



Canadian Bureau for
International Education

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Canada's International Education Strategy: Focus on Scholarships

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1.0

INTRODUCTION

In the past decade, internationalization has emerged as one of the most salient trends in higher education across the globe. Canada is no exception, with institutions, organizations and governments devoting considerable resources (time, energy, staff and finances) to internationalization.

Internationalization now appears in many university and college academic plans, in many job titles, and increasingly in some form in the curricula of our post-secondary institutions and on the minds of our students. Employers increasingly speak of the need for employees with international and cross-cultural experience. Provincial/territorial and federal governments, directly and through agencies they fund at arm's length, are more than ever both speaking about and investing in internationalization.

However, internationalization means different things to different people and organizations. Definitions vary. Even where they align, different aspects of internationalization are emphasized.

Underpinning the variations are different motivations and rationales. In Canada, they include:

Internationalizing Canadians and Canadian Research

- To give domestic students opportunities to go abroad, in order to experience the world and in order to develop Canada's overall workforce to succeed in a globalized economy and interconnected world.
- To bring a global experience to domestic classrooms to allow Canadian students who are unable to travel or live abroad for any extended period of time to become more globally aware, understand cultural differences, and learn how to interact cross-culturally.
- To broaden horizons and interactions for researchers (including graduate students), leading to better or quicker results. Many of the world's current problems are multinational and too complex to be solved by one country alone.
- To enhance institutional reputation. Some institutions believe that visibility overseas will strengthen their reputation, both domestically and in global rankings. This in turn will bring other benefits, ranging from prestige, to success in recruiting cutting-edge faculty and top students, to improved finances (e.g. donations, ability to get grants, etc.).

Attracting Talent

- To attract students who will contribute to Canada's research and development.
- To attract students who will then stay in Canada as new skilled, intelligent, and hard-working immigrants, and who will adapt and acclimatize quickly because part of their education is here. Hence, to enhance the talent pool and help to fill the labour force gap caused by the declining domestic youth population.
- To attract students who will return home (or go to a third country) often to be among the future leaders and entrepreneurs of the country in which they settle, who will understand Canadian culture and values, and have ongoing links or affinity to Canada. These graduates yield reputational political and trade benefits for Canada in the future, as well as creating a form of "soft power."
- To gain new Canadian-educated Canadian citizens who know the history, language, culture, views, concerns, and politics of other countries or regions, whether for trade or other aspects of national interest and security.

Development Assistance

- To help developing countries through preparing their future workforce, either in Canada or in their home country. This is a form of foreign aid, and the rationale can range from pure altruism to the generation of future influence or reputation (again, soft power) for Canada.

Economic Impact

- To benefit financially from enrolling international students. Institutions may want to recruit international students because they can charge them higher fees, in some cases higher than the actual cost of educating them, which becomes a revenue source. Governments and local communities also benefit economically from the presence of international students. A 2009 DFAIT report states that international education contributes \$6.5 billion per year of economic activity to Canada, along with producing \$291 million in government revenue and economic activity sustaining 83,000 jobs. As an export, international education surpasses coniferous lumber and coal. Provincial reports also cite the substantial impact of international education: in Nova Scotia, \$231 million annually; and in BC, \$1.8 billion annually with 21,540 jobs created.

All of these are directly relevant to international *scholarship* strategies. This includes the last, economic impact, because scholarships can serve as attractors that offer partial funding but — due to additional expenditures in Canada such as special purchases and family visits — generally yield more than they cost the funder.

Any institution, organization or government may espouse several of the above rationales and may want to achieve several goals simultaneously. Whatever the goal, the strategy needs to be clear, or the ability to reach the goal is compromised. In an era of limited resources — time, energy, staff, money — and of increasing accountability, it is more important than ever to use limited resources as efficiently as possible.

This paper aims to contribute to Canada's ability to realize this array of internationalization goals by offering information, analysis and recommendations regarding the role of scholarships in reaching them.

Although the major focus is on international scholarships (meaning support given to foreign citizens for study in Canada), it is impossible to separate this fully from many related topics which touch directly on the reasons why those students want to come to Canada in the first place and the experiences of those students in actually coming to Canada.

A few of these integrally related topics are marketing and branding, recruitment practices, the process of obtaining visas, the ability to work while a student in Canada¹, the ability to work after graduating from a Canadian institution², the attractiveness of Canada and Canadian values, and the ability to become a permanent resident and then citizen of Canada at some point during or after their studies.

1. In 2008, 16,000 international students, about 40% of the total cohort of eligible students, were granted an Off-Campus Work Permit.
2. In 2008, 18,000 graduates applied for a Post-Graduation Work Permit, up 63% from 2007.

1.1 PURPOSE OF PROJECT

The overall goal of this project is to help position Canada for greater success in internationalization of higher education, as measured by an enhanced ability to:

- **Attract and retain international talent** as an avenue to fulfilling foreign policy objectives and to enhancing national prosperity.
- **Develop international graduates** who, upon their return home (or departure to a third country), maintain strong ties with Canada, including research collaboration and trade.

In order to do this, the report will examine what federal government departments and provincial/territorial governments are offering in international scholarships to bring students to study in Canada; attempt to identify any trends, gaps, or best practices; and if possible to get some sense of the return on investment (ROI) of international scholarships. It will then try to determine the goals and strategies underpinning these scholarships.

The paper will conclude by making recommendations, which the authors believe, if adopted, will increase program effectiveness and impact. Conclusions and recommendations will be situated in context of the overall importance of internationalization of education and of international reality (e.g. competition for students, including the “best and brightest”).

Given that the vast majority of existing international scholarships are for university study, the report focuses on that level.

Nevertheless, wherever possible, the paper offers observations on community college and institute scholarships.

Clearly there is room for increased attention to scholarships in vocational, trade and professional areas taught in community colleges and institutes. The importance of these programs to both Canada and to other countries is enormous. Canada faces a looming deficit of skilled workers — essentially the people who build and maintain the infrastructure of our communities. Reinforced commitment to this field through both domestic and international scholarships is needed to stave off major Canadian workforce shortages in future. Other countries, both developing and industrialized, face the same issue to varying degrees.

Moreover, Canada's college and institute programs have developed competency-based programming of world renown. Countries as diverse as Mali and Qatar have sought out Canadian college models and programs. International scholarships could reinforce Canada's prowess in college education and yield labour force benefits both for us and for beneficiary countries.

Canada has an added advantage in the "pathways" that currently exist between the various component institutions of our education systems, and those that are now being built. The substantial growth in articulation programs and increasing flexibility of credit transfer between colleges and universities — pioneered in British Columbia and Alberta — help domestic students and are proving attractive to international students as well. A pathways study is currently being conducted by the Canadian Consortium for International Education Marketing (CCIEM). The results of this research will help us better understand the mechanisms that we have available, see where to make adjustments, and assist us in conveying information to an international audience.

This report offers a snapshot of the current state of international scholarships and strategies across Canada and offers recommendations for the future.

Further research should review the Canadian landscape in the context of strategies of other countries offering international scholarships.

In addition, further research is urged regarding international scholarships for which Canadian students are eligible, an area outside the scope of this report but undoubtedly of major importance to Canada.

1.2 METHODOLOGY

The authors conducted approximately 40 interviews from coast to coast, in person or by telephone. The interview protocol, which served as a template to be varied as appropriate for each interview, appears as Appendix A. The list of interviewees is in Appendix B.

