

## NEWS AND VIEWS WINTER 2000

# The Economic Impact of INTERNATIONAL EDUCATION IN CANADA AND BRITISH COLUMBIA

### CANADA

The Conference Board of Canada has recently completed a report entitled *The Economic Implications of International Education for Canada and Nine Comparator Countries: A Comparison of International Education Activities and Economic Performance* (Bloom, Kitagawa, Murray, Warda, Watt, Zieminski, 1999). Through this study the international education activities, policies and programs of Canada, the United States, the United Kingdom, France, Germany, the Netherlands, Finland, Sweden, Australia and Japan were examined and the relationship between international education and economic performance was explored.

*“International Education is important to Canada because of its impact on our ability to compete successfully in the global economy by responding to changes in the international competitive environment. In essence, international education is a means of adapting Canada’s people—its human capital—to the competitive demands of globalization”* (page 9).

Through this study it was revealed that international education results in a number of economic benefits. Data indicates positive correlations between international education and Gross Domestic Product (GDP), innovation, international trade and Foreign Direct Investment (FDI).

Index of Relationships Between International Education and Economic Performance	Positive/Negative
International Education and GDP	↑
International Education and Innovation - Trade in Disembodied Technologies	↑
International Education and International Trade	↑
International Education and FDI	↑

Source: The Economic Implications for Canada and Nine Comparator Countries (page 16)

According to the study, this means that:

- A country’s GDP is likely to increase after students travel, work or study abroad and return to their home country.
- Countries with a greater involvement in international education are also more likely to have greater involvement in the trade of technologies (sale and purchase of patents, trademarks etc.).
- Countries that are more involved in international education are becoming more involved in international trade at a faster rate than countries that are less involved in international education.
- Countries with a greater involvement in international education are more likely to have larger movement of foreign direct investment into the country and out to other countries.

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# Message from the Executive Director

Happy New Year and welcome to the sixth edition of BCCIE's International Forum for news and views on international education. The beginning of the new year and the start of the new century is an important date for us. We are celebrating our tenth anniversary and would like to thank the BCCIE membership and the Ministry of Advanced Education, Training and Technology for their support and commitment to the development of such a vibrant and dynamic international education system in British Columbia.

For those of us working within the international education arena, the qualitative benefits of internationalization are well understood—developing internationally and interculturally competent graduates; increasing the international expertise of faculty and staff; enriching the educational experience of the student body; and bringing innovation into educational programs. Over the last few years a number of studies have focused on quantifying the substantial economic benefits of international education at an institutional level. Our lead article in this newsletter, profiles two recent reports that outline the economic impact of international education at a national and provincial level, providing valuable data to further support our internationalization efforts. To augment these reports, we have included important statistical data gathered and analyzed by BCCIE.

Each newsletter we like to showcase the outstanding work that is being undertaken by our institutional members and in this edition we are pleased to include a report from the International Education Department at Langara College. From ESL programs to internationalizing the curriculum, the report outlines the comprehensive range of initiatives that are being delivered to support their institution's internationalization goal.

We have included in this edition updates on a number of BCCIE's programs and new initiatives. Details on our Strategic Directions, web site, the outcomes of the Nordic Mission and the BC Asia Pacific Awards and International Grants program are provided. In addition, we have recently undertaken two new initiatives that we are very excited about: An International Quality Review Process Pilot Project and an HRDC Mobility Study in the Asia Pacific and invite you to review the enclosed articles for further information.

Two key events will occur in May and June, 2000. The World Education Market, May 24-27, 2000 will take place at the Trade and Convention Centre and will showcase international education products and services. On June 5 – 7, 2000 BCCIE will be running its third annual Summer Institute *Innovations in Internationalization: New Directions*. Information on both events is provided in this edition.

I hope that you enjoy this newsletter and we look forward to receiving comments and suggestions for our next edition.

Christine Savage

The British Columbia Centre for International Education (BCCIE) is a voluntary organization that supports the greater internationalization of British Columbia's public post-secondary institutions. BCCIE works closely with its membership to promote the capabilities of BC public colleges, institutes, university colleges and universities internationally. BCCIE works with members to facilitate their involvement in international projects, and to assist them in recruiting international students to BC. BCCIE sponsors professional development activities, and manages a scholarship program for scholars and students working or studying in the Asia Pacific, Mexico or Chile. The Centre is governed by a Board of Directors and is funded by the Ministry of Advanced Education, Training and Technology.

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Overall, Canada ranks fourth out of the ten researched countries in terms of its involvement in international education.

*“While slightly above average, our relatively modest position is significant because there is a link between international education and the knowledge transfer process that generates innovation, which, in turn, is highly beneficial to our nation's economic well-being. In other words, by gaining leadership in international education we can gain significant economic advantages not otherwise available to us” (page 113).*

The study concludes that a significant challenge we face is strengthening the understanding of, support for, and involvement in international education in Canada. Furthermore, if Canada wishes to increase its level of international education activities, a number of policy and program options will have to be carefully reviewed.

