



**Universities  
Canada.**



Colleges and Institutes Canada  
Collèges et instituts Canada

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# Promoting global education to drive a prosperous, inclusive and innovative Canadian economy

Universities Canada and Colleges and Institutes Canada  
Implementation Proposal





## Introduction

To be successful in today's global knowledge economy and the future of work, Canada's next generation requires the 21st century skills gained through international experiences. When postsecondary students go abroad, they develop the essential skills employers seek – including problem-solving and communication skills, resiliency and adaptability – strengthen global ties, and enhance Canada's competitiveness. Trade diversification is a national imperative. Canadians need to be globally fluent and connected, especially in emerging economies, to drive new trade and export opportunities. First-hand international learning experiences create these valuable new networks. Given today's realities and tomorrow's prospects, an investment in global education is an investment in Canada's future – and it will produce returns for decades to come. The Export Diversification Strategy announced in the Fall Economic Statement, along with a new International Education Strategy to build more skills and provide training that will help support Canada's international trade and increase global ties, recognize the urgency of this investment.

Only 11 per cent of Canadian university undergraduate students study abroad over the course of their degree. And the college data on student mobility is even lower. Canada must do better. In the 2017 landmark report *Go Global Canada*, the Study Group on Global Education – comprised of academic, public- and private-sector leaders – called for 25 per cent of Canadian postsecondary students to have international learning experiences within 10 years.

As part of a comprehensive federal skills and youth strategy for Canada, a national outbound mobility program for Canadian postsecondary students will be imperative for supporting Canada's goals around trade diversification, skills development and the future of work, and advancing Canada's international leadership.

## Trade diversification

Trade in goods and services has made Canada a prosperous society; international trade diversification and export promotion is now our national project. With emerging markets like China, India, Indonesia, Brazil, Russia, and Mexico projected to dominate the world's top 10 economies in 2050, and countries like Vietnam, the Philippines and Nigeria expected to be the fastest growing economies on the planet,<sup>1</sup> Canada is working hard to diversify its trade and exports through CETA, CPTPP, ASEAN, Mercosur, the Pacific Alliance and potential bilateral agreements. People-to-people connections are pivotal for developing trading partners – student to student connectivity puts a human face on bilateral relations. Canada needs a new generation equipped to strengthen these global ties over the next decade.

**“If Canada is to compete in an increasingly interconnected and fast-changing world, our next generation of leaders will need the experience and connections to operate internationally.”**

- Dominic Barton, managing partner emeritus, London, McKinsey & Company, Global Education for Canadians, November 2017

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<sup>1</sup> <https://www.pwc.com/gx/en/issues/economy/the-world-in-2050.html>



## Skills development and the future of work

To build the next generation of Canadian small and large business owners, workers, innovators, entrepreneurs and public-sector leaders who will embrace trade diversification and expand links with emerging economies, we must invest in the future skills and networks of our youth. Adaptability in the face of change, problem-solving, working well in diverse teams, language and cross-cultural competencies are the new essential skills in a disrupted and dynamic world.

A recent survey found 82 per cent of businesses that employ individuals with international and intercultural experience stated these workers enhanced their firm's competitiveness. Banks, manufacturers, law firms, and resource industries told us their top performing employees were most often those with an international perspective.<sup>2</sup>



**"Studying abroad helps students to develop the skills and mindset needed to collaborate and compete on a global stage."**

- Betty Miao, Executive Vice President and Head of Retail Banking and Wealth Management, HSBC Bank Canada, August 2016

**"Cultural competency is now up there with algorithm writing as a core need for Mnubo founder Frédéric Bastien. Bastien needs engineers who can manage a conference call with Japan, while managing a project with co-workers from Brazil and France. IQ+EQ+CQ, in other words."**

- Royal Bank of Canada, *Humans Wanted: How Canadian youth can thrive in the age of disruption*, July 2018

## Advancing Canada's international leadership

Canada's youth can play an integral role in projecting Canadian values in a time of closing minds and closing borders around the world. Fostering a generation of globally-connected Canadians who understand the value of international engagement, cross-cultural openness and dialogue will be imperative to our place in the world. Whether demonstrating leadership in cleantech and a low carbon future, promoting equity, diversity and inclusion, and advancing our commitment to international human rights, the world needs more Canada and Canadian youth need to know and experience the challenges and opportunities the world presents.

<sup>2</sup> Leger Marketing employer survey for Universities Canada, 2014



## Investing in Canada's youth: students must go global

To develop global competencies and networks, young Canadians must be willing and able to venture out beyond our borders. The connections, relationships and deep cultural understanding garnered from living, studying, working or volunteering in another society can only be developed by spending time abroad – not just as a tourist but as a full participant in other societies.