Collectively the interviewees represent many years of experience in internationalization, in government, in education practice and leadership, in grant and scholarship administration, in student recruitment, in fostering relationships with Canada and the international community, and in managing umbrella academic organizations. Some are current or past international students in Canada or elsewhere. There are many more we would have liked to interview³, but either their time or ours did not permit this.

Our thanks go to all these people for their ideas, thoughts, and intelligent advice, as well as for giving generously of their precious time. There is no direct attribution of comments because sufficient consensus emerged to make this unnecessary.

In addition, we did web research, we read reports, program guides, and impact studies, and we gathered some statistics. All but one of the reports reviewed are in the public domain. Two members of the research group attended the Metropolis national forum for migration research and policy in Vancouver in March 2011. As well there were reflections from and discussions between members of the research group, all experienced senior academic administrators with a long history and interest in internationalization and higher education policy in their own right.

3. In particular, the Council of Ministers of Education, Canada; Citizenship and Immigration Canada; Human Resources and Skills Development Canada; and more senior civil servants in provincial governments, senior academic administrators, and international recruiters at large universities across the country.

2.0

OBSERVATIONS

There is worldwide consensus that today's most important resource is human talent, creating fierce competition to attract and retain "the best and the brightest".

Now and over the next decade, Canadians can expect competition for the large international student talent pool to intensify dramatically. In particular countries will make huge efforts to attract Asian talent — notably from two highly populated international student source countries, China and India. Another focal point will be Brazil, with the highest population in the Americas after the United States.

In an increasingly competitive global market for talent, our research strongly suggests that Canada must take a holistic and proactive approach to recruiting and retaining international students.

The observations of our 40 interviewees, integrated with our own, are summarized below under the following themes:

- Enhancing the Canadian brand
- Aligning with labour market needs
- Communicating the value international students offer Canada
- Accepting that complexity is inherent
- Providing coordination and leadership
- Supporting with technology and web presence
- Building an ambassadors network and building affinity

2.1

ENHANCING THE CANADIAN BRAND

Canada is seen as being doubly blessed, first, having abundant natural resources and second, stable political, economic, judicial and social systems. Canadians are perceived as nice, non-aggressive and polite people, who live in a clean and peaceful environment, have a high standard of living, and have built a low-crime, multicultural, tolerant society. Thus Canada has an inherent appeal for attracting foreign students and inducing them to stay after their studies.

Where scholarships can incentivize the building of Canada's image is in bringing attention to Canada's dynamic, high tech, innovative and entrepreneurial culture.

The 2010 Nation Branding survey suggests that Canada's global image is changing (<http://nation-branding.info/2010/09/01/brand-canada/>).

We are increasingly seen as "creative, competitive, cosmopolitan and connected," in addition to being caring and community-minded. Canadian branding and scholarship offerings can complement each other to recruit and retain international students who can help build this dynamic Canada.

Academics and researchers interviewed stressed the importance of both innovation and interdisciplinarity, both of which are greatly enhanced when people from different and diverse backgrounds work together on a problem or learn together in a classroom. Canadian educational institutions are known abroad for encouraging and promoting innovation and interdisciplinarity. However this message could get to a broader audience through strategic scholarship offerings linked to promotion of Canada's education brand.

2.2

ALIGNING WITH LABOUR MARKET NEEDS

In Canada, there is wide — but not universal — recognition of our country's continuing need for immigrants. This is partly because we are a nation of immigrants and believe that immigration is key to building our nation. There are repeated reports of the need to fill very large current and impending labour market gaps. The federal Department of Finance identified international students as a key component of human resource development in *Advantage Canada* (2006) and reinforced this view with respect to "attracting and developing talent" in *Compete to Win* (2008). Details vary — and such matters are notoriously difficult to predict — but projections suggest that the number of bachelor's, master's and doctoral graduates over the next ten to 20 years is much less than the number of skilled jobs that will need to be filled. This labour market dilemma is further fuelled by an expanding economy, an aging population and low birth rates. Immigration is a natural and historic solution for Canada. More specifically, the alignment of international scholarships with immigration policy allows targeting towards specific labour market gaps.

Several interviewees observed that the need for financial incentives for international students was equally critical at colleges and institutes, as the labour gap is just as urgent in the professions and trades taught at these institutions. Many colleges and institutes also offer applied degrees which prepare students for careers much needed in Canada's workforce. It was suggested that scholarships could be partial, for example, \$1,000 admission scholarships, and could be offered only to students deemed "excellent" (e.g. over 90%/A+, best in their high school, etc.). Details would need to be worked out, including possible co-funding with the institutions themselves, but it was felt that it was important that these not be seen as solely institutional and that there be some uniformity or branding by province if not nationally. Finally, it was observed that this kind of support would go far in enhancing international student enrolment in Canadian colleges and institutes and have the spin-off benefit of attracting a substantial cohort of these new students to long-term life and work in Canada, in fields of current or impending shortage.

Many interviewees addressed the need to "regionalize," that is, to attract international students and immigrants (as well as native Canadians) to live, study and work

outside the 20 or so major urban centres across Canada, and particularly in the provinces and territories with smaller populations. For example, Nova Scotia and New Brunswick receive a small segment of the immigrant population. By contrast, Ontario receives over 40% of Canada's international students and almost 50% of Canada's immigrants.

Flows of international students and immigrants are largely an urban phenomenon. In aiming to increase international students, we must encourage the flow of students to smaller cities and communities. How to do this is challenging, but it is imperative that we try. The alternative is to deepen the existing economic disparity between regions and provinces, given the strong correlation between the presence of strong, viable universities and colleges in a community and the community's attainment in research and development, education outcomes, internationalization, job creation and overall economic development. For a snapshot showing the stark enrolment disparity between urban centres, see the CIC data: "Canada: Foreign students present on December 1st by province or territory and urban area, 2006–2010" (www.cic.gc.ca/english/resources/statistics/facts2010-summary/06.asp).

Beyond scholarships, a few jurisdictions that prioritize workforce expansion have developed programs that encourage international students to stay on following graduation.

Saskatchewan's Graduate Retention Program incentivizes students who remain in or come to Saskatchewan for work after graduation. When they file their Saskatchewan tax return, they are reimbursed for some or all of their fees up to \$20,000 (spread over up to five years). Note that these students can have studied in Saskatchewan, any Canadian province or territory, or abroad. In other words, the program is available to both domestic and international students.

A similar program in Manitoba offers a rebate of up to \$25,000 (within the first ten years of graduating) provided the graduate files a Manitoba tax return.

Strictly speaking, these are not scholarships, but a financial reward (if the student is willing to go into debt and be reimbursed later) which is directed only at those who actually stay and contribute to the economy as permanent residents or citizens. While not serving the purpose of attracting students in the first place, such a reward is a creative use of financial resources to retain them. Other provinces or the federal government could adopt such tax incentive programs, sensitive to labour market needs both in terms of particular trades and professions, and in terms of regional development.

Many of our interviewees felt that using scholarships to recruit international students who would then be converted to immigrants was only one prong in a successful labour market strategy. They pointed to the need to bring more aboriginal students and more students with disabilities successfully through to graduation and then into the labour force. Some interviewees also pointed out that women, despite now being in the majority in post-secondary institutions, are still seriously underrepresented in some disciplines and have challenges in the labour market. For example, women now make up half of doctoral graduates, but not half of those employed in jobs requiring doctorates. Additionally, women continue to earn less than men in comparable jobs.

