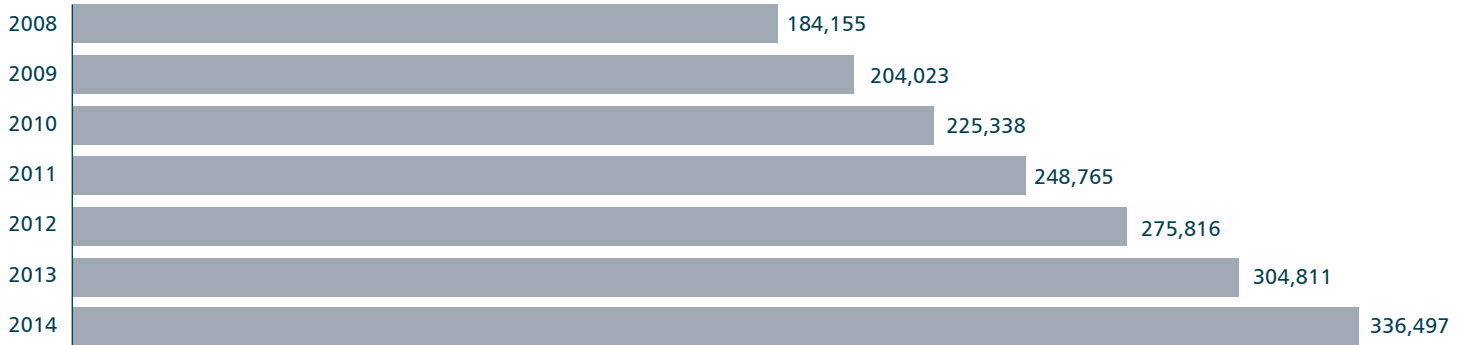
As one element of internationalization, Canadian institutions are incentivized to grow the number of international students they welcome into their classrooms for a multitude of reasons. In the aforementioned studies, the top benefit of welcoming more international students is the infusion of global and diverse perspectives into Canadian education, which introduces Canadian and international students alike to different perspectives and ultimately enhance the quality of Canadian education in a contemporary global context. Institutions also recognize the potential for international students to strengthen local communities and labour markets and to play a critical role as international collaborators and diplomats in the fields of research, business and knowledge-sharing.

9. See chapter 1 for further details on these recent studies.

Furthermore, tuition fees from international student enrolment are highly attractive, particularly when growth in domestic markets and enrolment are slowing and government funding to public education is in decline. Examining international student purchasing power, a 2012 Roslyn Kunin and Associates Inc.

report for the Canadian government estimated that international students in Canada spend over \$7.7 billion on tuition and living costs, supporting the employment of 81,000 people (RKA, Inc., 2012).

Figure 11: International students in Canada by year, all levels of study (2008-2014)



In 2014, for the first time CIC reporting methodology accounted for temporary residents holding both a study permit and a work permit. Previous to 2014, temporary residents with both a study permit and work permit were counted only once, according to how they were to spend the majority of their time in Canada in a given year. This methodology change in 2014 accounts for the considerable growth in reported numbers of international students in Canada over previous years.

Figure 12: Regional breakdown of international student population in Canada (2014)



Canada's International Students

In Figures 11–13 the population reported includes all programs of study and all provinces and territories.^{10,11}

As can be seen in Figure 11, in 2014 there were 336,497 international students in Canada, representing an 83% increase since 2008, and an increase of 10% over the previous year.

Country of Citizenship

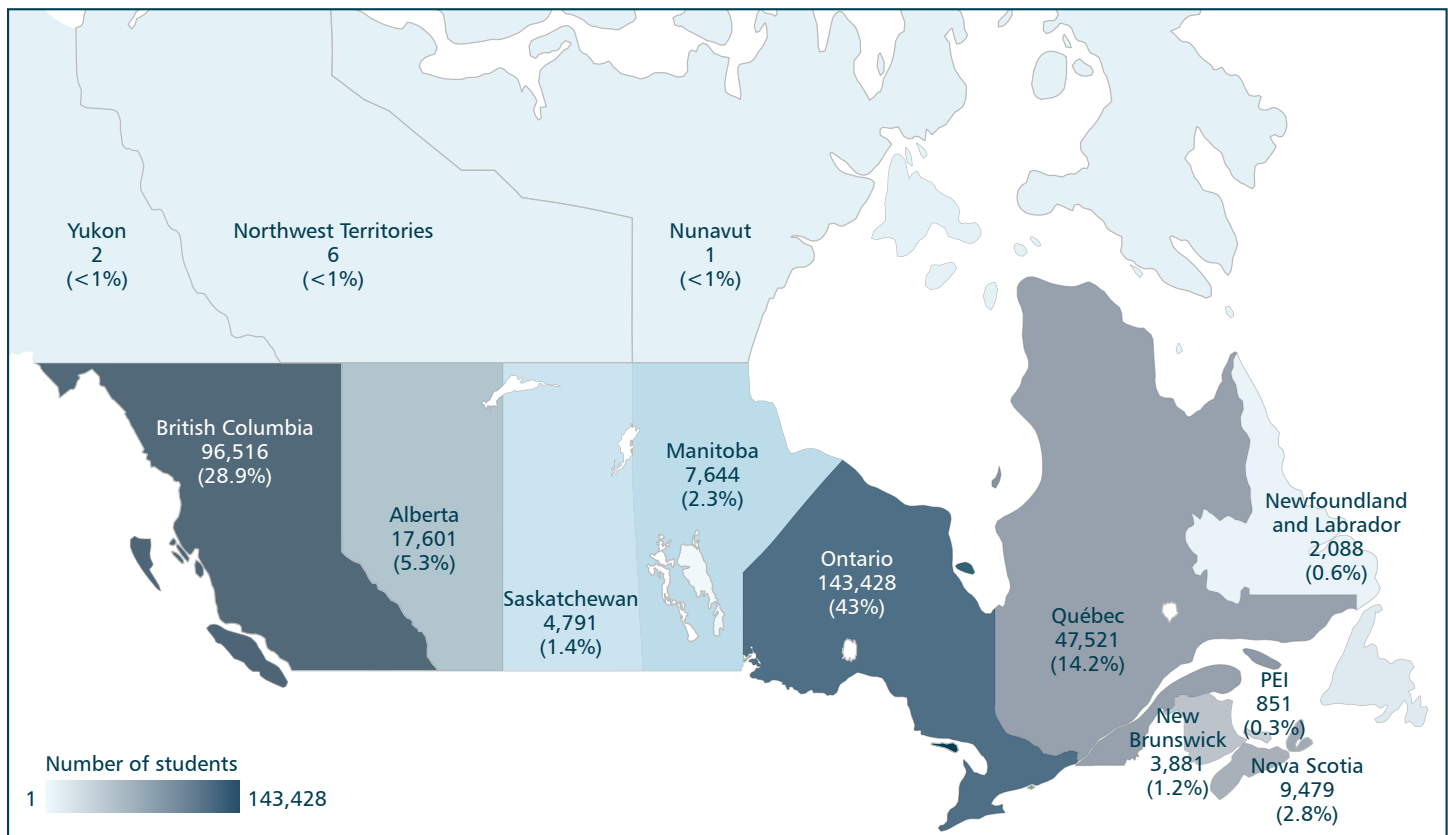
International students from around the world pursue education in Canada. As can be seen in Figure 12, students from East Asia make up almost half (46%) of the international student population in Canada.¹² The vast majority of students from this region are from China—the top country of citizenship of all international students in Canada (representing 33% of all international students in Canada). International students from South Asia comprise 14% of Canada's international student population, while Western Europe, the Middle East and Northern Africa and Sub-Saharan Africa each account for 10%.

Where in Canada are International Students?

Figure 13 shows the number and proportion of international students across Canadian provinces and territories. As can be seen in the figure, across Canada the provinces hosting the largest numbers of international students (Ontario, British Columbia and Québec) receive approximately 86% of all international students in Canada: Ontario leads with 143,428 (43% of all students), British Columbia hosts 96,516 (29% of all students) and 47,521 students are enrolled in Québec (14% of all students).

Between 2008 and 2014 Prince Edward Island had the highest growth rate in the number of international students among all Canadian provinces and territories with the Island's numbers growing 213%. Ontario has also experienced a significant growth, doubling between 2008 and 2014. And while all regions experienced an increase in international students from 2008–2014, Ontario has grown its share of international students in Canada the most, from 37% in 2008 to 43% in 2014.

Figure 13: Number and percent of international students in Canada, by region (2014)



10. CBIE uses Citizenship and Immigration Canada data in this chapter unless otherwise stated; student numbers are based on valid study permits and work permits. Students in Canada for less than six months are not required to hold a study permit, and are therefore not counted. This includes many language school students and exchange students.
 11. Note that the 2014 data provided by CIC is preliminary and may be adjusted slightly in future data sets.
 12. Regions were designated using primarily World Bank classifications, with one notable exception: we disaggregated East Asia and Oceania and South Pacific. A full list of the countries within each region is provided in the appendix.

FOCUS ON CANADA-SOUTHEAST ASIA PARTNERS



In 2015, CBIE hosted the Canada-Southeast Asia Partners Education Forum. This section looks at student mobility from the five focus countries: Indonesia, Malaysia, the Philippines, Singapore and Vietnam. All five of these countries are identified as having ‘broad Canadian interests’ in the Government of Canada’s Global Markets Action Plan (2014). Furthermore, Vietnam is listed as one of only five priority markets within Canada’s federal International Education Strategy (2014).

In 2014 there were a total of 9,849 international students in Canada from Indonesia, Malaysia, Philippines, Singapore and Vietnam combined. In total, these countries represent just fewer than 3% of all international students in Canada. Figure 14 provides a breakdown of the total by country.

During the years 2008-2014, the five countries saw an overall growth rate of international students of 90%. Vietnam leads in growth, increasing its number of international students in Canada by 208%.

Figure 14:
Number of international students in Canada from Indonesia, Malaysia, Philippines, Singapore and Vietnam (2014)

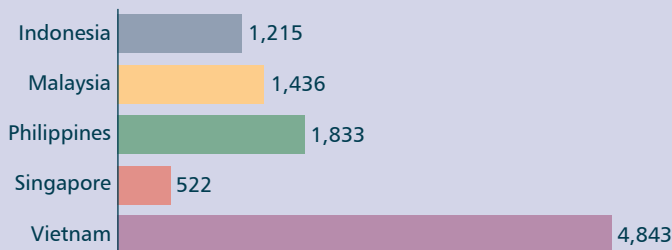


Figure 16:
International students in Canada from Indonesia, Malaysia, Philippines, Singapore and Vietnam (2014)

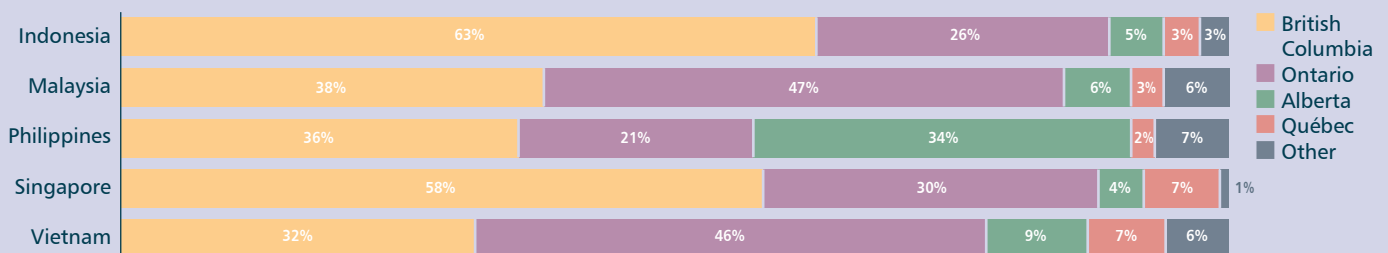
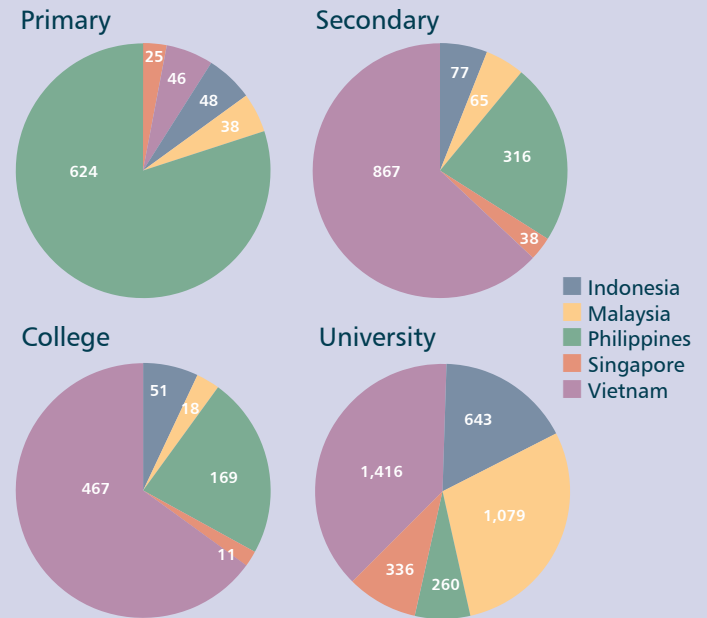


Figure 15:
Canadian level of study of international students from Indonesia, Malaysia, Philippines, Singapore and Vietnam (2014)



There is a fairly diverse balance of students from Indonesia, Malaysia, the Philippines, Singapore and Vietnam studying at the university level in Canada. At the college and secondary levels, students from Vietnam comprise of the majority of students, while at the primary level it is students from the Philippines who comprise of the vast majority of students from the region (see Figure 15).

Figure 16 shows that over half (63%) of all international students from Indonesia study in British Columbia. More than half of Singaporean international students are also studying in British Columbia. Just less than half (47%) of all Malaysian international students in Canada are studying in Ontario. International students from the Philippines are most likely to study in British Columbia (36%), followed by Alberta (34%). Also, just under half (46%) of all Vietnamese students in Canada are pursuing their studies in Ontario.

FOCUS ON THE UNITED STATES

CBIE's 2015 Annual Conference was held in Niagara Falls, a hub of international trade, activity and cooperation between the US and Canada. This section looks at student mobility "across the 49th parallel."

In 2014 there were a total of 12,450 students from the US pursuing studies in Canada. This figure has shown modest growth (1.8%) over the years 2008-2014.

The top Canadian provinces of study of students from the US are British Columbia and Québec (both host 29% of all US students in Canada) followed by Ontario which hosts 25%.

In the sample of students from the US in the 2015 CBIE International Student Survey, the top states of origin were New York (11%), California (10%) and Massachusetts (7%).

The majority (75%) of students from the US are studying at the university level in Canada, with an additional 14% studying at unspecified post-secondary levels and 6% studying at the secondary level (see Figure 17).

