

INTERNATIONAL EDUCATION

*INFORMATION FOR
EDUCATION PROFESSIONALS*

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INTRODUCTION

The force and speed of global change are transforming societies around the world. Many economic, environmental, health, social, demographic and technological issues have international consequences. These realities compel educational institutions to consider the international scope of their teaching, learning, research and service mandates. Schools, colleges and universities around the world have committed themselves to making their curricula, campuses and communities more internationally oriented.

The pages in this document provide information on what international education is, why it is important, how it can be accomplished, as well as additional resources and links.

Importance of International Education

The world is increasingly characterized by its complexity, interconnectedness and diversity. Key developments include the globalization of economies, technological advances, and the growing complexity of global environmental and health issues. The well-being and prosperity of Manitobans will be greatly enhanced by our ability to build bridges of understanding and cooperation across cultures and nations. An educational system that prepares graduates with the international knowledge and skills to work and live in an increasingly diverse and interdependent world is essential to our future.

International education brings a range of immediate and long-term positive results. Its educational benefits include:

- Developing graduates with international and intercultural competency;
- Creating enhanced opportunities for research and learning;
- Establishing a worldwide network of academics and graduates;
- Enhancing the quality and innovation of education and research; and
- Fostering friendships between people from around the world.

In addition, international education provides a number of economic benefits:

- A positive economic impact. In 2001, the Department of Foreign Affairs and International Trade estimated that international students in Canada contributed \$8 billion to the economy;
- A positive correlation with Gross Domestic Product, innovation, international trade and Foreign Direct Investment;
- Well paying jobs in an environmentally friendly sector; and
- Economic diversification.

International Education Defined

International education means different things to different people. The first step in raising awareness and building commitment for international education among institutional stakeholders is to establish a common understanding of the term. One frequently used definition is:

"...integrating an international, intercultural or global dimension into the purpose, functions or delivery of...education" (Knight, 2003).

The terms international, intercultural and global reflect the breadth and depth of international education. It is a dynamic process, not a set of isolated activities. It is most effective when integrated into the structure and programs of an institution/school.

There are two principles of effective international education (McKellin, 1996):

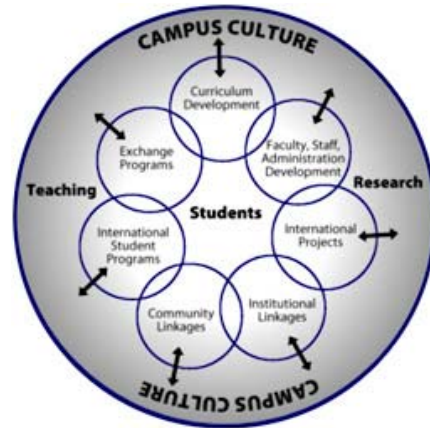
- A number of different international activities, programs and initiatives working together in a mutually-reinforcing way.
- Integration with an institution's primary functions of teaching, learning, research and service.

A combination of program (international activities related to teaching and learning) and organizational strategies (policies, procedures and infrastructure that support the process) facilitate the incorporation of an international dimension across the institution/school.

Key program strategies include (Knight, 2000 & McKellin, 1996):

- International student programs – providing educational opportunities and support services for international students.
- Making teaching and learning more internationally oriented – addressing international aspects of academic subjects, professional, technical and vocational training or introducing an international dimension across the curriculum and within the classroom.
- Faculty/teacher/staff professional development – providing support and incentives to teach overseas, participate in international research and development projects and to internationalize teaching and learning.
- International education projects and contracts – engaging in international development projects or consulting on education and training contracts.
- Institutional linkages– establishing agreements with institutions/schools abroad to promote the exchange of faculty/teachers, students, staff and research.
- Partnerships– cooperating with organizations and businesses, abroad and at home, to create international opportunities for students and faculty.
- Offshore education – establishing branch campuses and authorizing partners to deliver programming abroad.

This following image brings these strategies together and shows their relationship to educational mandates and their effect on campus culture (McKellin, 1996)



There are several keys to effective international education programs (Green, 2002; McKellin, 1996; Francis, 1993):

- Leadership at the Top - In order for an international dimension to permeate the institution it is necessary to have the commitment and support of Presidents/Superintendents/Principals, Vice Presidents/Deans/Directors as well as School Trustees/University and College Regents and Governors.
- Leadership throughout the Institution - Institutions require a critical mass of faculty/teachers and staff that are supportive, committed and involved in the international education.
- An Intentional, Integrated and Comprehensive Approach – International goals must be integrated into the planning, budgeting and evaluation systems of the institution/school. A strategic plan should articulate international goals and measurable objectives, and provide for regular assessment.
- Coordination - A central office or coordinator can facilitate communication, linkages, focus and support for international education activities.
- Providing Resources - International education requires adequate staff, resources and money.