Type and level of scholarship was also raised in the context of alignment with labour market needs.

Interviewees urged greater government investment to increase the number of “high-end” scholarships at the graduate and post-doctoral level (e.g. more support for the Vanier scholarships, DFAIT Post-Doctoral Fellowships, Banting and Trillium scholarships, and new programs serving different fields or niche areas).

Acknowledging the importance of graduate-level scholarships, some interviewees urged greater financial support for excellent international undergraduates to signal that Canada welcomes and values younger people, and supports their academic aspirations, as well as seeking individuals who are already contributing to research and development.

Admittedly, viewing international scholarship programming uniquely or primarily through the labour force development lens leaves us open to the charge that Canada is a poacher of top talent from abroad. This is most acutely negative in the case of developing and emerging countries which keenly wish to have their graduates return home to contribute their skills and talents.

For many, the effort to attract international talent constitutes enlightened self-interest. Other countries seek to attract Canada’s talent, notably the United States.

Nevertheless, while supporting talent attraction and retention, most of our interviewees also urged the return home of students from lower income countries, and certainly, of those who fully sponsored by their home (developing) countries.

DFAIT in particular has addressed this matter through a significant modification of much of its programming. In the past, programs such as the Commonwealth

Scholarships offered by DFAIT provided full master’s and PhD scholarships with many awarded to students from Africa and Asia. Anecdotal evidence suggests that a substantial percentage of these students remained in Canada following the conclusion of their studies. In an effort to combat this trend, DFAIT now offers a large number of short-term, exchange-type scholarships instead of full programs. Students stay in Canada only four to six months.

Nevertheless, some of our interviewees believe strongly that more altruistic forms of full-program of study scholarship aid for developing and emerging countries (as under the Colombo Plan, long-term Commonwealth Scholarships, and the Bourses de la Francophonie) should be enhanced. As one interviewee phrased it, “These people ended up running countries.” It should not all be about attracting immigrants to Canada. As a prosperous nation, we should be a leader in this.

We urge that Canadians engage in a robust discussion of the tension between talent attraction to Canada and the talent needs of developing and emerging countries, with a view to devising ways that we can continue to serve both our own needs and those of countries that depend on our support.

2.3

COMMUNICATING THE VALUE INTERNATIONAL STUDENTS OFFER CANADA

The argument that international students contribute to the social and economic fibre of Canada is not without its critics. Domestic anti-immigrant politics are currently on the rise, a trend not unique to Canada. This anti-immigrant or anti-international student sentiment centres around three issues: public expenditure, access to university and college places, and access to jobs.

A recent prominent example of anti-international student sentiment was the widespread negative reaction to the announcement of the Trillium doctoral fellowships in Ontario. Money spent on scholarships for international students was seen as taking away from money spent on domestic students. This was still the case when it was made clear that funding for the Trilliums was “new” money. Those against the program argued that the funding should have been spent on domestic students whose parents pay taxes and who graduate with large debts or perhaps who cannot afford to go to university in the first place. Furthermore, in the face of federal granting council budget reductions and consequent low success rates for applicants, it has also been suggested by some domestic researchers that funding would be more effectively spent on domestic researchers. Money spent on marketing Canadian education abroad has been criticized – it is not necessary and could have been likewise better spent on domestic students.

In terms of university and college spaces, it is sometimes felt that international students take seats away from domestic students who then cannot gain admission and enjoy the economic prospects that a university or college education can bring. This sentiment is exacerbated by ever-increasing class sizes, by continual talk of pressure on institutional spaces especially in areas of rapid population growth (such as the Greater Toronto Area), or at times such as the “double cohort” entry point in September 2003 in Ontario.

Whenever institutions talk about shortages of either physical space or places for students, the volume goes up on questioning why we enrol international students when we have difficulty accommodating domestic students.

Recently Dalhousie University admitted ten Saudi Arabian students into its medical school, at a much higher fee than that being paid by domestic students. The ensuing public outcry was largely although not entirely around why Dalhousie was giving seats in its medical school to international students when everybody knows how many bright hard-working domestic students cannot get into medical school. Critics missed the fact that the money earned by teaching these international medical students subsidized the costs of teaching the domestic medical students.

In terms of jobs, many people do not understand the labour market predictions, nor the increasing need for skilled rather than unskilled workers, nor the shifting areas of demand. Instead what they see are unemployed Canadians while yet more immigrants are being admitted. None of this is a uniquely Canadian phenomenon, and no country seems to be successful at fully explaining these labour market issues to its domestic population. If highly skilled and educated immigrants are a necessity for future economic prosperity, and international scholarships are a crucial part in attracting such immigrants to Canada, then a better job must be done to communicate the complexities of this issue, prior to the introduction of new international scholarships.

Some of the interviewees outside Ontario did not expect their provinces to follow suit with a program like the Trilliums, as wonderful as they think the program is, due to the negative public reaction in Ontario.

One strategy which may help encourage greater public acceptance of scholarships for international students is a simultaneous increase our efforts to send more domestic students to work or study abroad, for a year or a term. It is recognized that domestic students need more exposure to Brazil, Russia, India and China, and to other rapidly developing and economically important countries, and that Canada needs to catch up with what competitors in Europe and now also the USA are doing. *World of Learning*, a 2009 CBIE study, reported that 90% of Canadians in a nationwide poll, across a range of age groups, believe that Canadian students should have the opportunity to study abroad. Over 80% said that government funding should be available to help them to do so.

Furthermore, sending more Canadian students abroad might indirectly lead to more knowledge of Canada and the quality of our education system abroad, which in turn might lead to recruiting more excellent (potential-immigrant) students. As well, when Canadian students

return to Canada, they rediscover their own country with an enriched vision, deepened appreciation, fresh outlook and greater readiness to contribute to Canadian society.

There are a few existing supports for Canadians outbound, including:

- Canada Student Loans and Provincial Student Loans can be used for study abroad;
- The Government of Canada Budget 2011 tax measure (tax credits and Registered Education Savings Plan assistance) helps Canadians studying abroad;
- Provincial mobility programs such as Ontario Universities International (OUI), which manages four consortia exchanges with China, France, Germany and India on behalf of universities;
- Many individual universities have their own (admittedly limited) supports for both undergraduate and graduate students on approved study or work abroad programs — only a handful of colleges have similar support.

Unfortunately, at the time of writing this paper, funding was eliminated for the International Academic Mobility Program engaging Canadian institutions and students with partners in the European Union, Mexico and the USA⁴. This program, funded through Human Resources and Skills Development Canada, had provided support for 350 students per year to study or work abroad on exchange, in the context of institution-to-institution partnerships.

Overall, much greater attention needs to be paid to this part of the internationalization picture. Government statements indicate awareness of the importance of outbound mobility, but specific programming is lacking. Moreover, greater flexibility in existing programs and departments is needed to permit responsiveness to opportunities such as bilateral programs proposed by foreign governments. Consideration should be given to an ongoing responsive fund offering the capacity to leverage funds from other countries, co-fund mobility programs, and similar joint initiatives that spur student mobility in both directions.

Public support for internationalization would increase with clear messaging from stakeholders that it is a two-way street.