Students from the US rate their experience in Canada very highly. In CBIE's 2015 survey, 93% of US respondents indicated they would either probably (34%) or definitely (59%) recommend Canada as a study destination to their peers. Similarly, 92% of respondents from the US indicated they were either satisfied (56%) or very satisfied (36%) with their experience in Canada.

According to IIE's Open Doors 2014 country overview for Canada, in 2013, 28,304 Canadians were pursuing higher education in the US, representing 3.5% of all international students, the fifth top country of citizenship. The top receiving states of Canadian students mirror the states from which US students in Canada originate, those being: New York (19%), California (11%) and Massachusetts (9%) (see Figure 18).

Figure 17: Level of study of international students from the US in Canada (2014)

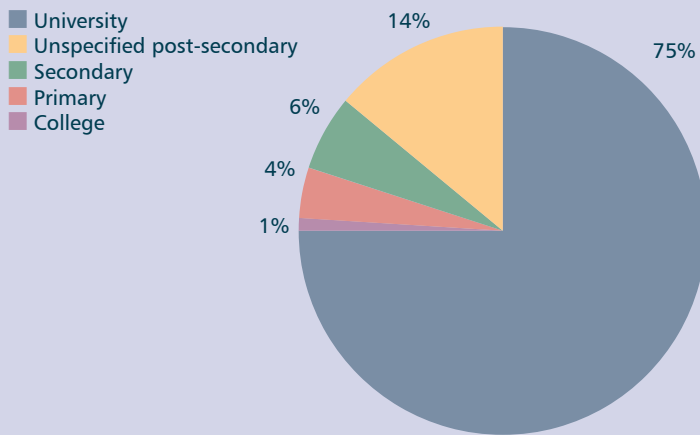
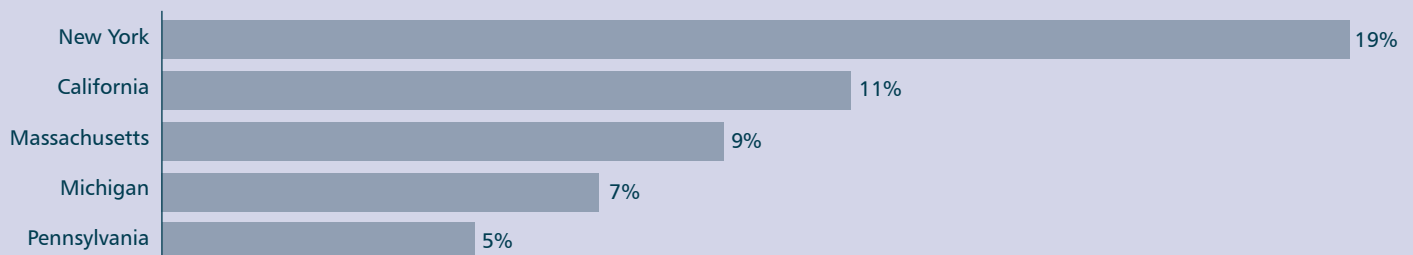


Figure 18: Top receiving States of Canadian students



Scholarships: A Half-Century Tradition

Canada has participated in international scholarship programs for over 50 years. It partnered in the creation of the Commonwealth Scholarship and Fellowship Plan (CSFP) in 1959 and in peak years supported up to 500 scholars from across the Commonwealth to conduct master's and doctoral studies in Canada. Canadians benefited from the CSFP as well, receiving scholarships to study in several countries, in particular the UK (Perraton, 2009).

Canada currently offers a substantial number of awards to international students for studies in Canada under an array of different programs:

- DFATD annually provides over 700 scholarships to students in Africa, the Americas, Asia and other regions.
- Since 1987 the Programme Canadien de Bourses de la Francophonie has provided 2,160 scholarships for study in Canada.
- Doctoral and post-doctoral awards valued at over \$10 million per year, open to international and Canadian students, include the Vanier Canada Graduate Scholarships and Banting Postdoctoral Fellowships.
- The African Leaders of Tomorrow Scholarships, launched in 2015 and supported by the Government of Canada and the MasterCard Foundation, grants up to 130 scholarships to young Africans to pursue a master's degree in public administration in Canada.
- The Queen Elizabeth II Diamond Jubilee awards, also launched in 2015, supports Canadian students undertaking exchanges in other Commonwealth Countries, and Commonwealth citizens conducting master's or doctoral studies in Canada.
- The government has invested \$13 million over two years (2013-2015) in the Mitacs Globalink program to expand existing internships to include research mobility for Canadians.
- Three federal granting agencies support research and innovation at post-secondary institutions in Canada, including scholarships and fellowships, of which some are open to international researchers: Natural Sciences and Engineering Research Council (NSERC), Social Sciences and Humanities Research Council (SSHRC) and Canadian Institutes of Health Research (CIHR).

For more information see scholarships-bourses.gc.ca.

Origin of International Students

Though the international student population in Canada is exceptionally diverse, with 184 countries represented in 2014, the top five countries of citizenship of international students (China, India, South Korea, France and Saudi Arabia) made up over half (60%) of the total (see Figure 19).¹³ As can be seen in Figure 19, the top ten constitute 72%. This proportion remains relatively unchanged from the 2012 figure of 70%, indicating that in recent years there has been little change in the representational diversity of international students in Canada. However, Figure 20 shows shifts that are suggestive of future trends. As noted above, the origin of international students is impacted by factors which are both internal (for example, recruitment and marketing) and external (for example, source country demographics and economic indicators).

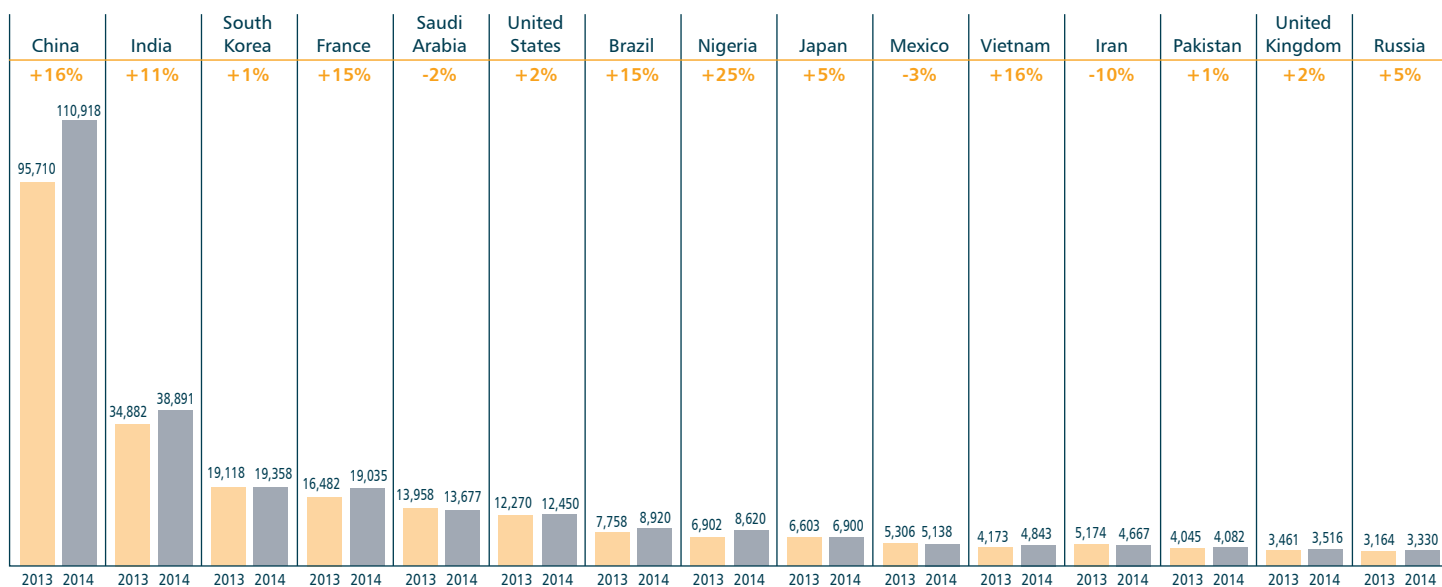
Figure 19:
International students in Canada, top 30 countries of citizenship (2014)

Country of citizenship	Percentage	2014
China	32.96	110,918
India	11.56	38,891
South Korea	5.75	19,358
France	5.66	19,035
Saudi Arabia	4.06	13,677
United States	3.7	12,450
Brazil	2.65	8,920
Nigeria	2.56	8,620
Japan	2.06	6,900
Mexico	1.53	5,138
Vietnam	1.44	4,843
Iran	1.39	4,667
Pakistan	1.21	4,082
United Kingdom	1.04	3,516
Russia	0.99	3,330
Taiwan	0.98	3,305
Hong Kong	0.85	2,870
Bangladesh	0.79	2,645
Germany	0.75	2,520
Morocco	0.69	2,307
Venezuela	0.69	2,306
Libya	0.65	2,180
Turkey	0.59	1,975
Ukraine	0.57	1,913
Philippines	0.54	1,833
Tunisia	0.52	1,756
Cameroon	0.49	1,664

13. Some figures may contain data which does not equal the sum total of international students in Canada (336,497). Slight differences in the sum are attributable to measures taken by CIC to ensure student privacy. CIC suppresses certain component cells in the data set, which results in individual components not summing to the total indicated.

Figure 20:

International students in Canada, top 15 countries of origin (2013, 2014)



As can be seen in Figure 20, there have been several noteworthy changes with respect to the top 15 countries of citizenship from 2013-2014. New to the top 15 is the UK with a 2% increase over the previous year. The countries in the top 15 showing most aggressive growth are Nigeria (+25%), China (+16%), Vietnam (+16%), Brazil (+15%) and France (+15%). The number of students from Saudi Arabia, Mexico and Iran declined by 2%, 3% and 10% respectively during 2013-2014.

The increase in the number of Brazilian students is in part attributable to the support of the Brazilian government, which continued to send students to Canada throughout 2014 as part of the *Ciência sem Fronteiras* (CsF) scholarship program.

Level of Study

In 2014 the vast majority (80%) of international students in Canada were pursuing post-secondary education, of which 58% were pursuing a university education, 7% a college education, and 34% were pursuing unspecified studies at the post-secondary level. According to the latest figures obtained from Statistics Canada and Citizenship and Immigration Canada, for the 2012-

2013 school year international students accounted for 11% of all post-secondary students in Canada (full and part-time).¹⁴

Students pursuing education at the primary, secondary or Cégep (QC) level comprised 15.5% of all international students in Canada, followed by those pursuing other studies (4%), with smaller numbers of students pursuing Québec Programs, residency and internship programs, and study levels which are not stated.^{15,16} See Figures 21-23 for breakdowns of the level of study of international students in Canada in 2014.

Figure 21:

Level of study of international students in Canada (2014)

Level of Study	Number of Students
Post Secondary	268,659
Secondary or less	52,354
Other Studies	14,667
Quebec Programs	466
Residents and Interns (Medical)	223
Study Level not stated	128
Total study permit holders	336,497

14. Estimate only: calculated using two unique datasets/sources.

15. Level of study is defined by CIC as follows:

- Secondary or less: includes equivalent of High School/Secondary, Elementary/Grade, CEGEP
- Post-secondary: includes College education, University Education/Study and Unspecified Post-secondary (wherein level of study was not mentioned)
- Other studies: these set of data could not be defined based on the available data
- Québec programs: includes PTC/TCST/DVS/AVS – Pre-work Training Certificates/Training Certificate for a Semi-skilled Trade/Diploma of Vocational Studies/Attestation of Vocational Specialization
- Other studies: foreign students not classified in any of the above levels of study.
- Post-secondary level of study is further broken down as follows:
 - College: academic or professional training programs leading to diplomas or certificates
 - University: undergraduate, postgraduate (master's and doctoral) and other studies at universities in Canada.
 - Other post-secondary: post-secondary level of study, not at the university or trade level, including language institutions, private institutions and university qualifying programs.

16. CIC data does not include international students who come to Canada to study for a period of less than six months, as they are not generally required to hold a study permit to enter Canada. This would exclude international students who come to Canada for short-term language study and those on a semester-long exchange program.

Figure 22:

Composition of international students at secondary or less levels in Canada (2014)

Level of Study	2014
CEGEP	797
Primary	11,600
Secondary	39,957
Secondary or less	52,354

Figure 23:

Composition of international students at post-secondary levels in Canada (2014)

Level of Study	2014
College Education	20,097
University Education	156,237
Unspecified Post Secondary	92,325
Post Secondary	268,659

The top source country of international students in each level of study varies. While China is the top source country for international students studying in Canada’s universities and secondary schools, South Korea is the top country of citizenship for primary level international students, and India remains the top country of citizenship for international students pursuing college education. See Figures 24-27 for the top five countries of citizenship of international students at these different levels of education in Canada.

International students in Canada support the excellence and innovation of Canada’s education and cultural landscape, and are a vital building block for internationalizing Canadian institutions. While there are factors that could negatively impact growth in student mobility, such as economic and demographic transformations and scholarship availability, the forces that support international study remain diverse and strong and it is likely that more and more students will recognize the value and seize the opportunity to pursue education outside of their home country in the foreseeable future.

Figure 24:

Top countries of citizenship, international students in Canadian university programs (2014)

University

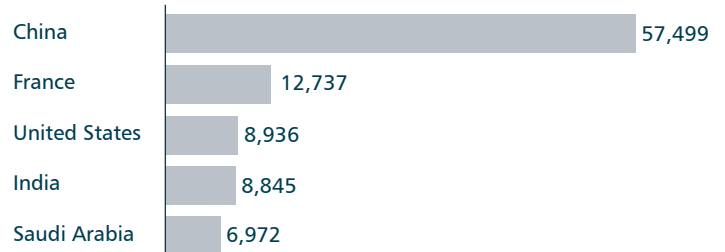


Figure 25:

Top countries of citizenship, international students in Canadian secondary programs (2014)

Secondary

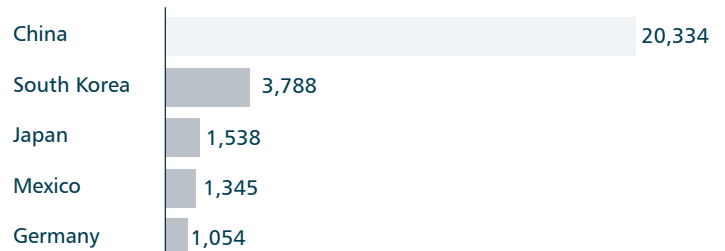


Figure 26:

Top countries of citizenship, international students in Canadian primary programs (2014)

Primary

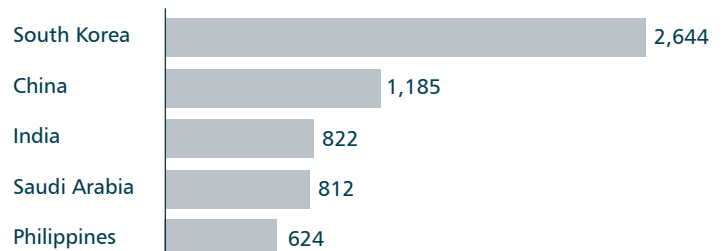
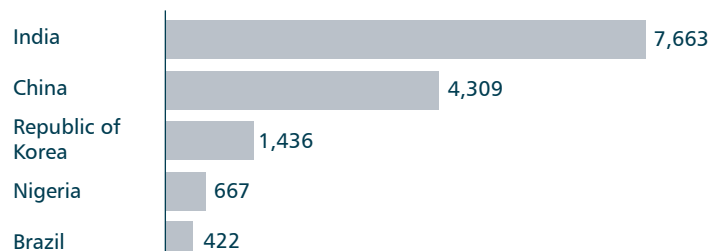


Figure 27:

Top countries of citizenship, international students in Canadian college programs (2014)

College



The Student's Voice

CBIE has been studying, interpreting and sharing the experience of international students in Canada through comprehensive national surveys since 1988. The *CBIE International Student Survey* is a unique, national dataset which provides CBIE members and other Canadian international education stakeholders with critical, holistic insights on the international student experience in Canada's post-secondary educational institutions from pre-arrival planning through to study and post-study phases.