Teaching and learning are the core of the educational experience. This highlights to the importance of developing “curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context, and designed for domestic students as well as foreign students” (CERI, 1994:3).

Including an international dimension throughout the curriculum is the most effective means of achieving authentic internationalization. Faculty development and administrative support are fundamental to the process of curricular change (McKellin, 1996). Institutions are using a variety of approaches:

- Including an international and intercultural dimension into all disciplines and fields of study;
- Adding international core courses to general education curriculum;
- Developing interdisciplinary/cross disciplinary collaboration;
- Emphasizing experiential learning; and,
- Connecting teaching and learning with international activities and programs.

What international competencies do students require to successfully live and work in today’s global society? The international learning outcomes identified by Stanley & Mason, 1997 include:

- Adapting English Usage to International Settings – Students should be able to adapt their use of the language to the formality of the situation or culture and to the listener’s comfort level in English.
- International Business Etiquette – International business etiquette is often more formal than Canadian. Students should learn and practice appropriate forms of greeting, introducing, thanking and taking leave of international colleagues and clients.
- Language Skills – Students should be able to carry on a conversation, read a newspaper and follow technical instruction in at least one language other than English.
- Canadian and Global Proficiency – Students should not only be able to speak confidently about issues affecting Canada, but should also be capable of relating these issues to international relations and trends. They need a thorough understanding of Canadian and world history, geography, social, religious and political structures and current events.

- Intercultural Competence – Students need knowledge of other cultures as well as the capacity to value individual and cultural differences. Graduates should exhibit a willingness to risk being a stranger, to learn about other cultures and to adapt to them.
- Resiliency and Coping Skills – Graduates require skills in coping with stressful situations and in developing emotional resilience. These skills include developing a strong sense of personal identity so that one is not threatened by the values and beliefs of others.

Strategies for Achieving International Learning Outcomes

There are a variety of ways to achieve these international learning outcomes:

- Experience Abroad (exchange, individual, field schools, study tours, cooperative education and internships) – A powerful way of acquiring and integrating knowledge and skills. Connecting curriculum with the experience abroad and providing appropriate support services (e.g. pre-departure and re-entry orientation) enhances the learning opportunity.
- Community Experience (volunteer practicum, cooperative education or service-learning projects in local ethnic and immigrant communities) – Locally based, this strategy places students in an experiential learning situation where they can develop international and intercultural competencies.
- Students -- Student diversity (international students, new Canadians, cultural diversity of student population, returning study/work abroad students) provides rich resources within the classroom. Student-centered learning activities create opportunities to share knowledge and achieve international learning outcomes.
- Assignments – Link international/intercultural outcomes to assignments and connect (diverse) learners in purposeful ways. Linked assignments can occur domestically or internationally.
- Visiting Faculty/Teacher International Experience (development projects, contracts, research, exchanges) - Invite individuals to present international/intercultural topics applicable to course curriculum.
- Faculty/Teacher International Experience (international development projects, contracts, international research, exchanges) - Experiences with exchanges, projects, and research can be drawn into the teaching process.
- Extracurricular Activities (multicultural and international events on campus and in the community) - These events provide out of classroom opportunities to expand learning.

TWINNING AGREEMENTS

Twinning agreements are formal protocols between two institutions/schools (or two departments or faculties) to enter into mutually enriching, long-term relationships which cover one or more of the following types of cooperation:

- Student exchange
- Faculty/teacher exchange
- Administrator exchange
- Joint research
- Curricula exchange
- Joint participation in seminars and conferences
- Other forms of collaboration

Twinning agreements provide opportunities for students, administrators and faculty/teachers to develop international and intercultural awareness as well as develop overseas contacts and connections. They can enhance the international reputation of both institutions and lead to joint courses, and collaboration in research and publications. Returning participants can play a vital role in internationalization by sharing their experiences and perspectives within the classroom and across the campus.

Establishing a twinning agreement is labour intensive and involves upfront costs in terms of effort and commitment from both sides. Important considerations in establishing such agreements include:

- The degree of institutional commitment;
- The financial implications;
- The fit with the institution's overall mission and its international goals;
- The mutual benefits;
- The process for negotiating, preparing, administering and evaluating agreements; and
- How the agreement can maximize the impact of international education across the institution.