4. This program was cancelled June 27, 2011, just as this paper was submitted.

2.4 ACCEPTING THAT COMPLEXITY IS INHERENT

Our interviews revealed a strong sense that the array of different international scholarship programs across the country is confusing. Most interviewees had difficulty understanding the full range of scholarships for international students wishing to study within their own province (i.e. federal support, plus that unique to their own province), let alone knowing what was available in other provinces.

The jurisdictional reality is part of the challenge. Education, including higher education, is a provincial domain and increasingly provinces wish to play a role in the international aspects of education. International relations are chiefly within the federal domain and the federal government wishes to enhance Canada's standing as an education actor on the world stage.

Nevertheless respondents appreciated the grand variety of awards offered by an array of specialized bodies. They accept that complexity is inherent in a country with multiple interests and stakeholders. They simply urge greater clarity around:

- Type of awards offered
- Rationale for offering
- Relationship with/comparability to other awards

More than anything they seek quick access to all awards relevant to a particular individual, field, destination (e.g. institution or province-specific or open). Access to clear, comprehensive information is addressed more fully in section 2.5.

Interviewees named a few areas where improvement could be made without major change in existing programming.

For example, some consider the boundaries between the major granting councils to be blurry. They urged greater definition or demarcation among the awards of the Social Sciences and Humanities Research Council (SSHRC), the Canadian Institutes for Health Research (CIHR), and the Natural Sciences and Engineering Research Council (NSERC).

Some noted that “ephemeral” programs, that is, offered for a brief span rather than sustained over the long haul (e.g. British Columbia's former Asia Pacific Student Awards for international students, One World Scholarships, and Pacific Century Graduate Fellowships) have limited impact, add to confusion,

require disproportionate amounts of infrastructure for the benefits, and can make branding difficult. Many interviewees referred to a need for greater stability in award programming.

Interviewees noted that in some cases international students are eligible to apply for exactly the same scholarships and other supports as domestic students. Sometimes there is an internal quota for international students (e.g. Ontario Graduate Scholarships (OGS) program offers 90 out of 3,000 scholarships annually to international students). Others have no internal quotas, including: Mitacs programs for graduate or post-doctoral students, CIHR and NSERC doctoral and post-doctoral awards, Trudeau fellowships, Vaniers and Bantings. Individual endowments at universities have all kinds of specific conditions and restrictions, including country-of-origin restrictions, based on their donor's wishes. While not suggesting that this can or should be modified, interviewees noted that the variations caused confusion for them, and therefore undoubtedly for international students considering an application.

Stakeholders have a reasonable sense of who are Canada's major scholarship funders, notably DFAIT, CIDA, the granting agencies, and to a lesser extent, the International Development Research Council (IDRC). They are somewhat aware of other agencies that receive Canadian support for multilateral work, such as the Agence universitaire de la Francophonie.

As well, there is awareness that DFAIT and CIDA scholarships are administered on their behalf by external organizations. DFAIT's scholarships web site, www.scholarships-bourses.gc.ca, plays an increasingly helpful role in providing clear, comprehensive information on scholarships offered by the federal government ensuring appropriate recognition of the funding body and access to the administering body.

Constructing a catalogue of scholarships was not in the research team's mandate. Nevertheless a list of major awards is offered (in Appendix C) to illustrate their glorious variety and the critical need for enhanced, well-organized information to provide greater visibility to each.

In a similar vein, it was felt that greater clarity around our various work permit programs for international students was imperative. Currently there exist the Off-Campus Work Permit Program, Post-Graduation Work Permit Program, Canadian Experience Class, Federal Skilled Worker Program and Provincial Nominee Programs. Also attractive are the Spousal Work Permits for spouses of international students and Co-op Work Permits. All of these programs are excellent

but could benefit from better, clearer communication and cross-referencing.

Some interviewees added that there is such an inordinate amount of information that it is difficult to process, even by themselves and by the various government departments involved. It is immensely confusing and impossible to remember. As a result, no individual has an accurate idea of the true extent of Canada's contribution to international education, nor of the total financial resources committed to this cause. Recently, DFAIT calculated the total amount of funding offered by federal government or federally funded bodies to Indian scholars to study or, in the case of Mitacs, do internships in Canada. The amount was approximately \$6M annually. Having ready access to such information for any given country would be ideal.

Our conclusion, and that of the majority of those interviewed, is that the wide range of agencies involved and scholarships offered is an advantage.

This variety of supporting bodies and of types of award allows Canada to leverage enhanced funding, to co-fund, and to support a range of disciplines and specializations, as well as different formats or types of program (e.g. exchanges, full programs, post-doctoral fellowships of one year only or renewable, etc.).

It is not surprising that no single individual or agency is fully aware of all programs available. What is important is to design mechanisms to obtain information in a coherent fashion.

As the next section suggests, enhanced coordination of information is possible without eliminating the benefits of variety of funders and types of funding available.

2.5

PROVIDING COORDINATION AND LEADERSHIP

One solution to the prevailing confusion could be to streamline or limit variation in some way, but our interviewees quite vehemently rejected this. There was a sense that coordination and harmonization should be much better, as long as it does not become a straitjacket. We must be attuned to different regions of Canada and their labour market needs. Any straitjacketing might lead to Canada being less nimble over time than it needs to be. As one interviewee put it, “lack of a single plan is not fragmentation.” It allows different solutions to be developed and if the solution is working, it can be communicated as a best practice. Other provinces and territories can then choose to adapt the solution to their unique circumstances. The Council of Ministers of Education Canada (CMEC) was seen as a positive structure which benchmarks and coordinates education practices without trammelling.

Rather than streamlining, many felt that a body to coordinate across ministries federally as well as with the provinces and territories, to champion the case for international students and their support, was overdue, and that without it we simply cannot make progress in our competition on the world stage⁵. These respondents stressed the urgency of overcoming what they see as a self-inflicted handicap in the international arena. Several interviewees commented that our disadvantage, relative to our competition, of not having any national coordinating body is exacerbated by also not having a network of cultural centres (which often fulfill several related roles as well as giving visibility), like the British Council, Alliance française, Goethe Institute or DAAD, Confucius Institutes and Japan Foundation.

A coordinating entity would liaise and consult with all stakeholders — the post-secondary institutions, the Canadian Consortium for International Education Marketing⁶ (CCIEM), federal, provincial and territorial governments, municipalities and employers.

A few respondents suggested that an enhanced CMEC could play this role, while one respondent suggested it could be done by the Council of the Federation, and others had no concrete suggestion but were insistent that a coordinating body is needed.

Just as the research for this report was concluding, an education marketing action plan was issued by the Council of the Federation. It emphasizes the need for coordination, stating: “A pan-Canadian action plan will focus on activities that can be accomplished more

effectively through collaboration across jurisdictions and that add value to jurisdictional and institutional initiatives without duplicating or constraining these. It will also focus on actions that can benefit all sectors and all jurisdictions.”

A consultative group comprised of the key federal and provincial/territorial funding bodies, and the major administering organizations, could provide the forum needed to share information, enhance communications, test new possibilities, avert duplication, and generally coordinate for greater overall impact of the scholarships offered by Canadian entities to international applicants. Going somewhat further, a consultative group could conduct research on the impact of Canada’s scholarship programs and on global best practices in international scholarship programs. This would further allow us to define and build our competitive advantage and brand. A number of our interviewees commented that Canada needs to be far more knowledgeable about what our competition is doing, and then react, adapt, and hopefully match accordingly.