Today, only 11 per cent of Canadian university students have an international experience during their undergraduate degree – and many of these go to a small handful of countries such as the United States, United Kingdom, Australia, and France. Fewer still is the number of college and institute students who benefit from an international experience. Financial and non-financial barriers are at play.

Young Canadians must embrace the opportunity an open world affords them and look to the Asia-Pacific, South America, the Middle East and Africa. By sending the next generation of Canadians to these regions, we not only foster valuable trade ties, but also build lasting connections between peoples. Countries such as Australia have already made outbound student mobility a key component of their Asia-Pacific trade strategy.<sup>3</sup>

The landmark *Global Education for Canadians* 2017 report sets out a vision and a roadmap, calling for Canada to set a target of 30,000 students studying abroad yearly by 2028 and to new destinations of strategic importance to Canada's long-term economic prosperity.

The report also makes the case that Canada should focus on expanding access to students from middle-class and marginalized backgrounds, as well as Indigenous and racialized youth and those with disabilities.

Data shows that these students benefit most from international opportunities. Students who have studied abroad earn more, are more resilient in the global economy, and have the skills and connections that employers seek.<sup>4</sup> Investing in



**“Global education is an instrument for achieving national priorities, including a dynamic work force, an inclusive and open society, and a country with global connections and influence.”**

- Public Policy Forum, *Diversification not Dependence: A made-in-Canada China strategy*, October 2018

**“Young people understand that we're in a globalized world right now, and the more we can challenge ourselves to understand different realities, different perspectives, different cultures, the more we discover about ourselves and our place in an increasingly complex world. The more we can engage in the kinds of dynamic learning that solid exchanges between countries [foster], the better it'll be for young people and for our countries as well.”**

- Right Honourable Justin Trudeau, Prime Minister of Canada, June 28, 2016

<sup>3</sup> [http://www.defence.gov.au/whitepaper/2013/docs/australia\\_in\\_the\\_asian\\_century\\_white\\_paper.pdf](http://www.defence.gov.au/whitepaper/2013/docs/australia_in_the_asian_century_white_paper.pdf)

<sup>4</sup> <http://goglobalcanada.ca/>



international mobility to respond to the unique needs of students from underrepresented groups ensures that all young Canadians - *and not just those who can afford it* - have equal opportunity to experience the social mobility and career benefits of international engagement.

A well-supported, coordinated national effort to build a culture of outbound mobility among Canadian postsecondary youth from all backgrounds is no longer optional but essential.

A mobility strategy for Canadian youth will be a game-changer for Canada's global future.

**“We don’t know exactly what the future’s going to be. But what we do know is we need people who are adaptable, who are flexible, who are resilient, and those are some of the things that global education does for you.”**

-Zabeen Hirji, former chief human resources officer at Royal Bank of Canada, November 8, 2017

**“Going to a different country really helped me get out of my own comfort zone and to overcome [my] fears. I learned a whole new language, but I also got to use my studies and experiences and incorporate those in a new place with new people, learning how to work in teams and independently. I also learned how things work in the actual work force in a different place.”**

- Ankita Rastogi, Computer Systems Technology student at SaskPolytech reflecting on an internship at Scotiabank’s Digital Factory in Mexico City

**“I’m thrilled that I had the chance to immerse myself in cultures different from my own. The ability to create sustainable links with people through all kinds of shared experiences will certainly help me navigate a world where adaptability and cross-cultural understanding are in demand.”**

- François-Olivier Picard, member of the Prime Minister’s Youth Council, October 15, 2018

**“I know that those connections that I made with students, Indigenous and non-Indigenous, has helped shape my work now as executive director of a national nonprofit that works with young people to advance reconciliation.”**

- Max Fine Day, Executive Director of Canadian Roots, November 21, 2018



## Our Recommendations

As part of the new federal skills and youth strategy, Universities Canada and Colleges and Institutes Canada recommend that the Government of Canada implement the recommendations of the *Global Education for Canadians* report through the following strategic measures:

**A catalytic federal investment of \$75 million annually over five years<sup>5</sup> to build a world-class, inclusive outbound mobility program for Canada to support international study, work and service opportunities within Canadian university and college programs.**