## BRITISH COLUMBIA

The Ministry of Advanced Education, Training and Technology commissioned *A Review of the Economic Impact of International Education in British Columbia's Public Post-Secondary Sector* (Adams and Tait, 1999). Sections of the Executive Summary are duplicated below with the Ministry's permission.

International education has been a valuable generator of income to the province with potential for further economic benefits. Its economic impact is felt province-wide through tuition revenues and expenditures in communities.

International education provides well-paying jobs to Canadians in an environmentally friendly industry. It also contributes to the diversification of the provincial economy at a time when there is a pressing need for BC to expand beyond traditional resource sectors into knowledge based indus-

tries. International education can help compensate for the reduction of export earnings in the resource sectors.

## Estimated Economic Benefits to BC

International education has a substantial positive impact on BC's economy. Depending on the estimation approach used, the economic benefits of educating international students in public post-secondary institutions range from \$126 million to \$274 million. Including economic benefits from the private and K-12 sectors (public schools and independent schools), the estimated contribution from international education is as high as \$443 million.

**Estimates of direct impact derived from the value added approach (\$203 million for all education sectors) can be compared to the Gross Domestic Product (GDP) estimates of other sectors of the economy. Using this approach, educating international students created almost as much direct value added as BC's fishing and trapping industry, one of the province's important traditional resource industries (estimated GDP in 1996 of \$241 million) and approximately 2/3 of the GDP generated by the film industry, one of BC's growth sectors (estimated GDP in 1997 of \$305 million).**

International students are in essence 'educational tourists' who create economic impacts similar to other tourism activities. Also, when BC's post-secondary faculty members and students participate in international projects, their earnings provide an injection into the BC economy. In 1997 BC's post-secondary institutions were conducting international projects with a total contract value of close to \$81 million.

Other important but less quantifiable benefits include enhanced opportunities for research and learning, the development of worldwide networks of academics and graduates and an international perspective on social and economic issues.

## Provincial Government Support

The Provincial Government provides support to international education through policies and funding for the British Columbia Centre for International Education (BCCIE). BCCIE serves as the Provincial Government's mechanism to coordinate international education in BC at the public post-secondary level. BCCIE is largely funded by an annual grant from the Ministry but derives some revenues from services such as fees from professional development workshops and the sale of publications. Grants from the Ministry have been reduced over recent years.

## BC's Strengths and Opportunities

Demographics in newly emerging economies in Asia, Latin America, the Middle East and Africa suggest that the demand for international education will increase rapidly during the next 25 years. Residents in these countries will likely seek opportunities to receive their education in established universities and colleges throughout the world.

BC's experience in offering international students high quality education, combined with the diversity of public post-secondary offerings, low exchange rate on many foreign currencies, and location on the Pacific Rim, positions the province well for continuing and increased involvement in international education.

## Challenges for Institutions

The report identified several challenges facing public post-secondary institutions to achieving the potential of international education. One challenge is funding mechanisms that may not offer the flexibility required to respond quickly to market opportunities as they arise or to use incremental revenue to invest in new ventures. Other challenges include space constraints, the difficulty and cost of attracting international students to small colleges, and the difficulty of finding seed money to cover the up-front costs of marketing.

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# International Education Activity in BC

The following statistical information is the result of BCCIE's collection of comprehensive, comparable international student, project and institutional linkage statistics from the BC system. The data is collected each spring, and provides a snapshot of international activity in BC. Some of the information below indicates growing trends towards diversification of international students in BC, and the importance of continuing our efforts to diversify source countries, reducing the impact of economic or political turmoil in certain markets.

## International Student Statistics

International students are a significant presence in BC. In 1998/99 over 12,000 international students were studying in BC public post-secondary institutions.

BC attracts students from all over the world, particularly from Asian countries (see Table 1). The three top source countries for international students are Japan, South Korea and Taiwan.

## Market diversification and increase in long-term students:

Market diversification and increase in long-term students has been a priority of BCCIE members as evidenced by market research and marketing ventures in Mexico, South America, and Europe in recent years. It seems that the results of these efforts are paying off for the system.

## Short-Term ESL

In order to check the effectiveness of the system's ESL market diversification activities, we removed the top three countries (Japan, Taiwan and South Korea) from both the 1997/98 and 1998/99 short-term student totals and found that students from the remaining source countries increased 15% compared to an overall short-term decline of just under 18% for the same years.