However, many interviewees stated that Canada could not achieve its overarching goals and successfully compete without having an entity that champions and advocates proactively on behalf of international education, as well as facilitating coordinated efforts. Such an entity must have a proactive leadership role, not simply a reactive managing one. It needs to be able to mobilize players and resources into a collective engine, not simply recognize and review the efforts of individual jurisdictions or organizations or institutions.

A Minister of State for International Education might play some of the beneficial aspects of the role of a national Ministry of Education that we lack in comparison to other countries. This portfolio could be similar to the role of the Department of Education in the USA, a jurisdiction that is actually highly decentralized but that can still allow significant national announcements to be made concerning international scholarships (e.g. President Obama’s recent announcements in China and Brazil).

5. To take one major competitor, Australia has both Austrade and AEI. Austrade is responsible for the international marketing and promotion of Australian education and training. Australian Education International (AEI), part of Department of Education, Employment and Workplace Relations, leads strategic policy, regulation and government-to-government engagement in the international education sector. Canada also obviously needs both functions, whatever agency is designated to accomplish this.

6. CCIEM was established in June 2010, through an MOU between ACCC, AUCC, CBIE, CAPS-International, and Languages Canada, with the goal of assisting in the coordination of international education marketing efforts.

2.6

SUPPORTING WITH TECHNOLOGY AND WEB PRESENCE

The most resonating feedback received was the difficulty of finding information and the fact that one has to know the Canadian structure in order to search for the information.

For example, one has to know our cities and their names, and what provinces they are in. How many Canadians know that Kolkata is in West Bengal, Bangalore in Karnataka, and Mumbai in Maharashtra? Yet our information systems require Indian students to know that Halifax is in Nova Scotia, Toronto is in Ontario, and Sherbrooke is in Québec.

Furthermore, one has to know what scholarships fall under which granting body.

One has to know that for some scholarships, the student can only apply through — and be nominated by — their target university, whereas for other scholarships the student personally must apply to a scholarship administrator.

Everything is set up from a Canadian point of view, and requires an immense amount of contextual knowledge — unreasonably so.

What is needed is a complete change of perspective, to see through the eyes of the applicant.

We also need to drop old-style brochures and even websites which just list scholarships and opportunities, in favour of a contemporary online keyword searchable database. This would make an immense difference in our attractiveness. Such a searchable database could match the programs of study with the available scholarships to support it. An applicant should be able to enter a few specific keywords as search terms, and the interactive database should be able to produce a list of possibilities, which can be further sorted and filtered. More concretely, a prospective international student should be able to enter his or her desired discipline area, prospective level of study, preferred language of study and citizenship(s), and receive an output that lists the best matches of programs and the available scholarships (no matter who offers the scholarship, ideally including an individual university).

Some suggested that putting new government resources into such a database would be a worthwhile investment.

Such a database must be visibly government endorsed (e.g. Imagine Canada branded) in order to have credibility in many countries.

At the moment DFAIT supports www.scholarships-bourses.gc.ca, which is extremely valuable, in that it inventories the vast plethora of federal government supported programs (including some that are only partially funded by government).

However this site's database is constructed from a Canadian perspective. The emphasis is on the funding agency or program name. One begins by putting in one's country of origin, and then gets a list of available awards by name and funder. The names are not always revealing, e.g. Trudeau Fellowships, Sauvé Scholars Program, Research Development Initiatives. In fact, the funding agency is the scholarship administrator's concern, not the applicant's. The result is that the applicant receives too much information that is extraneous to his or her immediate needs and may deter further investigation rather than spur it. Nevertheless www.scholarships-bourses.gc.ca remains a valuable resource, housing an immense amount of information and offering one-stop shopping for the vast majority of federal offerings.

An ideal scenario would be to add the provincially sponsored programs and possibly those offered by foundations without any government support to make this a truly comprehensive resource — at least of Canadian offerings. There are numerous international and foreign awards which permit study in various countries, including Canada. Unesco has some resources that attempt to capture all of this information, a challenging task indeed.

Moreover, to reduce confusion, two websites/databases should be considered: one for inbound and the other for outbound. Combining information for both international students wishing to come to Canada and Canadians wishing to go abroad causes confusion, especially given the different modalities concerning who applies (institution versus individual) and the offer to various types of individuals (students at different levels of study, researchers, research teams, etc.).

Finally, serious consideration should be given to providing at least partial information in languages other than English and French. This would demonstrate real interest in other cultures and ease the way to application by making some of the information readily accessible. Clearly it would be impossible to conduct all processes in languages other than English and French but going part way would be an attractive feature.

2.7

BUILDING AN AMBASSADORS NETWORK AND BUILDING AFFINITY

Enhancing the visibility of our scholarships with international audiences can be accomplished through at least two large groups of individuals, Canadian expatriates and foreign alumni of our scholarship programs.

A recent study by the Asia-Pacific Foundation estimates that there are 2.8 million Canadians living abroad. We need to find ways to enlist their support to promote Canadian education and scholarships.

Among these Canadian expats are numerous ESL and FSL teachers. These teachers could be enlisted to promote to students, parents and the public in general, possibly via presentations to local service clubs or community groups.

As well, over 70 schools abroad offer one of Canada's provincial curricula at elementary and/or secondary level. Many of their teachers are Canadian or Canadian-educated and, given appropriate information and resources, would be great promoters of Canada's higher education system. The students of Canadian International Schools, three quarters of which are in Asia, have a natural interest in and affinity with Canada. A network of these schools, organized by a Canadian education organization, could help define the "pathways" between their diplomas and the Canadian higher education sector.

A network which is currently underutilized are the thousands of foreign students educated in Canada who have returned home and frequently become political or corporate or intellectual leaders in their homeland. Individual institutions increasingly reach out to their alumni. Finding ways to tap into their networks would enable us to build a composite network of individuals who could receive pertinent information about Canadian education and scholarships to keep them personally in touch and ideally to be shared with prospective students and scholarship applicants.

A consultative group could help build an alumni development strategy for graduates of international student scholarship programs. In the past, Canada had some high-end scholarships and post-doctoral arrangements under the Colombo Plan and

Commonwealth Scholarship plan. These have largely gone and the recipients largely retired or lost touch with Canada. But there will soon be a new generation of international students graduating after having held prestigious scholarships such as the Vaniers, Bantings, DFAIT Post-Doctoral Fellowships, Trilliums, and others yet to come. Some of these graduates will elect to stay in Canada, in which case the connection to Canada is secure. But some will elect to leave Canada, and it is imperative that Canada remain in touch with them, by creating an alumni network or something like it, and at the very least keeping continually updated records of names and addresses, years in Canada, institution attended, current position and achievements. With modern social media, such as Facebook, LinkedIn and Twitter, this should be much easier than in the past, offering immediacy and relevance, as well as lifelong addresses and automatic forwarding.

Such a network will also enhance the prestige of these awards, emulating the Fulbrights and Rhodes awards, as well as help create a lasting bond with Canada. The network could also function as a mentoring network, a way of recruiting yet more top students to Canada, and a way for Canada (perhaps through connections with our embassies and consulates abroad) to gather market intelligence through local eyes and construct appropriate strategies for those markets. When high-ranking politicians visit such locations abroad, their missions could regularly include a brief meeting or reception with alumni – again, enhancing the prestige of these awards and the ability to stay in touch with Canada.

Consideration should also be given to programs or projects that enhance affinity with Canada over time. These could include participation in a mission, website profiles and roundtables focusing on the Canadian educational experience.