If you are a faculty member/teacher interested in establishing a link with an overseas institution you should first contact your International Education Office to determine whether a policy, guidelines or links already exist.

PROJECTS/CONTRACTS

An international education project must yield measurable results in achieving objectives with prescribed resources and within a predetermined time frame. Projects might include international development projects, supported by International Financial Institutions (e.g. World Bank), or for-profit projects funded by an international client.

International education projects/contracts provide faculty/teachers, staff and students with opportunities to increase their international expertise; revenues for the institution; and create avenues for collaboration in research and the development of joint courses or programs. Students, faculty and staff who have participated in international education projects/contracts can bring their international and intercultural knowledge back to the classroom.

Becoming involved in international education projects/contracts is a significant decision as the process is labour intensive, costly, requires long-term commitment and is highly competitive. Involvement in international education projects/contracts involves:

- Understanding the historical, political and economic context in which international education projects are being developed;
- Conducting research to identify opportunities, competition and potential partners;
- Learning the ins and outs of funding organizations such as the World Bank and the Canadian International Development Agency;
- Developing knowledge of possible recipients of education services by connecting with executing agencies and international financial institutions;
- Determining institutional capacity and expertise;
- Linking international education projects/contracts with international efforts on campus;
- Developing strategic plans;
- Promoting identified products, services and expertise; and,
- Assessing and responding to opportunities, negotiating contracts, managing and evaluating projects.

If you are a faculty member/teacher interested in becoming involved in international education projects/contracts you should first contact your International Education Office to determine existing policies, procedures and guidelines.

Additional Resources and Programs

The Association of Canadian Community Colleges ([ACCC](#)) provides information on the Canadian Colleges Partnership Program, a CIDA funded and ACCC administered program, which facilitates participation of Canadian colleges and institutions in institutional cooperation projects with development country partners.

The Association of Universities and Colleges of Canada ([AUCC](#)) provides details on the University Partnerships in Cooperation and Development Program, a CIDA funded and AUCC managed program, which funds projects between Canadian universities and education and training organizations in developing countries.

International Trade Canada ([ITC](#)) designed to assist the knowledge industry with the international promotion and export of its products and services.

The International Financing Information Network ([IFInet](#)) provides information needed to secure development projects.

[Manitoba's International Projects Initiative http://www.gov.mb.ca/fpir/intrelations/projects.html](http://www.gov.mb.ca/fpir/intrelations/projects.html) designed to assist Manitoba companies and organizations to secure contracts, financed by Canada-based international agencies and International Financial Institutions (IFIs), for consulting, civil works and procurement activities.

International student programs support and integrate a diverse group of students into campus life. International students from around the world enroll in high school, vocational, career and academic programs at public and private institutions for short and long term durations.

While international students provide important revenues to institutions and communities, the educational benefits of having international students on campus should not be overlooked. The mere presence of these students does not automatically result in broad based educational, cultural and social benefits for institutions, curricula and communities. Realizing those benefits requires intentional efforts:

- recognizing the rich international and intercultural perspective that international students can provide within the classroom;
- creating formal and informal opportunities for domestic and international students to develop friendships and learn from each other; and
- structuring homestay and host family programs to contribute to the internationalization of the wider community.

It is essential that international students are provided with a welcoming, safe and supportive environment. For many this may be their first experience living away from family and friends. To ensure that international students receive a high quality learning experience, institutions should establish orientation programs and implement processes for advising, counseling and integrating international students into campus and community life.

Promotion and Recruitment

Successful international marketing requires:

- Understanding your clients' needs;
- Selecting and researching target markets;
- Examining institutional capacity and staff capabilities;
- Establishing clear, measurable goals and a comprehensive marketing plan;
- Investing time, resources and dollars;
- Adapting and refining your program/services to meet clients' needs;
- Evaluating promotional strategies;
- Long-term planning, commitment and hard work;

- Regularly reviewing the effectiveness of efforts; and
- Diplomacy, patience and flexibility.

Additional Resources

There are several practical resources to assist individuals with recruiting international students:

International Marketing: [Education Products and Services](#) (Cameron, 1997)

There are also a few organizations in Canada that assist in the international marketing of educational services and products. The following are some of the larger agencies:

[Canadian Education Centre Network](#) is a membership organization that has offices around the world to showcase Canada's educational opportunities at all levels.

[Council of International Schools](#) Canadian Higher Education Committee has been formed to represent the growing number of Canadian university members in CIS.

Manitoba also has its own organization of institutions that are active in international student recruitment: the [Manitoba Council for International Education](#).