Since the inaugural edition of an annual International Student Survey for *A World of Learning* in 2012, the number of student respondents and the scope of knowledge and trends illuminated through the use of the dataset have grown immensely. The survey increasingly supports the international education sector's capacity to drive informed, innovative practices through increased familiarity with the global market of international students, those who choose Canada, and what stories they share with other prospective students.

This chapter reviews the findings of CBIE's 2015 International Student Survey.

Figure 28:
Surveys completed by province of study



As shown in Figure 28, the provincial representation of respondents is as follows: Québec (1,566), Ontario (1,065), British Columbia (497), Manitoba (588), Alberta (114), Nova Scotia (52), Prince Edward Island (56), New Brunswick (51) and Saskatchewan (38).

The International Student Survey: Overview

The 2015 survey was live during April and May. In total, 35^{17,18} of CBIE's university (20), college (11) and polytechnic/institute (4) member institutions surveyed their current international student populations, responding to an invitation to all member institutions at the post-secondary level.

This group of institutions is diverse and representative of the Canadian post-secondary landscape, yielding data that CBIE believes to be reliable and valid across the sector. Nevertheless there are undoubtedly variations that would arise in a fully comprehensive survey.

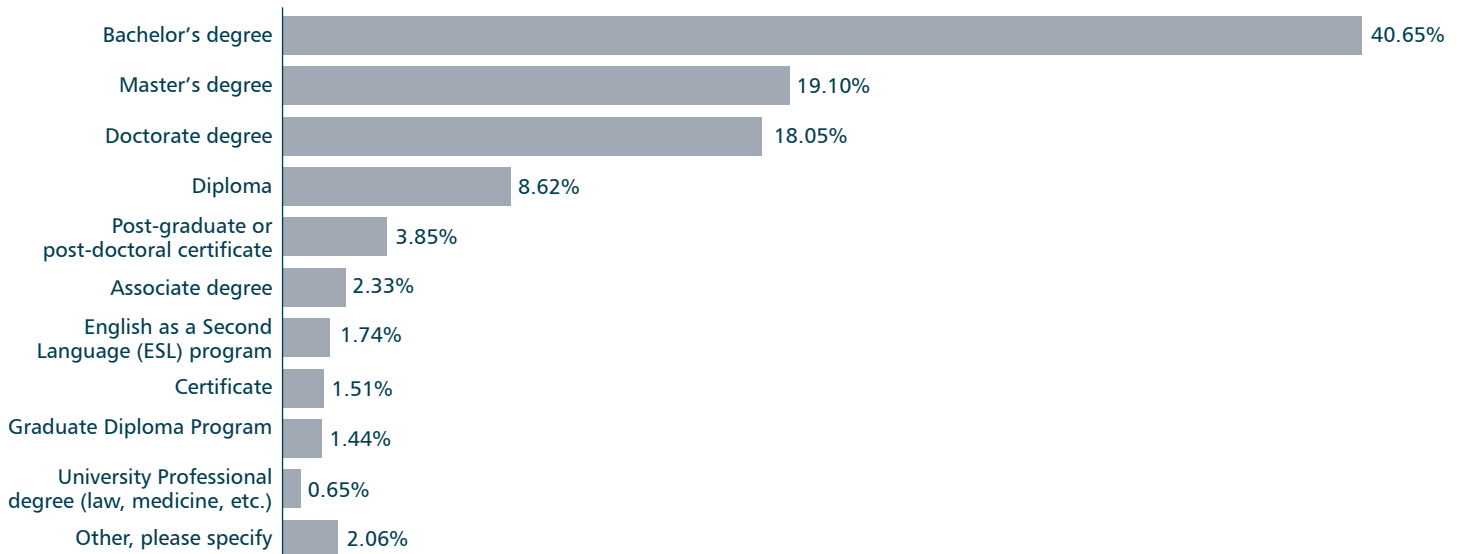
As a national body, CBIE strives for regional and linguistic representation in every data sampling exercise. In the 2015 survey, institutions from nine provinces are represented. Four institutions are francophone, one is officially bilingual, and the remainder are anglophone.

CBIE received 4,027 complete, useable responses. This sample is up 30% (1000 respondents) over 2014 and offers a wealth of information, providing education stakeholders with helpful information for decision-making.

17. Acadia University, Bishop's University, Brock University, Camosun College, Capilano University, College of New Caledonia, Conestoga College, Confederation College, Douglas College, Emily Carr University of Art and Design, Fanshawe College, Grant MacEwan University, Institut national de la recherche scientifique, Langara College, Laurentian University, McGill University, McMaster University, Mount Saint Vincent University, NorQuest College, North Island College, Okanagan College, Polytechnique Montréal, Quest University Canada, Saskatchewan Polytechnic, Sault College of Applied Arts and Technology, Southern Alberta Institute of Technology, Université de Montréal, Université de Saint-Boniface, University of Manitoba, University of New Brunswick, University of Prince Edward Island, University of the Fraser Valley, University of Windsor, Western University and Wilfrid Laurier University.

18. Participating institutions may access raw data, custom datasets and comparative analysis. For more information on availability and cost, contact research-recherche@cbie.ca

Figure 29: Degree, diploma or certificate sought



Characteristics

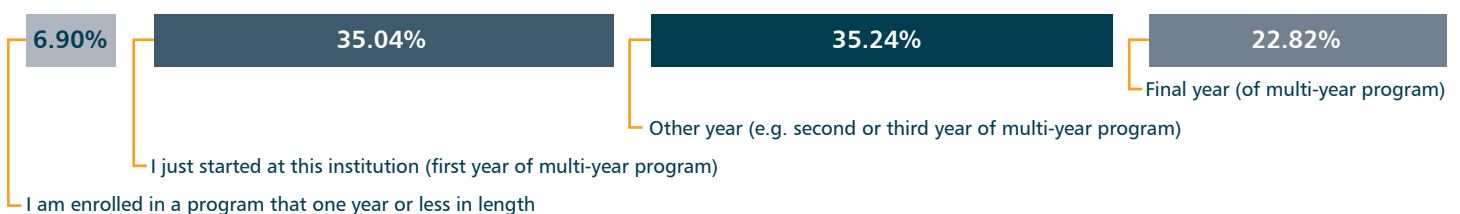
This sample of 4,027 post-secondary international students (48% male, 52% female) represents 1.5% of all post-secondary international students in Canada.¹⁹

As seen in Figure 29, approximately 41% of respondents are studying toward a bachelor's degree, followed by 19% pursuing a master's degree, 18% enrolled in a doctoral program, and 9% pursuing a diploma.

As shown in Figure 30, most respondents are in their second or third year of a multi-year program (35%), first year (35%) or in their final year of studies (22.8%). A smaller proportion of respondents are studying in a program that is less than one year (6.9%).

Figure 31 depicts the region of origin of students in the 2015 survey sample. Students from East Asia comprise the largest regional group in the sample (30%), followed by Europe (16%) and South Asia (15%).

Figure 30: Year of study



19. This sample represents approximately 1.5% of all post-secondary international students in Canada according to 2013 data reported by CIC (268,659 students studying in University, Other post-secondary and Trade programs). Please see Chapter 3 of this report for more information.

20. Estimate only; calculated using two unique datasets/sources.

As shown in Figure 32, respondents are studying in various fields, with the top fields being engineering (20%), business (16.8%), natural sciences (12.9%) and social sciences (12.7%).

In a rough comparison using the latest figures from Statistics Canada (for the 2012/2013 academic year), this post-secondary international student sample is almost on-par with the national post-secondary enrolments by field of study for both business (18.2%) and social sciences (13.5%). Yet this post-secondary international student sample is significantly more likely to be studying in the field of engineering (9.8% of all post-secondary enrolments in Canada), as well as natural sciences (6.3%) (Statistics Canada, 2014).²⁰

Applications to Institutions in Other Countries

In the survey, approximately 32% of respondents had applied to countries other than Canada, a slight increase compared with 2014 (28%). When considering 2013 data as well, this marks two consecutive years of growth in the number of students considering alternative study destinations before choosing Canada — possibly a developing trend which CBIE will continue to monitor.

Figure 31: Region of origin

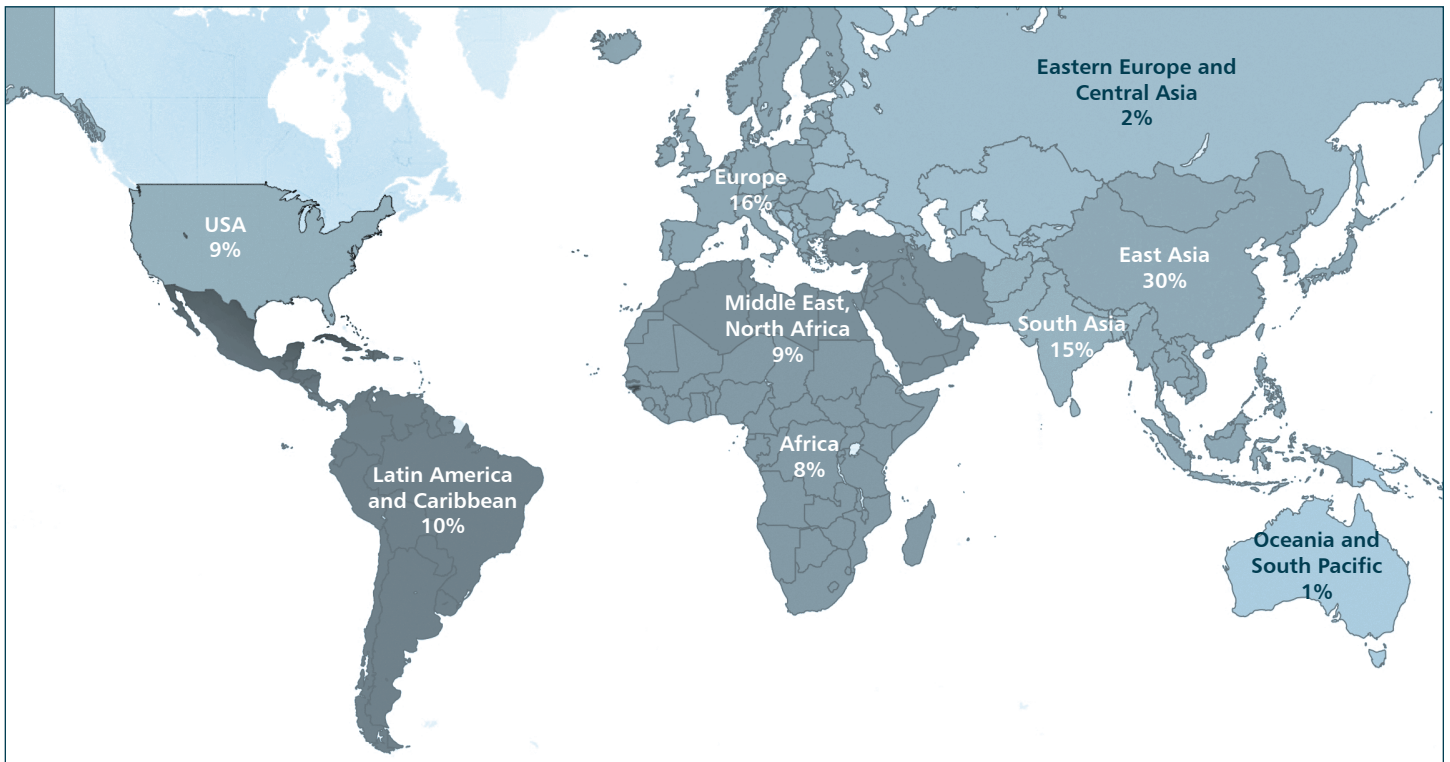


Figure 32: What is your major field of study in Canada?

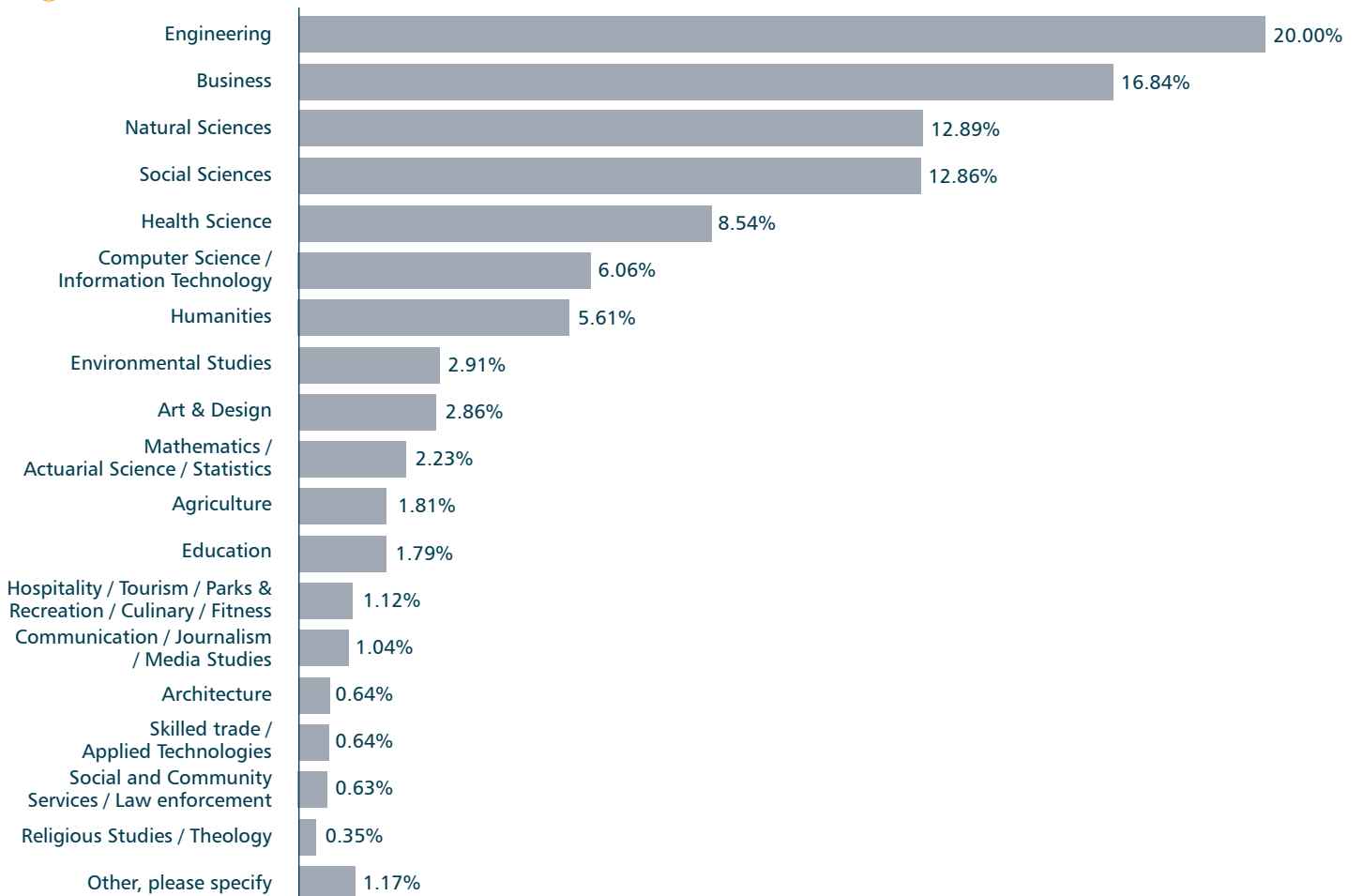


Figure 33: To which other countries did you apply for study before choosing Canada?