Names are also important in building affinity. While considered inconsequential by some, advertising experts know that people are more likely to identify with and be attracted to a service or product with a strong and exciting name. The recent trend to using major figures from Canada's history to name programs is laudable. This needs to be compared with other successful branding efforts such as Australia's Endeavour Scholarships, Europe's Erasmus and Erasmus Mundus, and the US Fulbright Program to determine effectiveness over the short and long term.

Another suggestion is to recruit the children of the 2.8 million strong Canadian diaspora back to Canada for their university education, which may either help re-attach them to Canada or induce them to move

back to Canada and fill our labour market gaps. In some instances, these are already Canadian citizens, so their entire treatment within the post-secondary system, including provision of scholarships, would be just like that afforded any other Canadian citizen. But in other instances, they are not Canadian citizens, in which case they are currently functionally like any other international student. If they were treated within the post-secondary system like Canadians (or permanent residents), paying domestic fees and where appropriate receiving scholarships as domestic students, effectively they are receiving a hidden scholarship that might induce that student to relocate to Canada and perhaps gain Canadian citizenship.

3.0 CONCLUSION AND RECOMMENDATIONS

Unsurprisingly — and often citing comparisons to other countries — a large majority of interviewees wanted to see more money put into international scholarships and awards. Commentary received was very thoughtful — it was mindful of fiscal restraints, of other demands for public education funding, and of how to maximize effectiveness. Quality over quantity was generally uppermost, and thus our scholarships (or other incentives) must remain (in some cases) or become (in more cases) at internationally competitive levels. Scholarships are central to international education and must figure prominently in any overall strategy; as with any successful instrument of policy, the design of the particular scholarships must flow from an overarching and consistent strategy.

This study was an environmental scan. While offering valuable information and useful perspectives, more research is certainly needed. At the same time, a number of our recommendations can and should be implemented rapidly, concurrently with further research.

RECOMMENDATIONS

Recommendation 1:

That a Consultative Group on International Scholarships be established, reporting at a Ministerial level, and comprising all major scholarship funding agencies, federal and provincial/territorial, and major administering organizations. The mandate of this Group would be to enhance communications and promotion, conduct research, test new possibilities, avert duplication and generally coordinate for greater overall impact of the scholarships offered by Canadian entities to international applicants. At a minimum the Consultative Group should meet monthly. Members should be senior representatives who develop and manage programs, and who can directly access high-level officials who can make decisions regarding policy changes, new programs and modifications to programs.

Recommendation 2:

That a modern database and web interface be used to create a comprehensive searchable applicant-oriented tool that would aid international students in finding both a suitable academic program as well as the requisite scholarship or other financial support and incentives. The construction of such a

database would require both an initial investment and, crucially, ongoing funding to keep it updated and comprehensive. The site must have visible government backing (e.g. Imagine Canada logo) and an easy-to-remember web address.

Recommendation 3:

That scholarships be used more strategically to enhance Canada's brand. In particular, scholarships should be designed and promoted to support Canada's image as dynamic, high tech, innovative and entrepreneurial.

Recommendation 4:

That the overall investment in scholarships be increased, specifically: increase the number of DFAIT Post-Doctoral Research Fellowships, Vanier Scholarships, Banting Fellowships, and Trillium Scholarships, and create scholarships similar to the Trilliums in other provinces/territories. The Trilliums are considered to be a good model for doctoral scholarships — the right length (four years) and the right amount (\$40,000 per year). Moreover, the investment in developing country scholarships should be increased, including full-program master's and doctorates.

Recommendation 5:

That a nationally or provincially branded symbolic scholarship program be established for excellent international undergraduate students in their first year of post-secondary study in Canada, both college/institute and university.

Recommendation 6:

That the federal government and the provincial/territorial governments explore creative ways, possibly through the Income Tax Act, to refund an amount roughly equivalent to the differential amount that new immigrants paid while they were international students, after they have lived and worked in that province/territory or Canada for some minimum number of years. Related to this, creative ways should be explored to use incentives to attract immigrants to live and work, for at least 5-10 years, in smaller centres.

Recommendation 7:

That ways be explored to recruit back to Canada as students the children of the Canadian diaspora, regardless of their citizenship, for example by treating them as domestic students.

Recommendation 8:

That alumni networks of graduates who held prestigious scholarships be created, and that these networks be used to mentor, recruit, advise, raise prestige, and create lasting bonds to Canada. In support of this, research should be conducted on ways to engender affinity with the Canada education brand post-scholarship.

Recommendation 9:

That governments, aided by post-secondary institutions and industry, develop clear ways of explaining to the public the labour market gaps that require skilled immigrants in order to ensure our future prosperity. In particular, this needs to be done prior to initiation of new scholarship programs for international students, so that the need and benefit are absolutely clear.

Recommendation 10:

That a dialogue be convened to engage Canadians — education, government and business — in a robust discussion of the tension between talent attraction to Canada and the talent needs of developing and emerging countries, with a view to devising ways that we can continue to serve both our own needs and those of countries that depend on our support.

Recommendation 11:

That further research be conducted into the role played in international education by colleges, language schools, and primary/secondary education; and that research be conducted on the scholarships and scholarship strategies of other countries.

In Budget 2011, the federal government earmarked \$10M for an international education strategy. As a preliminary step, the government assigned to an expert panel the role of making key recommendations to the Ministers of Finance and of International Trade, including identifying the roles and responsibilities of all partners.

We urge the expert panel to consider the present report as part of its deliberations. In particular, we urge the panel to integrate a robust international scholarships component into its vision for an international education strategy. Canada can achieve much more in international education with a more strategic, coordinated and effectively promoted offer of international scholarships. Offering more and, in particular, offering more wisely will bring a huge return on investment.

Appendix A

Interview Protocol

CBIE Project on Canada's International Scholarships Interview Protocol

This interview protocol is designed to elicit certain types of common information. We are likely to get our best results if we are open to hearing, within the frame of relevance, what is on people's minds. So we should aim to retain a focus on obtaining answers to all questions while providing adequate opportunity for our interviewees to tell us freely what's on their minds.

It may take between 45 and 60 minutes to complete an interview.

I. Introduction

1. Very briefly introduce yourself and mention the other team members
2. Describe the project very briefly and that it's on behalf of CBIE with DFAIT support
 - a. Examining what federal government departments and provincial/territorial governments are doing in international scholarships
 - b. The goals and strategies underpinning these scholarship and awards programs for study in Canada, e.g., international relations, international development, labour force development, immigration, trade, sci/tech strategies, etc.
3. Indicate project seeks recommendations to increase program effectiveness and impact (e.g., through coordination, harmonization, focus, direction, more or less duplication, a directory etc.)
4. Project will include environmental scan through literature/web-site review of policy statements, impact studies, statistics, etc., and interviews such as this one with key players
5. As an interviewee, they will automatically be sent a copy of the final report.