PROFESSIONAL DEVELOPMENT

Development opportunities allow faculty and staff to enhance their knowledge, understanding, and skills to effectively implement and support international education. Professional development is more than participating in workshops; it involves new opportunities for learning that are reinforced on an ongoing basis.

Professional development includes participating in international exchanges, working abroad, engaging in international projects, undertaking international research as well as attending workshops, conferences and seminars.

Please visit our [web page](#) on Resources, Opportunities, and Professional Development for more information.

PARTNERSHIPS

A partnership is an agreement between individuals/organizations/institutions to work together for a jointly desired outcome. Participating organizations combine their respective expertise to achieve a common goal.

Forming partnerships with individuals, businesses, agencies or organizations for international education activities can enhance the results of those activities. It is important to consider ways to direct these results back to teaching and learning experiences on campus.

Key elements of effective partnerships are:

- A shared vision;
- Effective, ongoing communication;
- Active involvement by all the partners;
- Measurable goals; and,
- Mutually enriching relationships.

The establishment of branch or offshore campuses is a growing trend. Branch campuses are established by home institutions to provide opportunities for their students to study abroad and/or to recruit local students. The home institution often sets the curriculum which is either taught by its faculty or local faculty who meet required standards. The majority of branch campuses are built on existing alliances and franchising arrangements.

Offshore campuses create opportunities for: domestic students to study abroad; faculty and staff to work abroad; the expansion of an international student program; the initiation of international development projects; and the development of internationally-oriented curricula. The international experience and knowledge gained by faculty, staff and students can be shared in a variety of ways to benefit the home institution and community.

The [College of the North Atlantic](#) campus in Qatar is a prominent Canadian example of an offshore campus.

International education is a complex undertaking that involves a wide variety of stakeholders. Presidents/superintendents, senior administrators; boards, faculty/teachers, international education staff, domestic and international students, parents, and community members play different roles and may have different issues and concerns. Internationalization is an ongoing process and not a series of finite activities. Institutions will move through the process at their own pace and in their own way.

There are a number of elements that are important for building commitment:

1. **Creating a Shared Vision and Common Understanding.** It is important to engage in discussion about what international education entails, why the institution/school needs to be involved, purposes and goals, key issues and expected results. This discussion helps develop commitment to making international education more than a series of marginal activities. Creating a shared vision helps to align and inspire international activities, provides legitimacy and should be linked to the institutional mission.
2. **Shared Ownership.** Shared ownership is critical for real change. Internationalization is a complex process involving a range of stakeholders. To ensure long-term sustainability the various players need to be engaged in the process.
3. **Planning and Evaluation.** Long-term plans guide international education initiatives and ensure that stakeholders are aware of what is intended and how it will be achieved. Planning ensures that activities reflect the knowledge and experience of all those involved. Success depends on regular evaluations and implementation of required changes.
4. **Information and Communication.** These are critical but are often placed on the back burner due to the heavy responsibilities placed on the people implementing international education initiatives. Communication is vital to aid understanding, show results and maintain profile.
5. **Staff Development.** Developing staff knowledge and understanding creates the capabilities to effectively implement new changes.
6. **Consideration of Internal and External Factors.** The hierarchy and culture of the institution/school are important factors. Consider both the organizational (governance, operations, support services and human resource development) and program approaches to international education. Identify the external factors influencing internationalization and consider ways to respond to these challenges.

Systematic review and evaluation are necessary conditions of effective international education. Quality assessment and assurance through a critical examination of goals, policies and strategies will provide feedback on the success or lack thereof of the internationalization process.

The Institutional Management in Higher Education (IMHE) of the Organisation for Economic Co-operation and Development (OECD) in collaboration with the International Academic Cooperation Association (ACA) developed the [International Quality Review Process](#). This is designed to help educational institutions assess and enhance the quality of their international activities according to their own stated objectives.

Below is a sampling of the available research and publications on international education.

More information on international education-related resources, opportunities and professional development are available on other web pages in this section.

Publications

Bond, S. & Lemasson, JP (1999). A New World of Knowledge: Canadian Universities and Globalization. Ottawa, Ontario: International Development Research Council.

De Wit, H. (1995). Strategies for Internationalization of Higher Education: A Comparative Study of Australia, Canada, Europe and the United States of America. Amsterdam, Netherlands: European Association of International Education.

De Wit, H. (2002). Internationalization of Higher Education in the United States of America and Europe: A Historical, Comparative, and Conceptual Analysis. Westport, Connecticut: Greenwood Press.