Of the students who applied to study in another country, almost half (45.7%) applied to the US, 21.5% applied to the UK, and 9.2% applied to Australia (see Figure 33). Adding to the analysis the 2013 *Project Atlas* figures detailing top study destinations of international students worldwide, Canada's market position comes into clearer view (see Figure 34). For example, while Canada's top two competitors for international students are the top hosts of all international students (US and UK), Canada competes more directly with Australia than China – the world's third top study destination. China hosts 8% of all internationally mobile post-secondary students, yet only accounts for 1.6% of alternative country destinations considered by survey respondents who ultimately chose Canada.

Why do International Students Choose Canada?

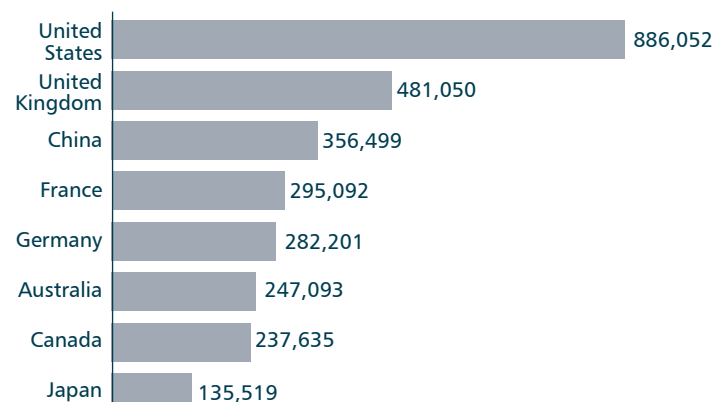
Students choose their study destination due to a variety of factors including academic reputation, flexibility and duration of programs, the international prestige of a qualification from a particular country/institution, admission policies, permanent migration and employment opportunities, cultural/linguistic links and financial considerations (cost of study and scholarship availability).

According to the 2015 International Student Survey, the top three reasons that international students chose to study in Canada were:

- The reputation of the education system in Canada: 80% said this was either *essential* (36%) or *very important* (44%);
- Canada offers a society that, in general, is tolerant and non-discriminatory: 75% said this was either *essential* (31%) or *very important* (44%); and
- Canada's reputation as a safe country: 73% said this was either *essential* (33%) or *very important* (40%).

Figure 34:

Top higher education host destinations worldwide (2014)



(Source: Project Atlas, IIE, 2014)

Why do International Students Choose Their Institution?

When choosing an institution in Canada, international students again consider a multitude of factors.

According to the survey, the top three reasons that international students choose to study at their institution are as follows:

- The quality of education at this institution: 86% said this was either *essential* (44%) or *very important* (42%);
- The prestige of a degree/diploma from this institution: 78% said this was either *essential* (37%) or *very important* (41%); and
- The availability of a particular program at this institution: 68% said this was either *essential* (30%) or *very important* (38%).

When comparing institutional attraction factors between international students at colleges and institutes and international students at universities, the top factors remained identical, while other, secondary factors varied. International students in Canada’s colleges and institutes placed more significance on which institution provided them with the most effective information and quickest admission. These students were also significantly more likely to have been influenced in their decision by a recruiting agent and to have been attracted by factors relating to the location of the institution than their university counterparts (see Figure 35).

“The most positive part of my study experience in Canada has been the practical experience of my field work with the excellent support of faculty.”

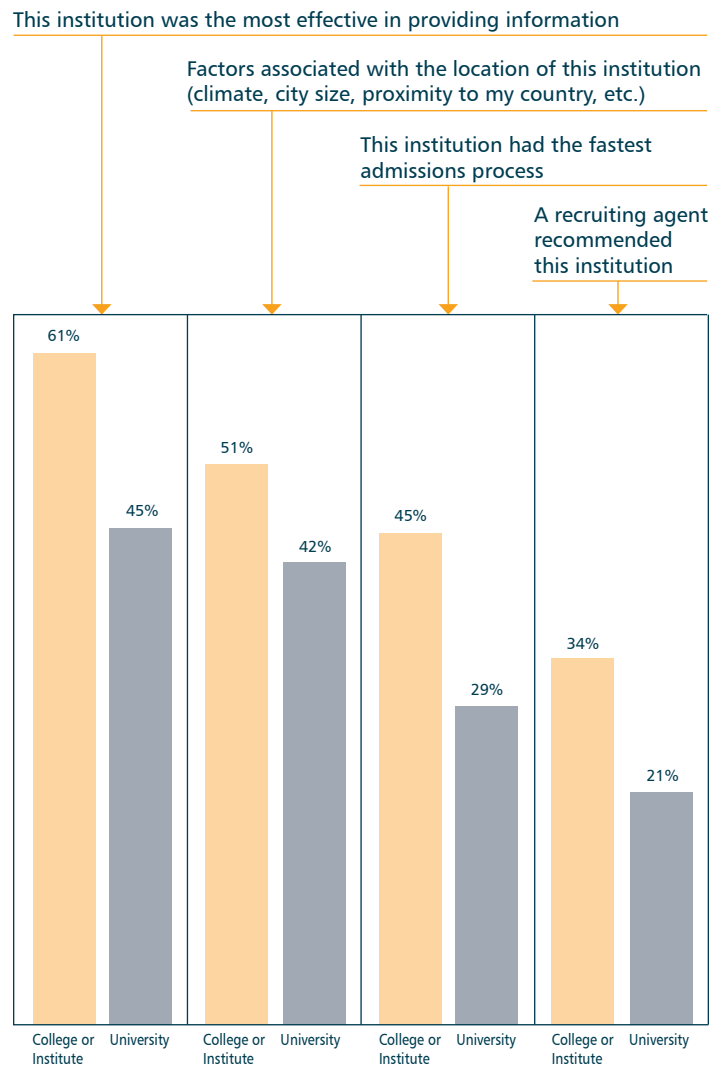
— Computer science student from India
Fanshawe College

“The most positive part of my study experience in Canada has been the incredibly multicultural and welcoming environment.”

— Social sciences student from Japan
McGill University

Figure 35:

Secondary attraction factors of international students to their Canadian institution



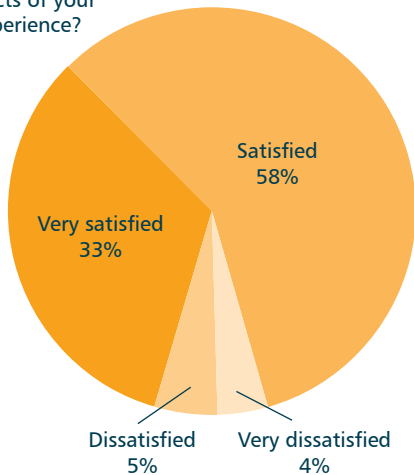
Are Students Satisfied with their Decision to Study in Canada?

As shown in Figure 36, the vast majority of international students are satisfied with their educational experience in Canada. Approximately 91% of students stated that they were either *satisfied* (58%) or *very satisfied* (33%), and 95% of students would *definitely* (65%) or *probably* (30%) recommend Canada as a study destination. This is comparable to all previous years of this survey (2012-2015).

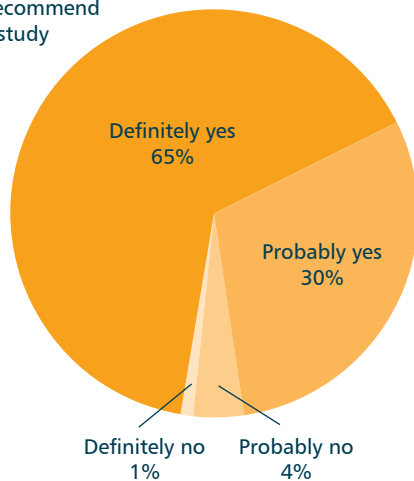
Figure 36:

Overall, how satisfied are you with all aspects of your Canadian experience? Would you recommend Canada as a study destination to other students?

Overall, how satisfied are you with all aspects of your Canadian experience?



Would you recommend Canada as a study destination?



Student Success

Almost all students (96%) stated that they were succeeding in meeting the academic demands of their program, with 60% responding that they are having *a lot of success* and 36% responding that they are having *some success* (see Figure 37).

Students were considerably less likely to enjoy the same degree of success in becoming involved in campus activities, with just 74% responding that they were either having *a lot of success* (29%) or *some success* (45%) in this regard. One-quarter (26%) responded that they were having *little or no success* in becoming involved in campus activities (see Figure 38).

Figure 37:

Success meeting academic demands

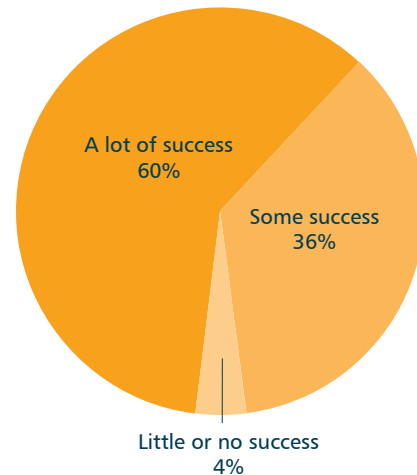
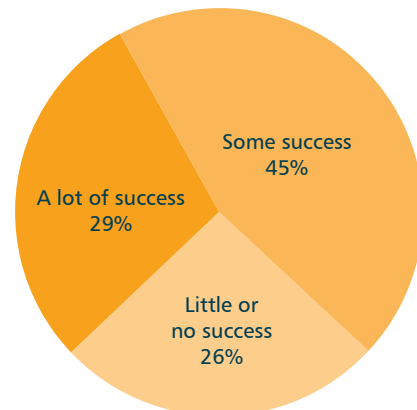


Figure 38:

Success becoming involved in campus activities



What Do International Students Plan to Do After Their Studies?

Future Citizens

In the 2015 survey, 51% of all respondents indicated their intention to apply for permanent resident status in Canada in the future (see Figure 39). This figure remains largely unchanged from 2014 when 50% of students indicated their intention to seek permanent residency. CBIE will be tracking changes in the level of interest of students to become permanent residents, as it is presumed that such intentions are impacted not only by Canadian immigration policy changes, but also by global and country-level demographic and economic shifts.

Study and Work Plans

Following their studies, the majority of students plan to remain in Canada, at least on a temporary basis to study and/or work.

Over one-third of students indicated their intention to remain in Canada in order to obtain further education. Students who wish to remain in Canada to study were most likely to pursue further education in a different institution (24%); only 16% indicated they would remain within their current institution (see Figure 40).

Figure 39:

Intention to seek permanent resident status in Canada following studies

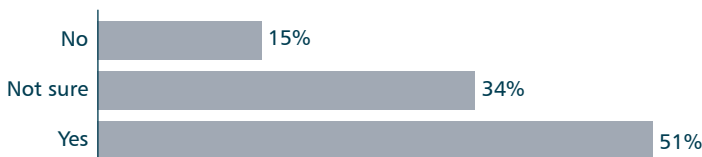


Figure 40:

Study plans following current program of study

Plans for study	
Study for another degree/diploma at another Canadian educational institution	24%
Study for another degree/diploma at this institution	16%
Study for another degree/diploma in my home country	8%
Study for another degree/diploma in a country that is neither Canada nor my home country	7%
None, I do not have any plans to further my education	45%



Almost two-thirds (61%) of all students indicated their intention to find work in Canada following their studies. Working permanently in Canada was the more likely option, with 41% of all respondents indicating this intention, while an additional 20% expressed their intention to work on a temporary basis in Canada for up to three years, before returning to their home country (see Figure 41).