II. Questions

[may need to modify for some interviewees — for example whether their agency offers such scholarships, or merely observes what is happening]

II. A. Preliminary questions:

1. Does your organization offer scholarships to international students?
2. If no, explore any appropriate avenue (e.g., did they used to and gave it up and, if so, why? is it not a priority for them at all? do they work with any agency who does? etc.) [and if no skip to section on general/strategy]
3. If yes, get basic facts first [but not technicalities]
 - a. university – undergrad, masters, doctoral
 - b. college – degree, diploma, post-graduate
 - c. other type of non-degree study e.g., executive education
 - d. overall:
 - i. how long have they been offering them?
 - ii. how many per year?
 - iii. dollar value per scholarship
 - iv. total budget for this
 - v. restricted to any particular countries
 - vi. restricted to any particular provinces
 - vii. restricted to types of institutions or areas of study
 - viii. how do they go about advertising their program to prospective applicants?
 - ix. whether the program is reciprocal, i.e., whether there is any reasonably parallel program that takes Canadians to other countries?
4. Why are such scholarships offered? i.e., what is/are the motivation(s) or policy objective(s) behind offering awards or scholarships?

5. Is there an overall strategy? Is a strategy explicitly articulated? [If so, get a copy or the web-reference]
 - a. Has any of this changed at all over the lifetime of the program?
6. How successful is the scholarship program at achieving this objective/these objectives? How do you know/what is the evidence? (e.g. statistics, anecdotal, empirical or other measures/assessments of deliverables)
7. Have there been any major challenges in the delivery of the program or the achievement of the objectives? Has the program been modified to overcome such challenges? Are there still challenges?
8. What is most successful about your program? What's working well? [this is really just a prompt to get the things that are working well, to help us start to identify best practices]
9. Is there anything you would recommend to make your program more successful in achieving its objectives? [this is to start to identify problems, things that could be done better, to help move us towards recommendations]
10. Thinking now beyond just your program to other programs that are offered by Canadian governments or agencies
 - a. Do you currently need to coordinate in any way with any of those programs? [This can be both about the mechanics of the program, but also about general alignment of strategy/objectives/deliverables]
 - b. Is there any way in which your program/their program would be better if there were more coordination?
 - c. What kind of coordination would be best?
11. Do you compete (intentionally or otherwise) in any way with other programs in Canada for the best students?
12. What do you think Canada's goals currently are with regard to attracting international students?
13. What do you think Canada's goals should be with regard to attracting international students? [these questions are prompts to get them to talk in some relevant way about goals]
14. Do we have the right strategies in place to achieve either our current goals or what you think our goals should be?
 - a. What is successful?
 - b. What is not so successful/should be changed?
 - c. Why?
15. Where does international rank overall for you against other types of competing priorities in scholarships and financial assistance, since resources are limited?
16. Just suppose — dreaming now — that there was all the money in the world and no restrictions. What would your dream scholarship/award program's elements be to attract international students to Canada?

III. Other/free form Questions and Discussion:

Without wandering into irrelevancy, this is a place to tailor a bit more to the specific interviewee and also to follow interesting leads from what they may have said earlier.

Thank you very much!

II. B. General/strategy Questions:

11. Where do you think Canada could be doing more to increase the attractiveness of Canadian education to international students? How could this be achieved? Specifically how do scholarships or other types of awards play a role?
12. What can we learn from what other countries do? [if they do not know anything about what other countries do, that's a useful fact to just record]

Appendix B

List of People / Organizations interviewed

Interviews were conducted between March and June 2011.

Position titles are accurate as of the date of interview.

Claude Bibeau, Deputy Director of Policy and Planning, and Aline Brault, Senior Program Manager, Scholarships Program, International Education and Youth, DFAIT, Ottawa, Ontario

Isabelle Blain, Vice-President, Research Grants and Scholarships, NSERC, Ottawa, Ontario

Dr. Gilles Breton, Associate Vice-President Academic (International), University of Ottawa, Ottawa, Ontario; formerly at Université Laval, Québec City, Québec

Paul Brennan, Vice-President, International Partnerships, ACCC, Ottawa, Ontario

Dr. Eddy Campbell, President and Vice-Chancellor, University of New Brunswick; former Interim President and Vice-Chancellor, Memorial University of Newfoundland, Fredericton, New Brunswick

Dr. Thomas Chase, Provost designate, University of Regina, Regina, Saskatchewan

Robin Ciceri, President of the Research University Council of British Columbia (RUCBC), Vancouver, British Columbia; Former Deputy Minister of Advanced Education, Vancouver, British Columbia

Paul Davidson, President, Gail Bowkett, Associate Director, International Relations Division, and Robert White, Assistant Director, Partnership Programs Division, AUCC, Ottawa, Ontario

Dr. Sheila Embleton, former Vice-President Academic and Provost, York University, Toronto, Ontario, and former President, Shastri Indo-Canadian Institute, Calgary, Alberta and New Delhi, India

Cristina Frias, Executive Director, International Council of Canadian Studies, Ottawa, Ontario

Dr. Chad Gaffield, President, Social Sciences and Humanities Research Council of Canada, Ottawa, Ontario; Professor of History, University of Ottawa, Ottawa, Ontario

Michelle Gagnon, Research Director, and Alana Yuill, Director International Relations, CIHR, Ottawa, Ontario; Ms. Yuill was formerly at AUCC, Ottawa, Ontario

Professor Neil Gold, former Vice-President Academic and Provost, University of Windsor, Windsor, Ontario

Dr. Arvind Gupta, President and CEO, Mitacs Inc., Vancouver, British Columbia; Professor of Computer Science, University of British Columbia

Dr. Alan Harrison, Vice-President Academic and Provost, University of Calgary, Calgary, Alberta

Dr. Michael K. Hawes, CEO, Foundation for Educational Exchange between Canada and the USA, and Executive Director, Canada-US Fulbright Fellowships Program, Ottawa, Ontario

Jennifer Humphries, Vice-President, Membership and Scholarships, CBIE, Ottawa, Ontario

Gordana Krcevinac, Director, Research Training Portfolio, and Sylvie Paquette, Manager, Policy and International Collaboration, SSHRCC, Ottawa, Ontario

Robert Laliberté, Directeur général, Association internationale d'études québécoises, Québec

Dr. André Lapierre, Vice-Doyen, Faculté des Arts, Université d'Ottawa, Ottawa, Ontario

Marc LeBrun, Director General, Canada Student Loan Program, and Micheline Nehmé, Director, Accountability and International Academic Mobility, HRSDC, Ottawa, Ontario

John Manning, Senior Policy Analyst, Council of Ontario Universities; former Director of International at Ministry of Training, Colleges and Universities of Ontario, Toronto, Ontario

Dr. John Milloy, Minister of Training, Colleges and Universities, Ontario, at HEQCO conference, Toronto, May 19, 2011

Dr. Lalu Mansinha, Professor Emeritus, University of Western Ontario, and Academic Director, Ontario-Maharashtra-Goa exchange, London, Ontario

Dr. Randall Martin, Executive Director, British Columbia Council for International Education (BCCIE), Vancouver, British Columbia

Karen McBride, President and CEO, CBIE, Ottawa, Ontario

Jason Naud, Conseiller en affaires internationales, Bureau de recrutement des étudiantes et étudiants étrangers, Ministère de l'Éducation, du Loisir et du Sport, Gouvernement du Québec, Québec

Dr. Bonnie Neuman, Vice-President Students, Dalhousie University, Halifax, Nova Scotia

Dr. Gilles Patry, CEO Canada Foundation for Innovation; former President of the University of Ottawa, Ottawa, Ontario

Darcy Rollins, Director, International Education, Government of Manitoba, Winnipeg, Manitoba

John Shalagan, Samantha Anderson, David Cohen, Jane Cousens, and Aamir Taayeb, Postsecondary Education Division, Ministry of Training, Colleges and Universities, Toronto, Ontario