Francis, A. (1993). Facing the Future: The Internationalization of the Post-Secondary Institutions in British Columbia. Vancouver, British Columbia: British Columbia Centre for International Education.

Klasek, C. (1992). Bridges to the Future: Strategies for Internationalizing Higher Education. Carbondale, Illinois: Association of International Education Administrators.

Knight, J. (1994). Internationalization: Elements and Checkpoints. CBIE Research No. 7. Ottawa: Canadian Bureau of International Education.

Knight, J. (1999). A Time of Turbulence and Transformation for Internationalization. CBIE Research No. 14. Ottawa: Canadian Bureau for International Education.

Knight, J. (2000). 2000 Progress & Promise: The AUCC Report on Internationalization at Canadian Universities. Ottawa: Association of Universities and Colleges of Canada.

Levin, J. (2001). Globalizing the Community College: Strategies for Change in the Twenty-First Century. New York, New York: Palgrave.

McKellin, K. (1996). Anticipating the Future: Workshops and Resources for Internationalizing the Post-Secondary Campus (Second Edition). Vancouver, British Columbia: British Columbia Centre for International Education.

Paige, R., & Mestenhauser, J. (1999) Internationalizing Educational Administration. Educational Administration Quarterly, Vol. 35 Issue 5, 500-518.

Romano, R. (2002). Internationalizing the Community College. Washington, DC: American Association of Community Colleges

Radford, B. (2001). Responding to NAFTA: Canadian College Initiatives in Internationalization. Canadian Bureau for International Education

Adding an International Dimension to Teaching and Learning

Bremer, L & van der Wende, M. (1995). Internationalizing the Curriculum in Higher Education. The Hague, Netherlands: Nuffic.

Maidstone, P. (1995). International Literacy: A Paradigm for Change – A Manual for Internationalizing the Post-Secondary Curriculum. Victoria, British Columbia: Province of British Columbia, Ministry of Skills, Training and Labour.

Mestenhauer, J. & Ellingboe, B. (1998). Reforming the Higher Education Curriculum: Internationalizing the Campus. Phoenix, Arizona: American Council on Education/Oryx Press

Stanley, D. & Mason, J. (1997). Preparing Graduates for the Future: International Learning Outcomes. Victoria, British Columbia: British Columbia Centre for International Education.

Whalley, T. (2000). Internationalizing Learning Through Linked Assignments: An Instructor's Manual. Victoria, British Columbia: British Columbia Centre for International Education.

Bond, Sheryl (2003). Engaging Educators: Bringing the World into the Classroom. Guidelines for Practice. Ottawa, Ontario. Canadian Bureau for International Education.

International Education Associations/Organizations/Web sites

CIDA's Global Classroom Initiative - <http://www.acdi-cida.gc.ca/gci>

The Manitoba Council for International Education - <http://www.mcie.ca>

The Canadian Bureau for International Education - <http://www.cbie.ca>

The British Columbia Centre for International Education - <http://www.bccie.bc.ca>

The European Association of International Education - <http://www.eaie.nl>

NAFSA: Association of International Educators - <http://www.nafsa.org>

Association of International Education Administrators - <http://www.aieaworld.org/>

IDP Education Australia - <http://www.idp.com>

Germany in Class - <http://www.germany-info.org/relaunch/info/publications/Germany-in-Class/archives.html>

You can also check out our list of links for [Education Professionals](#).

Opportunities

There is a range of opportunities for educational professionals to work abroad. [This site](#) provides a good overview of the programs available.

For additional information on traveling and working abroad see [here](#).

Professional Development

Each year the Manitoba International Education Branch (IEB) organizes professional development sessions for educators and administrators involved in international education. Many of these sessions are co-hosted with the Manitoba Council for International Education. The IEB maintains a mailing list of educators and administrators interested in receiving occasional e-mails about international education opportunities including professional development sessions. If you would like to be added to this distribution list, please send us an [e-mail](#).

A range of international education workshops and conferences are also offered in Canada and internationally. Please visit the websites of the following organizations to learn more about upcoming events:

- [Canadian Education Centre Network](#)
- [Canadian Bureau for International Education](#)
- [British Columbia Centre for International Education](#)
- [Association of Community Colleges of Canada](#)
- [Association of Universities and Colleges of Canada](#)
- [NAFSA Association of International Educators](#)
- [European Association for International Education](#)
- [Association of International Education Administrators](#)
- [IDP Education Australia](#)
- [Netherlands organization for international cooperation in higher education \(NUFFIC\)](#)
- [International Educators Training Program \(IETP\)](#)