Figure 41:

Employment plans following current program of study

Plans for work	
Work permanently in Canada	41%
Work for up to three years in Canada, before returning home	20%
Look for work in my home country	13%
Look for work in another country that is neither Canada nor my home country	8%
Return to previous job in my home country	4%
None, I do not have any work-related plan	14%

The Cost to Study in Canada

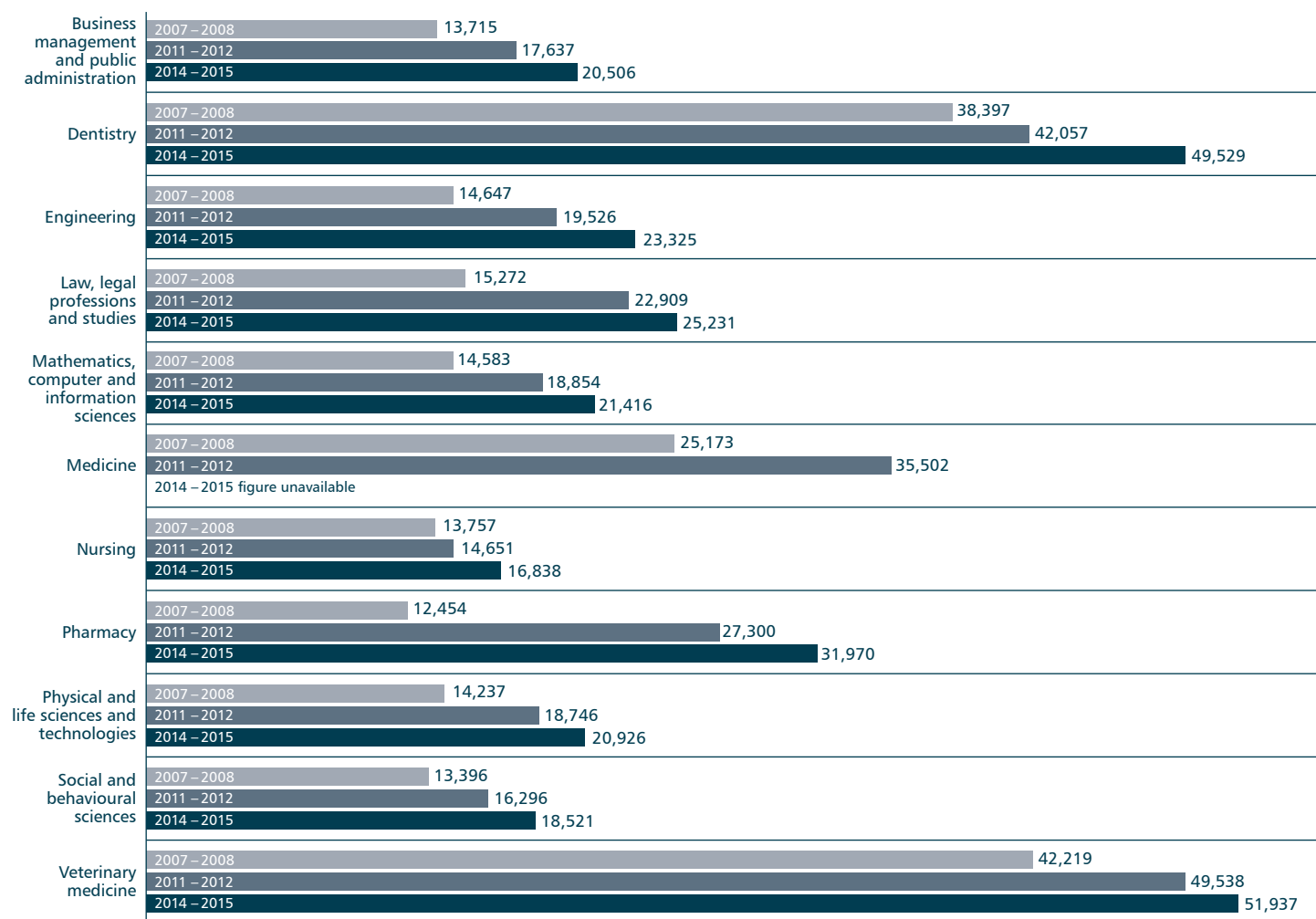
According to Statistics Canada (2015), tuition fees for undergraduate international students have increased by 6.5% (to an average of \$21,932 CAD) in 2015-2016 over 2014-2015 levels. This increase in tuition is 1.2% greater than the previous year when the average tuition for international undergraduate students increased by 5.3%. Newfoundland and Labrador continue to be unique in freezing international student tuition fees. For those provinces implementing a tuition increase for undergraduate international students, Alberta had the slightest increase in the past year (+0.7%), and Manitoba the most aggressive (+10.6%). At the graduate level, the tuition increase for international student in 2015-2016 was 3.2%, reaching a national average of \$14,350 CAD.

Figure 42 shows the pan-Canadian average international undergraduate tuition fees in some of the top fields of international students in Canada. Across all fields of study, the most affordable province for international undergraduate tuition fees is Newfoundland and Labrador at \$8,880 CAD, while the highest fees can be found in Ontario, where the average annual tuition for an undergraduate student is \$28,371 CAD.

Figure 43 shows the pan-Canadian average international graduate tuition fees in some of the top fields of study of international students in Canada. While graduate-level tuition fees have grown at a slower pace than undergraduate, it is worth noting the rapid growth in the average Executive MBA fees, which saw a 64% increase between 2007-2008 and 2014-2015.

Figure 42:

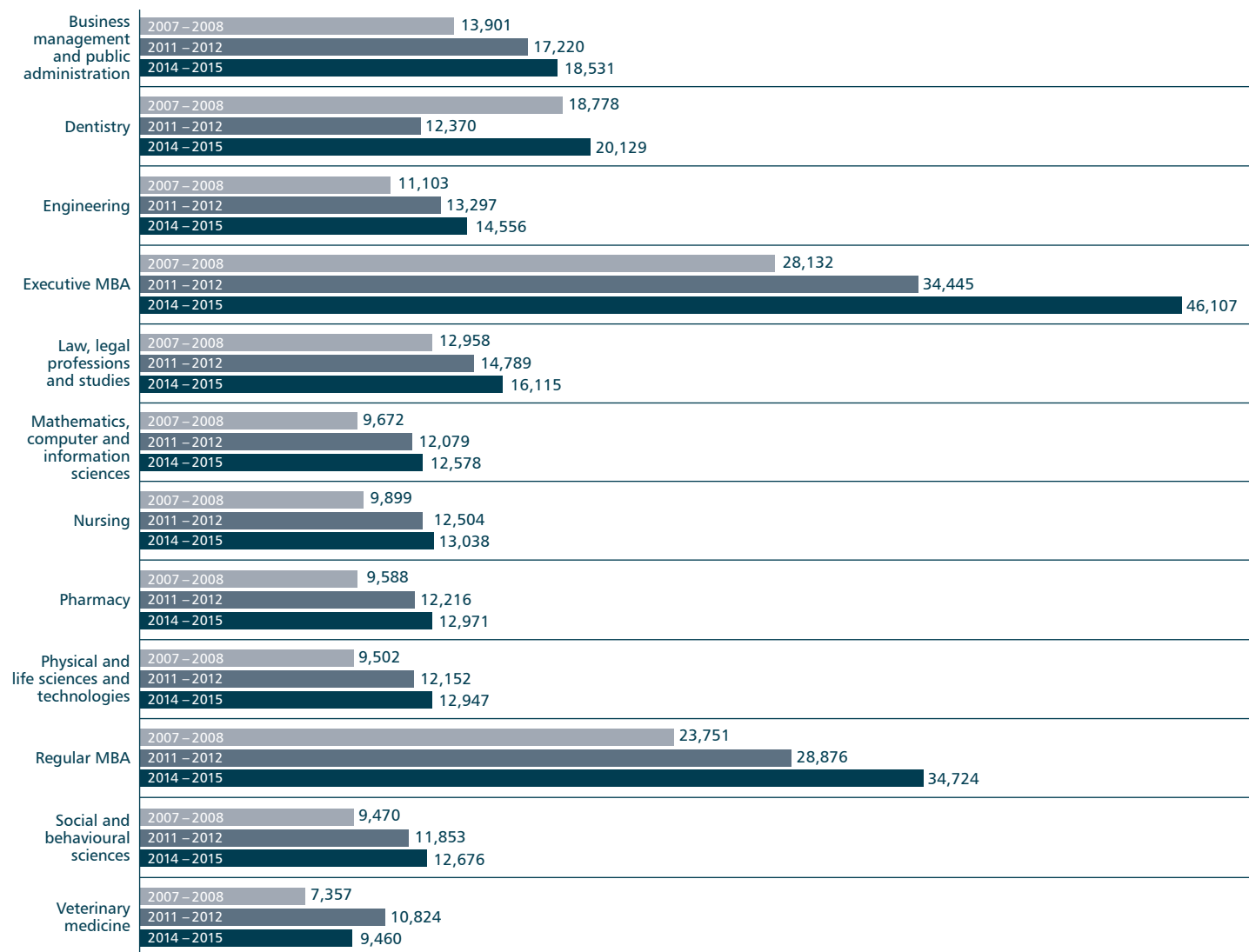
Undergraduate tuition fees, Canadian average, selected programs 2007/2008, 2011/2012, 2014/2015 (in \$ CAD)



(Source: Statistics Canada)

Figure 43:

Graduate tuition fees, Canadian average, selected programs 2007/2008, 2011/2012, 2014/2015 (in \$ CAD)



(Source: Statistics Canada)

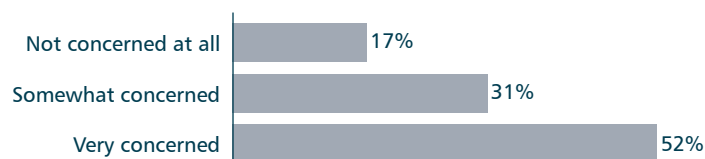
The 2015 survey revealed that students are concerned about the cost of studying and living in Canada. Paying for tuition, books and other related study costs was the biggest financial concern for students, with 83% stating that they were either very (52%) or somewhat (31%) concerned with this cost (see Figure 44).

The top three financial supports helping to pay for international students' education were parents, relatives or guardians (61% cited as a top source); personal savings (29% cited as a top source); and university or college scholarships (25% cited as a top source).

While tuition fees continue to rise, a 2014 study by HSBC (HSBC, 2014) found that Canada continues to be more affordable than other top destinations, certainly a competitive factor in Canada's favour with cost-conscious international students.

Figure 44:

Level of concern regarding tuition and study costs



Observations

As Canada's international student population continues to grow and institutions prioritize internationalization, data — quantitative and qualitative — become increasingly important.

CBIE provides this data in order to better understand the international student experience and to support institutions, organizations, governments and other stakeholders to enhance this experience and, in so doing, realize their own objectives.

This year marked the fourth annual CBIE International Student Survey and a major increase in institutional participation and student response. Through the expanding longitudinal perspective and growing student sample over these four iterations, CBIE will gain opportunities to delve into major trends over time and conduct more detailed analysis. CBIE hopes that this will increase the capacity of the international education

sector to make informed decisions and develop even stronger policies and programs.

The larger 2015 survey sample permits a new featured area of inquiry: student pathways to Canada. Learning about the educational experiences students bring to their current experience in Canada permits a deeper understanding of how those experiences influence integration and success, ultimately enhancing our capacity as a sector to understand and support the success of students coming from a variety of educational and experiential backgrounds.

More about CBIE's emerging student pathways research, as well as a feature on Canadian pathways by Illuminate Consulting Group, are found in the next chapter.



Pathways to Canadian Education

Canadian domestic education pathways are well developed. Students move seamlessly from high school to post-secondary education or technical training, and from universities to colleges and vice versa. But as a recent study revealed, Canada's coordination in international student pathways programs is not well developed, and dismal compared with other global destination hubs. In Australia, 80% of international students arrive at post-secondary education through a well-defined pathways program, compared with 30% of international students in Canada (ICG, 2015).

In the 2015 CBIE *International Student Survey*, respondents were asked, for the first time, to detail their education pathways prior to their current studies in Canada's colleges, institutes and universities. Respondents indicated which countries they had studied in, at which levels, whether their institutions were private or public and whether they followed national or international curricula.

The aim of this expanded pathways inquiry was to shed light on how international students arrive in Canada with a diversity of prior education and preparation for their current studies, and how these diverse pathways may correlate to students' degree of success and satisfaction in their current program.

Canada's internationally educated international students

The 2015 survey showed that international students in Canada come from a diversity of educational backgrounds.

Globally Educated

Of all post-secondary international students in the survey, 14% came to Canada with a previous experience of being an international student in a country that was neither Canada nor their home country. Of those studying in a country other than Canada or their home country, 24% had studied in the US, 9% had studied in France and 9% had studied in the UK. Thus, the top countries considered by international students who decide to come to Canada are also the top countries in which international PSE students have undertaken previous studies; they are top competitor receiving countries as well as source countries for international students in Canada.

Education in Canada

Of all post-secondary international students in the survey, 15% had previous experience pursuing studies in Canada. Of those, 8% began their Canadian education experience at the secondary or primary level.

High School Experience in Canada

Western Canadian provinces (AB, BC, MB and SK) attract the highest level of international students with Canadian high school experience (5%). Approximately 3% of Central Canadian (ON and QC) and Atlantic (NB, NS and PEI) international post-secondary students have had previous Canadian high school experience. There were no respondents from Newfoundland and Labrador.

Those international post-secondary students most likely to have also studied at high school in Canada hail from East Asia (9%), Africa (4%), Eastern Europe and Central Asia (8%), Latin America and the Caribbean (2%), Europe (1%), South Asia (1%) and the US (1%).

It is worth noting that despite representing 11% of all survey respondents, only 1% of international students attending francophone institutions had previous Canadian high school experience compared with 4% of those at anglophone or bilingual institutions.

Respondents in Canadian colleges were almost as likely to have had a Canadian high school experience as their university student peers (4% and 5% respectively).

International Curriculum

Eight percent of international students in the sample had studied at an international secondary school, that is, a school pursuing an international curriculum (either in their home country or a country that is neither their home country nor Canada) before pursuing their studies in Canada. Of this population that studied an international curriculum, 16% had followed a Canadian curriculum, 16% American, 22% British, 17% French and 29% had followed an international baccalaureate.

Employability

International students who came to their current studies following a Canadian high school setting were somewhat more likely to respond that they felt their studies had contributed a lot in preparing them for employment in Canada (52% compared with 48% of all respondents).

Social Engagement

Of all 2015 survey respondents, 46% indicated that they count Canadians in their circle of friends, while 29% responded that they had had a lot of success becoming engaged in on-campus activities (for example, sports and theatre, volunteering and student governance).

Students who had studied at a Canadian post-secondary institution prior to attending their current institution were slightly more likely (49%) to count Canadians in their circle of friends compared with the overall sample, and similarly slightly more likely to say that they had had a lot of success in becoming involved in on-campus activities (33%).

Students who had attended a Canadian high school (public or private) were considerably more likely (66%) to count Canadians in their circle of friends, but were no more likely than others to respond that they had had a lot of success in becoming involved in on-campus activities (29%).

An Opportunity for Canada

Data from the 2015 International Student Survey show that international students in Canada are taking advantage of education pathways, whether formally or informally. The data suggest that:

1. Students studying in Canadian on-shore K-12 have different needs and motivations in choosing their institution than students who did not study in Canada;
2. French-language PSE institutions could explore more recruitment from this demographic; and
3. There is an opportunity to leverage relationships between Canadian-based K-12 schools and off-shore schools using Canadian provincial curriculum; that is to explore student exchange and other opportunities.

In addition, there is a growing recognition of the lower cost and promising outcomes of on-shore international student recruitment.



Perspectives on Canada's Pathways Program Landscape

By Daniel J. Guhr, Managing Director, and Nelson Furtado, Analyst, Illuminate Consulting Group (ICG)

Background on International Student Pathways

Canadian universities and colleges face a changing landscape for the recruitment of international students. Competitors such as Australia have returned to strong growth dynamics while the US is heading towards an enrolment of one million international students. Traditional student sending countries such as Japan, South Korea and Taiwan have declined markedly over the last decade. Moreover, the level of academic and linguistic preparedness of many prospective international students is no longer sufficient for direct admissions.

The latter trend has driven the significant growth of pathways programs — here defined broadly as programs taking place between secondary education and post-secondary education entry, which aim to prepare students for tertiary-level study through language and/or academic skills development.