Dr. Michael Stevenson, President Emeritus, Simon Fraser University, Burnaby, Vancouver, and Surrey, British Columbia

Dr. Vianne Timmons, President and Vice-Chancellor, University of Regina, Regina, Saskatchewan

Ann Weston, Director, Special Initiatives Division, Training and Awards Program, International Development Research Centre (IDRC), Ottawa

Yuen Pau Woo, President, Asia Pacific Foundation of Canada, Vancouver, British Columbia

Also:

Shastri Indo-Canadian Institute, Calgary, Alberta and New Delhi, India

Participants and presenters at the Metropolis conference, Vancouver, British Columbia, March 24-26, 2011

Several international students studying in Canada, as well as one prospective international student, who prefer to remain anonymous

Appendix C

Scholarships and Awards Open to International Students (with source)

Foreign Affairs and international Trade Canada Programs

The following programs are funded by Foreign Affairs and International Trade Canada (DFAIT) and are available for international students and faculty members for study or to conduct research in Canada. The Canadian Bureau for International Education is the scholarship program administrator. Information on these and other programs offered by the Government of Canada is available at: www.scholarships-bourses.gc.ca.

Canada-Chile Leadership Exchange Scholarships

— Undergraduate and graduate student exchange agreements facilitated through institutional collaborations between Canadian and Chilean institutions. Graduate students hosted for five to six months with \$10,000 scholarships, college and undergraduate students hosted for four months with \$7,500 scholarships.

Canada-Haiti Scholarships Initiative — Short-term studies and study tour in Canada, for college, professional, undergraduate and graduate students and faculty; part of a broader time-limited package of educational aid to post-earthquake Haiti

Canada-Haiti Academic Projects Scholarship

— Joint Canada-Haiti academic projects to build the capacity of academic institutions, provide opportunities for Haitians to resume their studies and enhance the skill sets required to encourage prosperity in the region.

Canada-Haiti Virtual University Scholarship Program (CHVUSP)

— Eight selected certificate programs, delivered entirely at a distance, to learners from Haiti. This pilot program is in partnership with the Canadian Virtual University.

Emerging Leaders in the Americas Program (ELAP)

— Program for undergraduate and graduate students from South and Central America, Mexico and the Caribbean. Facilitated through institutional collaborations and student exchange agreements between Canadian and regional institutions. Recipients remain registered as full time students in their home institution during this exchange. Graduate students hosted for five to six months with \$10,000 scholarships, college and undergraduate students hosted for four months with \$7,500 scholarships.

Canada-Brazil Awards for Joint Research Projects

— Supports research oriented research projects between Canadian and Brazilian institutions, supports exchanges of PhD students in the context of team-based bilateral research projects.

Canada-CARICOM Leadership Scholarships Program

— Undergraduate and graduate student exchange agreements facilitated through institutional collaborations between Canadian and Caribbean institutions. Graduate students hosted for five to six months with \$10,000 scholarships, college and undergraduate students hosted for four months with \$7,500 scholarships.

Canada-CARICOM Virtual University Scholarship Program (CCVUSP)

— Five selected certificate programs, delivered entirely at a distance, to learners from CARICOM countries. This pilot program is in partnership with the Canadian Virtual University (CVU), and in cooperation with University of the West Indies Open Campus (UWIOC)]

Canadian Commonwealth Scholarship Program (CCSP)

— Program for graduate students to undertake short-term study or research. For four month terms receive \$7,500 or five to six months terms receive \$10,000. Students must remain full-time students and be from a Commonwealth country in Asia and the Pacific or Africa.

Canada-China Scholars' Exchange Program

— Scholarships to full-time, permanent teaching or research staff, master's or doctoral graduates as well as non-academics in China holding senior professional posts.

Equal Opportunities Scholarship Program,

Canada-Chile — Program for Chilean citizens residing in Chile at the time of application who have completed an undergraduate or master's degree for continued studies at the masters or doctoral level respectively.

Post-Doctoral Research Fellowships

— One-year post-doctoral fellowships valued at \$36,500 for research at recognized public Canadian universities and affiliated research institutes. Fellows must be from one of the eligible countries under the Government of Canada Awards, Commonwealth Scholarship Program or Canada-Mexico Awards.

Granting Council (CIHR/NSERC/SSHRC) Programs

Vanier Doctoral Fellowships — about one third go to international students, 500 in total at any one time; \$50,000 tax-free per year for three years; nominated by institution; requires also “leadership qualities”; purpose clearly stated as “to attract and retain world-class doctoral students and to brand Canada as a global centre of excellence in research and higher learning”.

Trudeau Foundation Scholarships (humanities and social sciences only) — open to both domestic and international; requires high academic achievement, ability “to engage in lively exchange with other researchers and scholars”, intent to work in one or more of four theme areas, and “desire to contribute to public dialogue around those themes”; up to \$180,000, intended as \$40,000 tuition and living plus \$20,000 travel per year, for three years, with possibility of additional post-doctoral year.

Banting Post-Doctoral Fellowships — \$70,000 per year for two years; purpose is “to build world-class research capacity by recruiting top-tier Canadian and international postdoctoral researchers at an internationally competitive level of funding; 70 per year awarded.

International Council for Canadian Studies Programs (Supported by DFAIT)

ICCS Graduate Student Thesis/Dissertation — \$3500 to spend four to six weeks doing research at a Canadian institution. For Canadian Studies only. Award approximately seven per year.

ICCS Doctoral Student Research Awards — Awards to enable doctoral students to come to Canada for research. Research must be related to Canada, social sciences and humanities only. 33 awarded in 2009-10 and 45 awarded in 2011-12.

ICCS Canadian Studies Post-doctoral Fellowship — For Canadian Studies only. Approximately one per year to come to a Canadian institution for teaching or research and one per year for a Canadian to go abroad.

Other Programs

Canadian Francophonie Scholarship Program (CFSP) — This Canadian International Development Agency scholarship program designed to build institutional capacities by training nationals of 37 developing countries of La Francophonie” as well as “to strengthen Canada’s ties to these countries”. Administered by AUCC since 2006.

Mitacs Globalink internships — Specific to India, small cohort with China, pilot with Brazil, a bit over 200 in total in 2011. Funding source is Mitacs/Industry Canada, leveraged with each participating provincial government.

OGS Ontario Graduate Scholarship — 3000 in total of which 90 are for internationals; \$5000 per term for maximum of \$15,000 per year.

Québec Merit Fellowships for Foreign Students — Available in three categories. Merit Fellowships for Doctoral Studies are a maximum three years with extension of 12 months. Merit Fellowships for Post-Doctoral Research are a maximum 12 months and non renewable. Merit Fellowships for Study or Scientific Research Visits are a maximum of four months and non renewable.

Students for Development (Canadian International Development Agency) — Number and amount of support is variable. According to what the university submitted and what got approved.

Trillium Doctoral Fellowship — \$40,000 per year for four years; 75 in total (with a specific number assigned to each institution); purpose is “to attract the best qualified international students to Ontario for PhD studies”, in support of the “Open Ontario” commitment.

Appendix D

Documents and websites reviewed or consulted

Publications

Advantage Canada: Building a Strong Economy for Canadians. Department of Finance, Government of Canada, 2006. See: <http://www.fin.gc.ca/ec2006/pdf/plane.pdf>

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