- Funding would flow through Employment and Social Development Canada as the lead federal department in collaboration with Global Affairs Canada.
  - ESDC and its Minister would be the federal champion and departmental funder for the initiative.
  - GAC, including its Ministers and overseas missions, would be supporting federal champions.
  - GAC missions abroad would play a key role - in collaboration with universities and colleges - to provide student orientation and evaluate safety and security for all international opportunities.
  - IRCC would support international work-integrated learning opportunities by helping to facilitate visa issuance, including where possible, through International Experience Canada.
- Funding would support a national *Go Global Canada* outbound mobility initiative with the dimensions below. See Appendix 1 for more detailed costing of these components of the initiative.
  1. **\$50k federal investment per year over five years** to create and run a **Go Global Council** comprised of education and business leaders, other prominent Canadians and stakeholders to champion this as a national, multi-sectoral initiative and to mobilize private sector support.
    - The council would provide advice to support the directions of the Go Global Canada outbound mobility platform program described below.
      - In Australia, the New Colombo Plan Reference Group is an external reference body comprised of business representatives, international mobility experts and members of the higher education sector. Reference group members provide high-level strategic advice and guidance to the Australian Government regarding the implementation of the NCP. Members also play a role as ambassadors for the NCP, engaging in promotion and advocacy of the program through their networks.<sup>6</sup>

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<sup>5</sup> Funding could be ramped up to \$75 million annually with a program design and launch phase in year one.

<sup>6</sup> <https://dfat.gov.au/people-to-people/new-colombo-plan/about/Pages/new-colombo-plan-reference-group.aspx>



2. **\$1.2M federal investment per year over five years** to support a **national outreach and promotion campaign** led by ESDC, GAC, Universities Canada and Colleges and Institutes Canada to brand the initiative and encourage the participation of students at universities and colleges across the country in the program.
  - Funding would be directed to university and college outreach activities to raise student awareness of and increase interest in pursuing an international experience as part of their studies. Outreach to students from traditionally underrepresented groups and/or new Canadians or first-generation to go to postsecondary families, would be prioritized.
    - Funding would support online, campus and multimedia campaigns to reach Canadian university and college students and their parents.
    - Funding would also support the creation of a peer champion network and other initiatives to help catalyze a positive culture change and mindset among students and their families around the importance and value of integrating an outbound mobility opportunity into their academic program.
  - The outreach can contribute to and build upon initiatives that universities and colleges are already actively working on to increase the participation of a diverse range of students in outbound mobility opportunities through early promotion and one-stop services, credit transfer recognition, and target setting.
  
3. **\$40M federal investment ramping up to \$120M over 5 years** to support a national **Go Global Program** for university and college students.
  - Program funds would be provided to Universities Canada and Colleges and Institutes Canada to administer on behalf of their members through a grant agreement with ESDC. Funds will be allocated on a competitive basis to individual postsecondary institutions based on meeting specific programmatic requirements.
  - Program funding will include aspirational targets for participation rates of students from underrepresented groups along with needs-based student top-ups to support the **engagement and success of lower income students, first generation/new Canadians and students from the four major underrepresented groups to ensure their increased participation in international experiences**. Universities and colleges will be encouraged to design innovative local programming with their international partners to address the specific needs of students from underrepresented groups.
    - As is the case with other postsecondary programs, students from underrepresented groups often need targeted wrap-around supports and services to be able to successfully take part in and have a quality learning experience.
    - Achieving equality of access and opportunity in student mobility is best achieved through an institutionally-based program, rather than individual scholarships, as these first-time students, especially Indigenous students, often prefer short-term cohort- models of mobility, which then builds their confidence for the next longer opportunity.



- 50% of students would be supported to go to **emerging countries** (and could be targeted to align with Government of Canada trade diversification priorities and sectoral priorities of the Economic Strategy Tables). The safety and security of selected destinations for Canadian students would be evaluated as part of this target country identification process.
- Funding would support a **variety of individual and cohort-based student experiences** including academic, work-integrated learning, community service learning/volunteerism, applied research and participation in international development projects.
- Funding would support institutional **programming of varying duration** including short exchanges, summer programs, field work and field schools; co-ops, internships and other forms of work-integrated learning; research and learning opportunities in international development projects and extended study abroad terms – all to provide meaningful learning opportunities to develop career-related skills.
- The platform design allows for program ownership and level of effort to be decentralized:
  - Participating institutions would conceptualize and structure projects reflective of their strengths and expertise, and that leverage their relationships, both domestically and globally. This approach allows program design and innovation at the institutional level to ensure that **local priorities and student needs** are reflected. Students would be selected by their home institutions to contribute to existing collaborations with universities, colleges, and public, private and not-for-profit partner organizations abroad.
- By working in partnership with individual universities and colleges, the platform would **leverage the existing partnerships** of hundreds of postsecondary institutions across the country and enable a flexible menu of experiences for students.
- Furthermore, the platform can be designed to **encourage matching funds** from universities and colleges, foundations, the private and not-for-profit sectors etc. Project proposals that bring multiple partners and resources to the table could be given higher weight in the competitive process. Universities and colleges would demonstrate their direct (scholarships and grants) and in-kind contributions and leverage contributions from other sources to match government investment in the initiative to support greater numbers of students. In-kind contributions from universities and colleges could include operational/overhead expenses to support the students such as recruitment, advising, orientation and re-integration wrap around services. Universities and colleges are already leveraging funding from various sources, fundraising and allocating internal resources towards their target of supporting greater numbers of students to pursue international experiences.
- In the **first year of program funding, Universities Canada and Colleges and Institutes Canada would work closely with ESDC and GAC to design the program**, ensuring that all objectives as described above are met. The Government of Canada would play a public role in 2019 in announcing federal investment and in working with universities and colleges in marketing the program to Canadian students. This could include high-profile events in fall 2019 and winter 2020.