Over the last two decades, Australia and the UK have taken the lead in promoting highly integrated pathways programs as bridges to undergraduate degree tracks. In Australia, more than 80% of international undergraduate students are recruited through pathways programs. In comparison, approaches to pathways programs in Canada have been haphazard, with enrolment figures running at much lower rates.

In 2015, ICG undertook a first-of-its-kind research study to assess the pathways program landscape in Canada. The study, titled *International Students Pathways in Canada*, sought to understand the types of pathways programs offered by Canadian institutions and their impact on Canada's international student recruitment landscape — currently and in the future.

The Function of Pathways Programs in Canada

ICG's study focused on programs for students who do not meet language proficiency requirements for direct admission to universities. Such programs, offered by universities, colleges and institutes, and language schools in Canada, differ notably in their integration and utility as a pathway. One reason is that Canadian universities remain quite idiosyncratic in their support and acceptance of pathways programs.

The research identified the following key distinction points between pathways programs:

- **Admissions:** Some pathways programs use conditional/joint admissions models which guarantee students will enter a degree program upon successful completion of the pathway. Other pathways programs are not connected to degree admissions — students must apply completely separately for degree admission using pathway completion as evidence of English proficiency.
- **Operation:** It is most common for universities in Canada to operate their own on-campus pathways programs leading to entry to their own degree programs. Relatively few universities partner with other institutions (universities, colleges, language schools) to accept students from externally offered pathways programs, and even fewer work with private providers that manage pathways program delivery on behalf of the university.
- **Outcome:** The majority of pathways programs for Canadian universities can be categorized as “English for Academic Purposes” (EAP), although this title is not used consistently by program providers. Students completing EAP programs qualify to enter their first year of degree studies, and may have earned academic credit counting towards the degree. The allowance of degree credit-bearing coursework in an EAP program remains contentious within many universities.

The “University Transfer” (UT) model of pathways programs, common in Australia and the UK, is atypical in Canada. UT pathways programs combine English language skills development, discipline-specific academic coursework, and additional academic support. Upon successful completion of a university transfer program, students enter the second year of the university undergraduate degree program.

On the one hand, a pathway program in Canada might be an institutionally embedded bridge leading students seamlessly into their desired degree studies. On the other, it may simply be an alternative to re-taking a standardized language test (e.g., IELTS, TOEFL) in order to demonstrate English proficiency.

The Impact and Growth of Pathways Programs

Little has been known about how many international post-secondary students in Canada actually are being enrolled from pathways programs. Such transitions are not captured in figures reported by federal, provincial or territorial governments. It was found that even universities face challenges discerning how many students enter their degree programs from their own pathways programs.

Using data from a broad sample of universities, ICG estimated that currently 30% of international undergraduate students entering Canadian universities annually are enrolled from pathways programs. In fall 2014, pathways programs thus contributed about 10,600 of the approximately 35,300 international students who entered undergraduate degree programs at universities in Canada. As the breakdown in the following chart displays, 7,500 of these students enrolled from EAP programs offered by the universities themselves.

In a forward-looking scenario, the study estimated that international student intake to undergraduate programs at Canadian universities will reach 50,000 in fall 2020. As competition for directly admissible international students intensifies, a greater share of entrants will have to be recruited

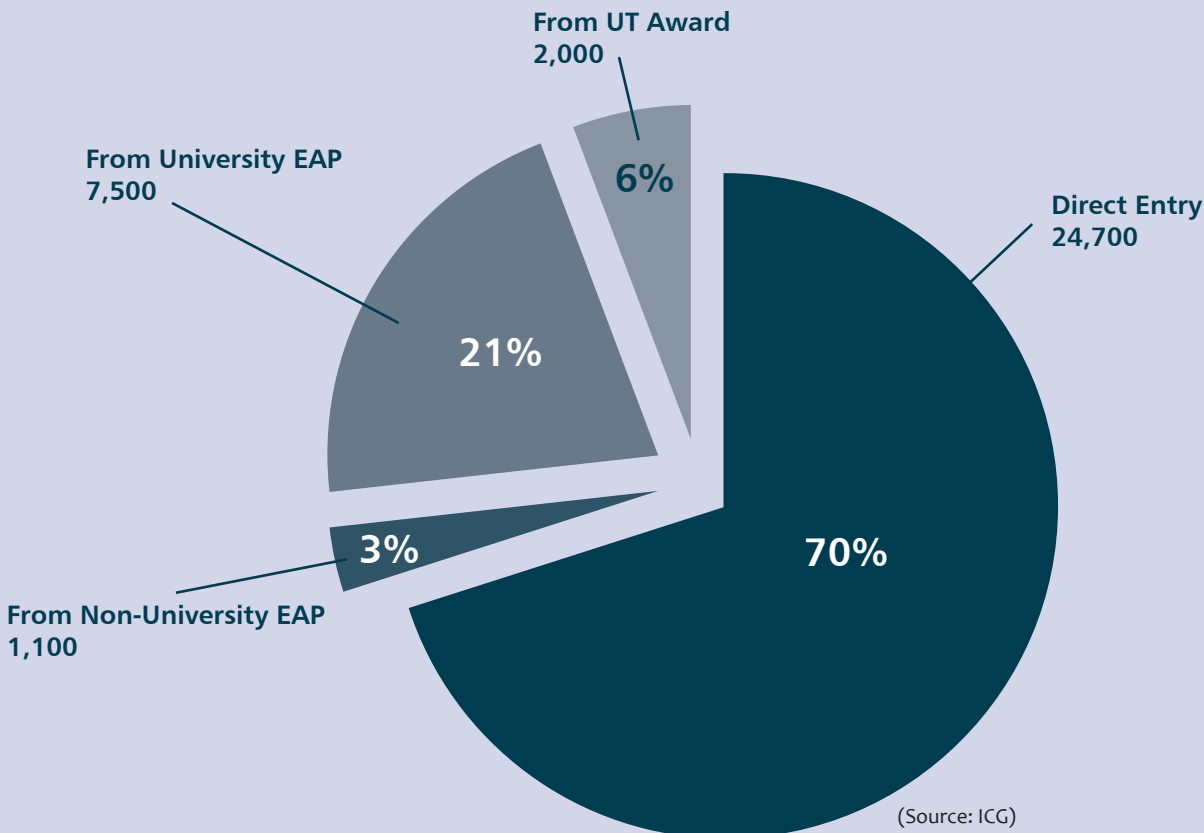
through pathways programs. If this share reaches 35%, it means the Canadian pathways landscape must find the capacity to support 17,500 students transitioning into universities.

Moving ahead, Canadian post-secondary institutions (and education policy-makers) should consider the following questions in regard to international student pathways:

- Can individual institutions foster enough capacity in their own pathways program(s) to sustain their international student intake levels?
- Should partnerships with other institutions or external providers be considered in order to achieve necessary pathways capacity?
- How can pathways programs be streamlined, (re-)designed, and/or promoted to better attract international students?
- How can the size, effectiveness and importance of pathways program in Canada be more systematically measured and reported?

It is incumbent on stakeholders in Canadian international education to engage with the need for more integrated, more collaborative and high quality pathways programs to ensure the vitality of Canadian international education.

International Student Intake to Undergraduate Programs at Canadian Universities by Mode (2015)



International Student Pathways Programs in Canadian Higher Education



This Two-Part Case Study Covers the Programs “Bridge to Academic Success in English” and “First Language Tutoring”

By Tanya Missere-Mihas, Keely Cook and Stephen Hill, Renison University College, Julie Hummel, University of Waterloo and Anna Choudhury, Wilfrid Laurier University

The Bridge to Academic Success in English (BASE) program is a content-based integrated language learning program that was launched in the fall of 2013 through the English Language Institute at Renison University College in association with the University of Waterloo. The fall of 2015 marks the end of the two-year pilot. The aim of the program is to provide the necessary types of ‘bridging’ support to English language learners who have met all entrance requirements for the University of Waterloo except the English language component. This program was developed as a critical component supporting the University of Waterloo’s “commitment to establishing the institution’s international focus” (Hummel & Missere-Mihas, 2013, p.3), and Sixth Decade Plan to increase international undergraduate student enrolment to 20% of the overall undergraduate student population.

First Language Tutoring (FLT) is an academic transition support program developed and delivered by Laurier International at Wilfrid Laurier University’s Waterloo Campus. FLT engages first-year Business BA students in course-specific tutoring in the student’s first or preferred language, recognizing that synthesizing complex or abstract concepts and industry-specific terminology in a second language presents a challenge for many international students (Nagy & Townsend, 2012). The program is part of Laurier’s “Succeed in Canada” strategy that was developed to support a growing international student population. FLT was first offered in fall 2013 and winter 2014 as a pilot, and presented as a case study, in two required first-year courses in the Faculty of Business and Economics.

The Need for Pathways Programs

Historically, the University of Waterloo had to turn away academically qualified undergraduate applicants who do not meet the University’s English Language Requirement (ELR).

This regrettable situation represents a loss of *educational capital* (Roessingh & Douglas, 2012) for the University of Waterloo that is complicated by the disparate educational outcomes for English Language Learners (ELLs) compared to their non-ELL counterparts. Without adequate academic and social supports in place, ELLs face serious challenges including lower GPAs and higher attrition rates. Yet universities “need the participation of these students, who are among our brightest and our best” (Roessingh & Douglas, 2012, p.80).

More than 50% of Laurier’s international undergraduate student population is concentrated in the School of Business and Economics. This presents challenges in that the BBA program requires students to complete all their first-year compulsory courses by the end of first year and maintain a GPA of 7 (on a 12-point scale or B-) in these courses. Students who fail to meet these requirements are withdrawn from the program. Informal inquiry with students at risk of failing to meet the requirements identified that challenges to successfully meeting progression requirements included language adjustment, cultural adaptation/competence (Perry & Southwell, 2011) and navigating different methods of teaching, learning and assessment.

The Inner Workings of BASE and FLT

BASE students take one credit course in their discipline along with other non-BASE students, as well as language courses that support their learning for success specific to their faculty. BASE language instructors work closely with subject specialists to support a Content and Language Integrated Learning (CLIL) approach that ensures academic readiness by improving the focus and motivation levels of students while addressing the language and academic needs that occur within a field of study (Hyland, 2002). Additional curriculum initiatives to cultivate enhanced learner autonomy and academic adjustment

introduce students to various support services on campus through workshops designed to develop information literacy and library research skills (Library services), time management and study skills (Student Success Office), as well as goal-setting and leadership skills (Student Leadership Certificate Program). Because academic programs at the University of Waterloo have a cooperative work placement focus, BASE students also receive important job placement training — in conjunction with the Centre for Career Action — to create resumés, tailor cover letters, learn interview skills and become familiar with Canadian workplace culture.

First Language Tutors are upper year, multilingual student volunteers, domestic and international, who have achieved a B+ or higher in the courses for which they tutor. The highest demand for FLT is for tutors with Mandarin Chinese language skills, reflecting the demographics of international students at Laurier. Course materials are provided to the program coordinator by the BBA professors, and they are distributed to the FLT tutors. FLT sessions are conducted in both English and another language, with a recommendation that 80% of the time the tutors speak English so the attendees are finely tuning their vocabulary and learning specific terminology.

What do Initial BASE and FLT Results Suggest?

The BASE program’s discipline-specific, collaborative and holistic approach has yielded some encouraging results that align with previous research demonstrating that academic and social integration have a positive influence on the study success of first-year students (Severiens & Wolff, 2008; Wilcox et al.,

2005). Initial findings from the first two years of BASE indicate that upon completion of the program 98% of students report improved confidence levels in speaking and writing ability and a readiness to progress to full degree studies (results for the 88% of students who fulfilled all BASE credit and language course requirements). Eighty percent of BASE alumni have maintained active social networks and are participants in campus clubs, student societies and/or university sports groups with the majority crediting the BASE program with either making them aware of the activities and services available and/or helping them develop the confidence to participate.

While the data from the second cohort is still being examined, the results from the first indicate that those who participate in FLT on a regular basis, at least four sessions each semester, out-perform those who only attend one or two sessions, with the average and median grade being B-. Feedback from the participants has been very positive and due to demand, additional courses were added to the program, with five of the six required courses now involved in FLT support.

There have been a number of positive, unexpected outcomes of the FLT program, including the involvement of domestic students as FLT tutors. Finding opportunities for “meaningful interaction between students from different cultural and linguistic backgrounds” (Leask, 2009, p. 205) and our domestic student population is always a challenge. One of the Canadian FLT tutors remarked that she had never before felt that her second-language ability was valuable. Another unexpected outcome was the return of previous participants to volunteer as FLT tutors. Participants with the FLT program have stated that FLT is a great volunteer opportunity for international students who sometimes struggle to find their place on campus.



Renison University College/University of Waterloo’s first BASE cohort. Photo: Winona Pachala

International Experience and Career Readiness

By Zoran Kondali, Kellie McMullin and Katie Orr, Nova Scotia Community College

NSCC is a provincial college with 13 campuses in Nova Scotia and 10,500 full time students. NSCC specializes in two-year applied learning diplomas and one-year post-graduate advanced diplomas.

One of the challenges with two-year programs is the difficulty in engaging students in traditional semester abroad programs. NSCC International has been able to turn this challenge into an opportunity by creating innovative short-term applied learning projects with overseas partners—a pathway to an international experience. This case study features two successful projects: a cultural entrepreneurship and documentation project in Grenada and a solar power project in Tanzania.²¹

In Grenada, a team of NSCC business and applied arts students and faculty worked with local counterparts to capture the oral history of the island's culture and develop related entrepreneurial ideas. The project began in the 2013/14 academic year, and was repeated in 2014/15 with plans to continue the project in 2015/16.

The Grenada project is linked to a Government of Canada Education for Employment (EFE) initiative, implemented by CICan, with NSCC working with TA Marryshow Community College (TAMCC) to create a new Diploma in Cultural and Creative Industries. TAMCC faculty gained experience in designing and delivering applied learning linked to creative industries, and students from both institutions benefitted from hands-on experience in cultural entrepreneurship.

The project in Tanzania is linked to another EFE project with the Mikumi Vocational Training Centre. The Mikumi campus experiences frequent power shortages and NSCC International teamed up with the NSCC School of Trades and Technology to design a student project to create a campus solar power backup system. The first project began in 2013/14, and the second was completed in 2014/15. This activity has become part of the electrical engineering curriculum and in 2014/15 it was expanded to include a solar water pump. The NSCC Facilities Department supported the project by contributing the time of a staff member. Plans are underway for a Phase 3.

Students apply and are selected for the project in the fall. In the winter semester they begin the preparation work, including an online pre-departure course, and a one day conference for all outbound students and employees. The international



Cultural entrepreneurship interviews in Grenada.

Photo: Samson Learn

“I feel so fortunate to be selected to participate in the Cultural Entrepreneurship and Documentation Program. For me, it means I get the chance to practice my interviewing skills as well as enhancing my camera work. As an aspiring journalist, these are skills I will use in my career on a daily basis. But the opportunity to develop these skills in an international and intense environment is something I could never have had without NSCC International. These truly are memories and skills I will carry forward throughout my life and career.”

— Ed Halverson, NSCC Radio & Television Arts Student

21. For further details, see the following links: youtu.be/woO9pPQK40Q, youtu.be/pSVrabWq8aE and youtu.be/ugXam9cGqWY

experience takes place during the May-June work term. Students receive academic credit for a senior project and/or work term equivalency upon completion of all elements, including a blog post on the NSCC International website that illustrates their skills development and learning.²²

These projects stretch the students beyond a traditional semester abroad, study tour or field course. Working in multidisciplinary teams, the students apply their skills and knowledge in a new environment, and enhance their teamwork, intercultural communications and problem-solving skills. Equally important, NSCC coaches the students to help them articulate their international learning as a career asset. In exit interviews with student project participants, students frequently report that they were offered a job because of the project.

NSCC has created other project-based learning opportunities for students with partners in Europe, the Caribbean and East Africa, and plans to replicate this approach in South America and Asia.

“...I wanted to let you know that I did find a job and that I do not doubt that my description of the trip played a significant role in my receiving a position. I have just finished my second week here at CBCL and am loving every minute. This is one of the jobs I applied for while in Mikumi and the job was mine within two weeks of getting back.”

— Ben Bates,
NSCC Mechanical Engineering Technology student



NSCC and Mikumi faculty and students with solar water pump equipment in Tanzania May 2015.

Photo: Kellie McMullin

22. Blog posts can be found here: international.nsc.ca/media-centre/blog/

Education Abroad

A 2014 UNIVCAN study found that 97% of Canadian universities offer study abroad programs, and expanding outbound student mobility is among the top five priorities for 74% of institutions. When asked, “Over the past three years, how has the level of overall funding to support specific internationalization activities changed at your institution?” 50% of respondents said that funding for “Outgoing mobility opportunities/Learning experiences for students” has increased. This was higher than any other single item (UNIVCAN, 2014). At Canadian colleges and institutes, 82% of respondents to CICan’s 2010 study offer study abroad, travel, internship and exchange programs and 70% have financial assistance available to students to facilitate undertaking an out-of-country experience (CICan, 2010).

But while universities and colleges are putting considerable energy and resources into mobility programs for their students, a mere 3.1% of full-time Canadian undergraduate university students annually have a for-credit or not-for-credit education abroad experience (UNIVCAN, 2014) and 1.1% of full-time college students participate in credit or not-for-credit international experiences (CICan, 2010).

Educational Experiences Abroad Are Valuable for Individuals and Societies

Canadians value educational experiences abroad. In a public opinion poll, 90% of Canadians agreed that students should have an opportunity to study abroad (CBIE, 2009). This is likely due to a commonly held belief in the value of education abroad and that internationalization fosters “...attributes of openness to and understanding of other world views; empathy for people with different backgrounds and experience to oneself; the capacity to value diversity; and respect for...peoples and knowledge” (CBIE’s Statement of Principles, 2014). As well, it is generally understood by employers that international trade is enhanced by the availability of a labour force which has had international exposure during their study years.

According to the Intercultural Student Attitude Scale (ISAS) that evaluates the impact of international study on undergraduate students and appraises the effectiveness of study abroad programs by scoring changes in student attitudes, “...study abroad students’ scores rose significantly [after studying abroad] while control students’ scores did not change”

(Shaftel & Shaftel, 2008, pg. 2). Students were scored in the areas of adventurousness, desire for an international career, cultural open-mindedness, stress management, self-confidence and interest in studying foreign languages.

Michael Tarrant adopts a conceptual framework to explore the role of studies abroad in nurturing global citizenship (Tarrant, 2009). Tarrant maintains that students, “...by engaging in an experientially structured study abroad program, a new worldview, predicated on a change in environmentally oriented values, norms, and behaviors, is nurtured and promoted” (Tarrant, 2009, p. 447).

In addition, it can reasonably be said that Canada’s prosperity is linked to having sufficient people who are competent in international business. International trade currently represents more than 60% of Canada’s GDP and one in five jobs in Canada is linked to exports, according to Canada’s Global Markets Action Plan (Government of Canada, 2014). As a major trading nation whose continued prosperity hinges on cross-border mobility of people, goods and services, ensuring we have a critical mass of professionals who are well prepared to navigate the risks and maximize the benefits of international business is essential.

The connection between international education and economic development is illustrated by many of today’s leaders. In a 2013 blog for CBIE, alluding to his own exchange experience in Germany while an undergraduate at McGill University, Chris Alexander, former Minister of Citizenship and Immigration, said:

Our economic future is tied to these inward and outward flows of young people seeking education and exciting new careers. As we seek to build strategic economic relationships in Asia, to partner with the Pacific Alliance in Latin America, and to capitalize on the historic Canada-EU Comprehensive Economic and Trade Agreement, we are literally building an agenda of growing human, academic, innovation, investment and trade ties that can underpin our growth over the coming decades (Alexander, 2013).²³

This preparedness is critical if Canada wishes to maintain the positive place in the world it now enjoys, and the will to share and contribute are key elements of what Governor General David Johnston terms “the diplomacy of knowledge.” In his words, the diplomacy of knowledge is:

The process of uncovering, sharing and refining all kinds of knowledge across disciplinary boundaries and international

23. The full blog post can be found here: cbie.ca/blog/international-students-then-and-now

borders... While cross-disciplinary action can be conducted locally, regionally and nationally, it's most potent when we cross international borders and cultivate interactions among teachers, students, researchers and others in different countries (Johnston, 2013).²⁴

Globally mobile students who complete all or part of their education abroad are well aware of what those in the field of international education know definitively: an international learning experience is transformative.

CBIE's 2009 report on Canadian post-secondary students and study abroad concluded that "The learning which can be generated through a study abroad experience extends beyond the conventional subject-based content knowledge frequently associated with campus-based courses. Study abroad has the potential to be no less than a transformative experience that alters a student's sense of self and understanding of others in the world" (CBIE, 2009, pg. 9).

Educational Experiences Abroad Boost Employability

Some of the most sought-after cross-cutting skills required in today's knowledge economy are gained or advanced by educational experiences abroad. The 2014 Erasmus scholarship program impact study (European Commission, 2014) showed that Erasmus students had greater values in six personality traits that employers said were important to employability: tolerance of ambiguity, curiosity, confidence, serenity, decisiveness and problem-solving skills. In August 2014, CBIE surveyed 128 Canadian alumni of education abroad programs who had participated in 181 experiences in 49 countries. These former students stated that interpersonal skills (90%), cross-cultural competency (90%), adaptability (89%), self-awareness (87%), and communication skills (84%) were the top cross-cutting skills gained abroad (CBIE, 2014).

The 2014 Erasmus program impact study found that one of the main motivations for students' participation is the desire to enhance their employability, with 85% citing this as their reason to study abroad. Employers increasingly value experience abroad: in the same study, the share of employers who said that experience abroad is important to employability was 64%, almost double the 37% reported in a 2006 Erasmus study (European Commission, 2014).

A QS Global Employer Survey in 2011 elicited a strong correlation between educational experiences abroad and employment. Ten thousand executives and hiring managers in 116 countries were asked whether they valued studies abroad. Fully 60% said that they "value an international study experience and the attributes that the experience may confer to mobile students" (QS, 2011, p.6).

Among the sample of Canadian students who had completed a study abroad experience (CBIE, 2014), 88.4% agreed that their education abroad experiences had contributed to their career achievements and 91.6% of all skills obtained or enhanced during study abroad experiences are still applied in respondents' current careers. Of those who had pursued studies in a country whose language is different from their primary language, 85% said they had improved their language skills, with 51% continuing to apply these skills in their current job.

In a recent survey of Small and Medium Enterprises (SMEs) across Canada undertaken by Leger Marketing for Universities Canada, two out of three hiring managers surveyed said Canada is at risk of being overtaken by dynamic economies like China, India and Brazil unless young Canadians learn to think more globally, and 82% said employees who have cross-cultural knowledge and an understanding of the global marketplace enhance their company's competitiveness (Leger: The Research Intelligence Group, 2014).

And a March 2015 report by the UK Higher Education International Unit found that students who had experiences abroad as part of their program (study, work or volunteer) were more likely to be employed six months after graduation (only 5% were unemployed) than students who had not studied abroad (7% were unemployed). In addition, the report found that students who had undertaken educational experiences abroad earned more in their first job than those who had not gone abroad.

The Education Abroad Lexicon

In 2014, CBIE established an Education Abroad Advisory Committee (EAAC) to help address challenges and identify opportunities for Canada in education abroad.

In January 2015, CBIE published an Education Abroad Lexicon (see annex 2). The Lexicon was developed through a consultative process led by Lynne Mitchell, University of Guelph, then Chair of the EAAC. The process included a survey that received 120 detailed responses from a range of educational institutions across Canada. The Lexicon comprises terms and definitions that are intended to be of use to educational institutions and governments in developing programs and in tracking participation in education abroad. It is hoped that institutions and governments will adopt the Lexicon, so reducing the plethora of terms used to facilitate data collection and comparison.

Barriers to Study Abroad: What Canadian Students Say

Education abroad for Canadian students is not only "nice to do" but important to Canada's future prosperity; for its ability to interact with and compete with the wider world. Students,

24. The full text of Governor General David's Johnston's speech can be found here: gg.ca/document.aspx?id=15135

the Canadian public, employers, educational leaders and governments all agree. The barriers to education abroad, however, persist.

In a 2011 survey of students at private colleges in Québec on their interest and engagement in education abroad, almost 57% of students were interested in participating in an international mobility program in the course of their studies. Among those who were not interested, the most commonly cited reasons were:

1. I prefer to invest my money in something other than an international mobility program (72%);
2. I do not have enough financial resources to participate in education abroad (65%); and
3. I do not want to be away from my loved ones (44%).

However, among these students, over a quarter said that they are curious about other countries and cultures, and are interested in travelling.

At the secondary level, Ottawa-Carleton District School Board (OCDSB) surveyed 290 grade nine to 12 students in its newly implemented International Certificate Program (ICP). Of the students responding to the survey, 48% indicated that they would like to participate in study abroad in high school, but they face many barriers. These include funding (62%); academic concerns, including timetabling (45%); and personal responsibility and time (45%).

Concordia University surveyed 108 study abroad alumni who had participated in exchanges, field schools and internships since 2007, and partner university students who had been on exchange to Concordia since 2007. Overwhelmingly, both cohorts of students report that their study abroad experience was worthwhile, but that the greatest barrier (faced by 50% of students) was affording it. In lesser numbers, both sets of students also reported lack of support in transferring study abroad course credit to their home institution.

At the University of Guelph, education abroad staff was interested in probing why students who inquire about studying abroad ultimately do not apply. Of the students who attended study abroad information sessions, 56% did not apply to study abroad. In Guelph's case, financial reasons were the least commonly cited reason for not applying to study abroad — many students cited an inability to acquire references that met application requirements, inability to meet the minimum cumulative average requirement, and academic reasons, including uncertainty about credit transfer and concern that the experience would add extra time to their program of study.²⁵

The Global Engagement Challenge

Canada faces a global engagement challenge: creating pathways to educational experiences abroad so that more of our students can be prepared to thrive in the global economy. This critical component of a national international education strategy will require investment.

Recalling the recommendation of the 2012 Advisory Panel on Canada's International Education Strategy for 50,000 study abroad awards per year, CBIE is urging the federal government to invest in a major program that will progressively provide grants to Canadian secondary and post-secondary students, eventually reaching the target by 2022. CBIE has also urged that the government make a solid start to mark Canada's 150th Anniversary year in 2017.

In addition to federal government investment, the private sector — in particular the export sector — and the provinces and territories need to step up with support, to their own advantage and for the national good. At the same time, institutions need to redouble their efforts to reduce academic impediments to education abroad, with particular focus on minimizing the impact of study abroad on program study duration and ease of credit transfer.

CBIE will be focusing its efforts in the coming year on global learning for Canadian students, working with members and stakeholders to expand outbound mobility. As was stated by Canada's Advisory Panel:

...international education allows current and future generations of Canadians to acquire a global perspective, thus helping them to become citizens of the world who can contribute to the “diplomacy of knowledge.” In an increasingly integrated world, and in light of Canada's own growing engagement in trade/investment and geopolitical affairs, providing Canadian students with a global perspective is of great strategic importance (Advisory Panel on Canada's International Education Strategy, 2012, p. viii).

“A majority of the surveyed business leaders and human resource managers that hire recruits with international and intercultural experiences believe that these graduate students perform better in their job than do others without these experiences.”

— Leger: The Research Intelligence Group, 2014

25. Survey data from Québec private colleges, OCDSB, Concordia University and the University of Guelph were contributed by members of the EAAC.



Trends to Watch

A recent study published by the European Parliament, *Internationalisation of Higher Education* (de Wit, Hunter, Howard & Egron-Polak, 2015) builds on Jane Knight's widely accepted definition of internationalization (Knight, 2004). The new definition reads as follows, with modifications shown in bold:

[Internationalisation is] the **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society** (p.29).

This revised definition places a focus on intentionality in internationalization, speaks to its centrality in a quality education and marks an important evolution in our understanding and efforts in internationalization.

Internationalization is constantly in flux, with global economic, political and social factors influencing trends, strategies and activities.

We have selected three major 2015 trends for discussion from both the international and Canadian perspective, concluding with observations on Canada's potential in each of these areas. These trends are: Transnational Education, International Student Enrolment, and Internationalization at Home.

Transnational Education

The British Council defines transnational education (TNE) as:

The delivery of higher education programmes in a different country from the one where the awarding/overseeing institution is based. This means that students can study towards a foreign qualification without leaving their country of residence — although TNE often does involve some short-term study in the awarding country. TNE involves the mobility of academic programmes and providers/institutions across jurisdictional borders to offer education and training opportunities. In some cases, there is collaboration with a local institution or provider (twinning, franchise, validation, joint and double degree programmes), and in other cases it can involve setting up a satellite operation (branch campus). The development of bi-national universities involves the establishment of a new institution through collaboration between higher education partners in two countries (McNamara, 2013).



Distance Education

Canadian institutions have considerable expertise in TNE in the form of distance education which has been cultivated to serve students in the many remote parts of Canada, and numerous universities and colleges offer some programs by distance. Some institutions are wholly dedicated to distance education, such as Athabasca University and Télé-université of the Université du Québec, and the Canadian Virtual University which is a consortium of 12 institutions that offer distance programs. Of the universities that responded to the International Association of Universities' (IAU) 2014 internationalization survey (Egron-Polak & Hudson, 2014), over 90% offer distance, online and/or e-learning courses/degree programs available to both domestic and international students. In addition, many Canadian institutions have successfully entered the age of MOOCs (Massive Open Online Courses), though generally they have done so on a selective basis (Moessinger, 2013; Tamburri, 2014).