- Within five years, the initiative would support an additional 15,000 Canadian post-secondary students per year to go abroad. **When fully implemented (by 2028), the program would support an additional 30,000 post-secondary students placements a year.**
  - Further funding from the provinces and territories, private sector and/or non-for-profit and philanthropic organizations could be pooled at the national level to support additional students through a national investment fund.
  - The call for proposal process will be for colleges and universities. Though uptake may vary at the outset, the overall objective would be a 50/50 split in the number of college and university students who benefit from the program.
  - The funding would be for up to four-year envelopes. Institutions would propose programming starting in April 2020.
  - Go Global will fund up to \$6000 per student for student costs for standard initiatives and \$10,000 per student for underrepresented populations – to be identified by each institution.
  - Institutions could apply for up to \$3 million each for up to 370 student opportunities over the four years.
  - Institutions would have the opportunity to create both longer and shorter opportunities with corresponding higher and lower costs but for budget planning purposes, the appended costing is based on semester long opportunities.
  - All opportunities are for credit or formal recognition as part of the student program.
  - We anticipate a match at the institutional level of 100% through cash, in-kind and leveraged funding but will not demand it; rather we will incentivize it through a competitive selection committee process.
  - For private sector and provincial contributions, we could create a national pool from interested provinces and private sector supporters that could be geared towards specific elements of programming. i.e. Nova Scotia provincial funds could complement federal investment for Nova Scotia institutions only; financial institutions may want to encourage institutions nationally to add work-integrated-learning opportunities for alumni once they have returned from their international experience. These complementary opportunities would need to be clearly spelled out in the call for proposals.
  - At the same time, institutions will be encouraged to raise funds to contribute to projects.
4. **\$1M per year over five years** to support a **small program secretariat** which would be responsible for overseeing merit-based selection committees, monitoring outcomes, creating a community of practice, coordinating a national alumni network and sharing best practices. The secretariat would be comprised of Universities Canada and Colleges and Institutes Canada staff.
5. **\$300K per year over five years** to oversee impact studies to track and measure the progress of the initiative over time – particularly to measure the benefits for participating underrepresented students



## Next Steps

Universities Canada and Colleges and Institutes Canada would be pleased to develop this proposal further in consultation with Employment and Social Development Canada, Global Affairs Canada, the Prime Minister's Office, the Privy Council Office, and Finance Canada for inclusion in Budget 2019 and to ensure immediate announceables and deliverables thereafter in 2019.

For example, a high-profile announcement of the initiative could take place immediately before or after the release of Budget 2019. The initiative could be promoted on campuses by the Prime Minister and key Ministers in the back-to-school period of early fall 2019 as part of university and college orientation activities to encourage students to apply.

Program design would commence post budget with programming developed in time for projects to be selected and students to start going abroad as soon as spring 2020.



## APPENDIX 1

### Indicative Costing:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
GoGlobal Council	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
National outreach and promotion	\$1,200,000	\$1,200,000	\$1,200,000	\$1,200,000	\$1,200,000	\$1,200,000
Projected number of placements		5000	7000	8000	10000	15000
Program funds		\$40,000,000	\$56,000,000	\$64,000,000	\$80,000,000	\$120,000,000
Secretariat Administration costs	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Monitoring and evaluation		\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
<b>Total</b>	<b>\$2,250,000</b>	<b>\$42,550,000</b>	<b>\$58,550,000</b>	<b>\$66,550,000</b>	<b>\$82,550,000</b>	<b>\$122,550,000</b>

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