Branch Campuses

According to the Cross-Border Education Research Team (C-BERT), a branch campus is:

an entity that is owned, at least in part, by a foreign education provider; operated in the name of the foreign education provider; engages in at least some face-to-face teaching; and provides access to an entire academic program that leads to a credential awarded by the foreign education provider (C-BERT, 2015).

A 2014 report by the European Association for International Education (EAIE) suggests a decrease in importance of branch campuses as a tool of internationalization in Europe. In fact, branch campuses are the lowest internationalization priority for European institutions out of 15 internationalization activities. Only 13% of institutions responded that they have increased efforts in this area in recent years, with only 1% of these reporting a substantial increase (EAIE, 2014).

This European trend is in line with the Canadian experience. Canada has only seven of the 279 international branch campuses listed on the C-BERT website (C-BERT, 2015). In addition, the 2014 IAU internationalization survey (Egroun-Polak & Hudson, 2014) found that 40% of Canadian universities had not undertaken any offshore activities (academic courses/programs abroad, branch campuses, overseas joint ventures, franchises) in the past three years.

A trend to watch is the growing influence of some host countries on the international providers in their midst. Though often in the interest of the integrity of the host country's education system (as in Japan), it could impact academic freedom — a risk more and more institutions are assessing cautiously (Sharma, 2015).²⁶

The degree to which international institutions have been able to successfully integrate into Canada is extremely limited. In 2015 there were only six branch campuses in Canada, five of which are American. The single Australian branch campus closed in July 2015 (ICEF, 2015).

Joint and Double Degrees/Diplomas

In contrast to branch campuses, dual/double and joint degrees/diplomas are a “growth sector” for Canadian institutions. Dual and joint programs offer a seemingly safer way to access education markets abroad.

Over 80% of Canadian universities have in place a degree or certificate program with an international partner (UNIVCAN, 2014). Sixty-one percent of colleges and institutes are involved in the delivery of programs and services abroad (CICan, 2010).

These types of degrees do not come without challenges, including:

- Finding the right partner: courses and structures must be highly complementary;
- The length of time it takes to establish the joint program;
- Navigating the legalities of both countries' legislative realities; and
- Maintaining a program completion time that is attractive to students.

International Schools

While not strictly TNE, offshore K-12 schools — Kindergarten to Grade 12 schools based in one country, offering the curriculum and qualifications of another country — are a huge and growing sector. Recent data from the International School Consultancy Group (ISC) shows that there are over 7,000 English instruction international schools worldwide.²⁷ A 2014 article in *The Economist* (December 20, 2014) reports that this number is expected to rise to over 14,000 in the next ten years. In 2013, revenues from international schools were US \$35 billion (CAN \$45.6 billion) from annual tuition fees alone.

Once targeted to enable expatriate children to access education from the “home” country or education that provided an internationally recognized qualification, today over 70% of students enrolled in international schools are local, and 80% of the demand for international school places comes from well-off local students.

Schools teaching the curriculum of one of Canada's provinces are located in several countries, with the majority in China, followed by Brazil, Hong Kong, Thailand, Vietnam, South Korea and Turkey.²⁸ They are generally owned by local private investors who work closely with Canadian educators and officials to deliver their programs. In this area, Canada is a significant player with 186 international schools in countries around the world that deliver (all or in part) curriculum from Canada (ISC, 2014).

K-12 schools based on a Canadian provincial curriculum offer high quality, accredited, Canadian education around the world. The growth in the number of international schools worldwide, including Canadian international schools, demonstrates the increased importance in this pathway to international post-secondary education.

However for students and institutions alike these types of arrangements are valuable. Students receive a qualification at each institution which may increase employability at home or abroad. As well, students may have the opportunity to study abroad at the host institution as part of their program, gaining all of the personal, social and economic benefits that this type of study provides. For the institution there are also a number of benefits, such as enhanced international reputation and presence.

26. See Knight-Grofe's review of *Governments and TNE: Challenges and Opportunities in Asia*, here: cbie.ca/blog/review-governments-and-tne-challenges-and-opportunities-in-asia

27. Data was supplied to CBIE by ISC Research (part of the International School Consultancy Group) in August 2014. ISC supplies market intelligence, historic analysis, current data and forecasting for international schools, school groups, investors, developers, education providers and higher education institutions. More information is available at iscresearch.com

28. For an in-depth analysis on the international school market in Vietnam and China, see CBIE's *Market Report: Canada's Schools Abroad: Expanding the Pathways*

TNE as an Education Pathway

In England, more than one-third of international students seeking their first degree came to that country through a TNE pathway, including 55% of first degree students from China. An even greater number of students from Malaysia used this pathway to their first degree in England—63% of students were TNE students. This is unsurprising as Malaysia (with 14), and China and Hong Kong (with 37) host 18% of the 279 branch campuses around the world—and the UK is well-established, though cautious, in the TNE market. In fact, the UK has 15% (42) of the TNE institutions around the world, second only to the US (HEGlobal, 2014).

Canada's potential:

Transnational pathways and Canadian schools abroad cater to the student who is interested in accessing a global education, but cannot or does not wish to study abroad, and is a growing source of talented students for Canadian post-secondary institutions and school districts. TNE is likely to continue to expand well into the future.

Branch campuses may pose undesirable reputational risk and are expensive to establish. The investment, especially for a new player that needs to significantly market its uniqueness and credibility, may not seem worth making given the potential pitfalls.

And though Canadians were the first to establish MOOCs (Tamburri, 2014) and a few institutions have delved deeply into this area, at this point Canada is an active participant in international online delivery of education but not a central player.

It seems that developing joint and double degrees and diplomas, as well as further developing pathways programs with Canadian K-12 schools abroad, is where Canada's most significant potential in transnational education lies.

International Student Enrolment

Chapter three of this report discussed student mobility in an international context. Here, we take a look at particular trends.

Intra-Regional Mobility Growing

Education at a Glance 2014 showed a growth trend in international mobility between countries that are close to each other, and noted that this close proximity factors into students' study abroad decision-making. In the OECD in 2012, 21% of all foreign students were from countries "that share land or maritime borders with the host country" (OECD, 2014, pg. 351).

“With its booming population and economic growth, a corresponding and continuing rise in the middle class, strong growth in outbound mobility, and dramatic expansion of education at all levels, it seems clear that sub-Saharan Africa will be a key region for international educators for many years to come.”

— ICEF, 2014

In Europe, the connection is staggering—the number of Europeans studying abroad increased by 114% from 2000 to 2010, and Europeans make up almost a quarter of the continent's international students. The success of earlier programs (in particular Erasmus) has led to the strengthening of intra-regional mobility policies and programs through Erasmus+.

A similar phenomenon plays out in other regions. For example, in the Southern African Development Community (SADC) of Sub-Saharan Africa, 6% of students are mobile, and half of these students are mobile within the SADC.²⁹ Increased mobility is part of an explosion of growth in Sub-Saharan Africa, where it is predicted that the middle class in 11 countries will triple by 2030 to almost 40 million households (York, 2014; Chien & Kot, 2012; Standard Bank, 2014).

In Southeast Asia, the International Monetary Fund projects economic growth in the ASEAN region of just over 5% in 2015 and 2016 (IMF, 2015) and the number of middle class households is on the rise (Andrew & Yali, 2012; Beall & Smith, 2014).³⁰ To encourage greater cooperation among post-secondary institutions in the region, ASEAN countries established a Common Space of Higher Education that supports student mobility, leadership, e-learning, quality assurance and research clusters (SEAMEO RIHED, 2009).

Partnerships within region are also a dominant force. The IAU 2014 survey (Egron-Polak & Hudson) found that intra-regional cooperation was the top-ranked geographic priority for Africa, Asia and the Pacific, and Europe. Beyond their immediate surroundings, when global institutions look outside of their home country for cooperation, North America is not a priority for most regions: in the IAU study, only respondents from Latin America and the Caribbean indicated that North America was their top regional priority. North America was ranked second by the Middle East and third by Africa, Asia and the Pacific, and Europe.

29. For the countries that make up SADC, see: sadc.int/member-states

30. For the countries that make up ASEAN, see: asean.org/asean/asean-member-states

Global Education Hubs Rise but Traditional Countries Still Rule

In keeping with the growth in intra-regional mobility, regional education hubs, such as China and Malaysia, are emerging. As well, Germany, offering more and more courses in English, is emerging as a key European study destination. As increasing numbers of students choose to study outside of their home country, it is likely that the number of mobile students choosing to enrol at institutions in global hubs will rise (ICEF, 2013).

However, traditional destination countries still attract the majority of internationally mobile students. The countries of the OECD, many of which feature in the top 20 global destinations for study abroad, host nearly 80% of mobile students (*The Guardian*, 17 July 2014; UNESCO UIS, 2014; OECD, 2013).³¹

According to a survey of 750 education agents in 69 countries, the USA, the UK, Australia and Canada will all remain primary destinations into 2016 for international students (O'Brien, 2015).

Canada's potential:

Intra-regional mobility is highly attractive to students because of perceived or real affordability, the likelihood of cultural familiarity and remaining closer to home. For institutions, closer connections with institutions in nearby countries can serve as an opportunity to address challenges unique to the region, as well as encourage greater mobility of faculty and staff.

Canada can leverage intra-regional mobility by enhancing its efforts to strengthen education ties with the US, Mexico, and Latin America and the Caribbean. Canadians participate in significant numbers in a range of hemisphere-wide organizations, funds and initiatives that can be tapped for project support, for example. Beginning in 2010 the Conference of the Americas on International Education (CAIE) founded by CBIE with the Inter-American Organization for Higher Education (IOHE) and the Consortium for North American Higher Education Collaboration (CONAHEC) has afforded a privileged venue for creating and consolidating connections across the Americas. These connections can include a range of institutional partnerships and mobility programs.

To maintain its solid showing in attracting international students and to achieve the goal of doubling international student numbers stated in the International Education Strategy, Canada will need to redouble its marketing efforts. Beyond competition from English- and French-speaking countries, institutions in Germany and several other countries increasingly offer education programs in English and will directly compete with Canada. Moreover the expansion of education hubs in Asia will keep more students close to home.

Internationalization at Home

It is increasingly critical to integrate internationalization within institutions, through learning and teaching, to ensure favourable results for all students. A recent European Parliament study (2015) places importance on internationalization for all students, based on learning outcomes.

In 2011, John Hudzik proposed the following definition of 'comprehensive internationalization,' which extends Knight's definition of internationalization and provides a framework for internationalization at home:

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.

Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it (Hudzik, 2011).

A key component of comprehensive internationalization so defined is internationalization of the curriculum: "...the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study" (Leask, 2015, pg. 209).

Increasingly international education professionals and researchers have been referring to Internationalization at Home (IaH). The present wide use of this term is a key development in the concept of internationalization.

Internationalisation at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments (Beelen & Jones, 2015, p. 76).

The use of the term "domestic learning environments" emphasizes that IaH is not limited to the campus, but extends to opportunities for intercultural and international learning gained from activities and engagement in the local community.

31. For the countries that make up the OECD, see: oecd.org/about/membersandpartners/list-oecd-member-countries.htm

To be meaningful, outcomes from this type of learning should be ‘assessed’ and ‘articulated’ as part of a specific discipline.

There are many tools for IaH. Examples are:

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

Canada’s potential:

IaH offers an avenue to prepare every student for the global context. Given the vast benefits of internationalization, and recognizing that mobility is not possible for every student, providing access to all through IaH is imperative.

Canadian institutions have begun intentional practices that promote IaH. Increasingly institutions must see it as an obligation, not an option, to infuse IaH throughout the institution to provide truly internationalized learning outcomes that are critical for success in a global reality.

In Closing

Internationalization is a central pillar in the quest for excellence of Canadian educational institutions. Efforts to expand and to deepen internationalization are pursued vigorously. There is no sign that this trend will weaken anytime soon.

Over the past three years, international education organizations such as CBIE, sister organizations in the Network of International Education Associations (NIEA) and the IAU have stated their intentions to focus on ethical internationalization.³² Most recently, leaders from CBIE’s Internationalization Leaders’ Network released a Statement of Principles in Internationalization for Canadian Education Institutions “...to serve as a guidepost in their demanding, fast-paced and complex work.”³³

It could be said that consensus on the need to reinforce fundamental principles — what we have called ethical internationalization — is the most important recent trend in internationalization. The next, we believe, will be truly making internationalization pervasive throughout our educational institutions, including bringing significant reform to curriculum, teaching practices, research, campus life and approaches to communities both local and global. Many institutions have already begun this journey.



32. See *A World of Learning: Canada’s Performance and Potential in International Education 2014*

33. The Internationalization Principles can be accessed here: cbie.ca/internationalization-statement-of-principles-for-canadian-educational-institutions/





Acknowledgements

A report of this scope requires the input of many individuals and organizations.

Thank you to the 35 institutions that participated in the 2015 International Student Survey and to the individuals who provided exceptional support in the survey implementation. We also thank each of the 4,027 international students who provided their ‘voice’ in chapter 4. It is our hope that this report will play a role in making changes conducive to improving their experience and ensuring their academic — and social — success.

Thank you to members of the Education Abroad Advisory Committee for sharing results from recent studies on education abroad, and to BCCIE and EduNova for their activity reports.

We are grateful to Dan Guhr and Nelson Furtado, Illuminate Consulting Group, for their important contribution on pathways programs. We also thank Citizenship and Immigration Canada for data which informed several chapters of this report.

Thanks to Wilfrid Laurier University and to CBIE photo contest finalists for contributing many of the photos used throughout this publication, and to the individuals at institutions that submitted case studies on international education pathways: Nova Scotia Community College, Renison University College/University of Waterloo and Wilfrid Laurier University.

CBIE also thanks our translator, Nuance Fidelis Inc., and our designer, Catapult Design, for their exceptional dedication.

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Countries by Region

Africa

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

East Asia

- Brunei
- Cambodia
- East Timor
- Hong Kong
- Japan
- Laos
- Macau

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

Eastern Europe and Central Asia

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

Europe

- Andorra
- Austria
- Belgium
- Bulgaria
- Croatia
- Czech Republic
- Denmark
- Estonia
- Federal Republic of Germany
- Finland
- France
- Gibraltar
- Greece
- Hungary
- Iceland
- Italy
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- Malta
- Monaco
- Norway
- Poland
- Portugal
- Republic of Ireland
- Romania
- Slovak Republic
- Slovenia
- Spain
- Sweden
- Switzerland
- The Netherlands
- United Kingdom and Colonies

Latin America and Caribbean

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

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

Middle East and North Africa

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

Oceania and South Pacific

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

South Asia

- Afghanistan
- Bangladesh
- Bhutan
- India
- Nepal
- Pakistan
- Republic of Maldives
- Sri Lanka

United States of America

Education Abroad Vocabulary for Canada

■ 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.



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