## Long-Term

Long-term student numbers saw a steady increase from 1996-1998 despite the Asian economic downturn. There was also evidence of a diversification of the market for university transfer,

undergraduate, and graduate programs. To test the market diversification of our long-term student numbers we again removed the top three source countries (Japan, Hong Kong and Taiwan) and found there to be an increase of 14% from our remaining source countries, compared to a 9% increase overall.

Non-traditional countries of interest for short-term and long-term student increases between 1996/97 and 1998/99 include:

	SHORT TERM	LONG TERM
Nordic*	-	+21%
Germany**	43 students	+25%
Australia	-	+45%
Mexico	+39%	+23%
Colombia	+90%	+41%
Brazil	+34%	+31%
Middle East***	+42%	+3%

\* Finland, Sweden, Norway  
 \*\* There were no German students enrolled in short-term programs in 1996-97  
 \*\*\* UAE, Iran, Saudi Arabia, Israel, Kuwait, Lebanon, Iraq, Bahrain

## Slight reduction in dominance of the 'Big Five':

The top 5 source countries in 1996 for all programs (Japan, Taiwan, South Korea, Hong Kong, China) accounted for 71.5% of the international students enrolled at BC institutions. In 1998, the top five countries (Japan, Taiwan, South Korea, Hong Kong, China) accounted for 68.4% of the international students enrolled at BC institutions—a difference of -3.1% or 450 students. Thus the concentration of international student numbers in the top five countries has decreased over the last three years.

It seems, therefore, that the marketing efforts to diversify our student market have been effective, and helped the BC system to absorb what could otherwise have been a more significant reduction of international student numbers after the Asian Currency Crisis of 1997.

## How do we fare nationally?

In terms of how BC has fared nationally between 1990 and 1998 (see Table 2), the CBIE *National Report on International Students in Canada, 1998/99* states, "...international student enrollment in British Columbia grew at all levels (K-12 included) from 12,000 or 15% (of total international student enrollment in Canada) in 1990-91, to 20,200 students or almost 25% in 1997-98." Quebec is the only other province with comparable increases, though the college enrollments are still very small, while Ontario's share at the post-secondary level has declined significantly and consistently since 1990.

The report also states that British Columbia leads with 6.2% of its total university level (university-transfer, undergraduate and graduate) student population being international students, whereas they represent 3.3% of the population of Ontario's universities.



## Institutional Agreements

In 1998, 15 BC public post-secondary institutions had over 90 active agreements in place with institutions from over 22 countries. These agreements support student and faculty exchange in a range of disciplines—sport exchange, exchange of research, credit transfer agreements, and joint program development, among others.

The agreements also allow for easier sharing of people, knowledge and ideas between institutions, and support the further internationalization of the British Columbia post-secondary education system.

## International Education Projects

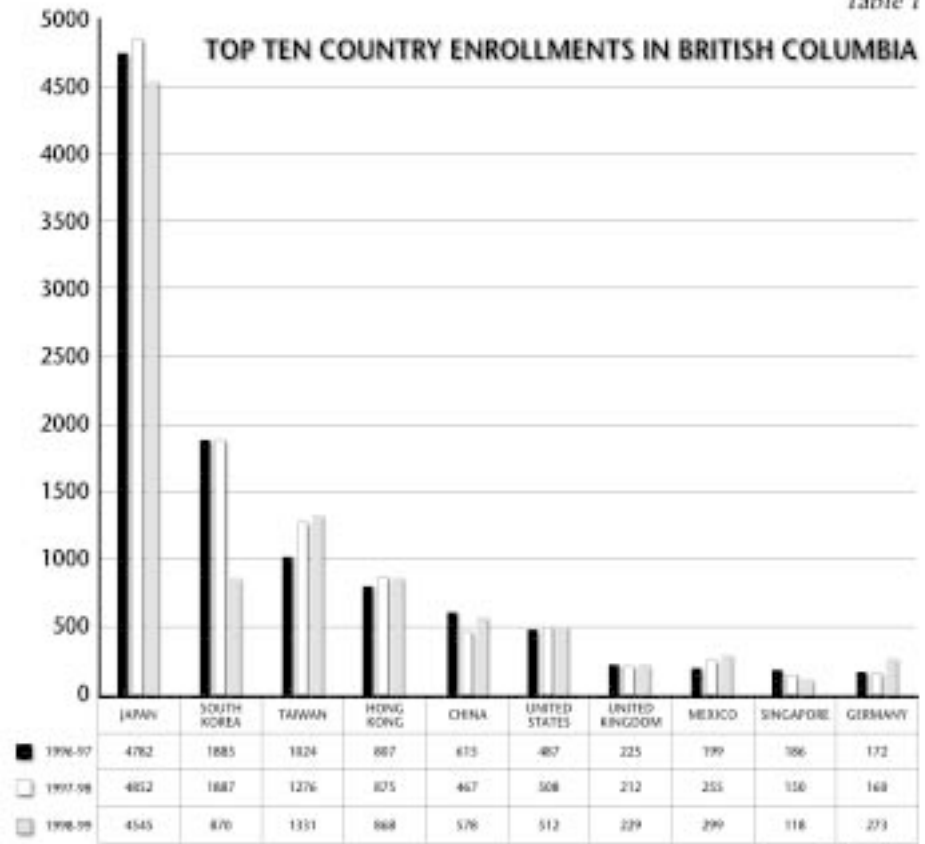
In 1998, 17 BC public post-secondary institutions were involved in international education project work in over 33 countries. The total value of these projects was over \$71.5 million to institutions in BC. The sectors that institutions were involved in were many and varied. For example:

- providing training for technical education faculty in Pakistan,
- developing shellfish culture technology transfer in Brazil,
- articulating aquatic chemistry curriculum development in Vietnam, and
- providing community development in Slovakia, and many more.

Though the work that institutions do on these projects around the world often has enormous impacts on local educational systems and economies, it also has a broad impact back home at the institutions, where the international experience gained can be integrated back into the curriculum and life of the campus. It also provides an opportunity for long-term educational, cultural and business linkages to be established between BC and our overseas partners.

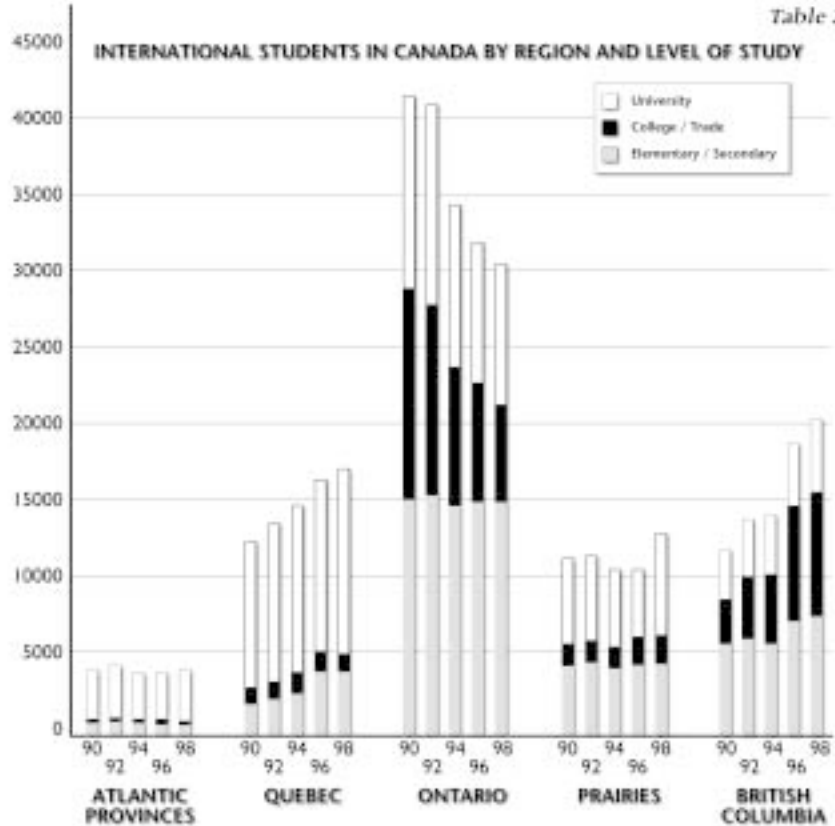


Table 1



Source: BCITE Statistics

Table 2



Adapted from: National Report on International Students in Canada 1998/99; Canadian Bureau for International Education



# A Report From

# LANGARA COLLEGE

*Expanding on Langara College's goal to support internationalization, Gordon McNeil and staff describe below the International Education Department's recent innovations, successes and challenges.*



Langara College was a campus of Vancouver Community College until April 30, 1994 when it became a separate British Columbia post-secondary institution with its own charter.

With the metamorphosis into a new college came a new mandate for international education. The carry-over from the VCC days included recruitment and services to international students, short-term ESL contracts and international field study programs. Through the Ministry of Advanced Education, Training and Technology's mandate and the excellent groundwork laid by BCCIE, Langara was ready to expand its international endeavours.

With the separation from VCC came a commitment to make the college's international activities more transparent and integrated into the college community. Also, the International Education Department's operating budget was stabilized and revenues earned were allocated to the college's central revenue accounts, to allow for college wide access to the department's generated revenue.

With the acquisition of a new Director, Gordon McNeil, formerly of Seneca College in Toronto, the department quickly increased its international student base without increasing costs. Currently, the college is using some of the extra funds from this activity to hire more staff in a backfilling strategy that is unique in international education circles.

## LEAP into Langara

Part of Langara's expansion strategy involved the start of an innovative new ESL program called LEAP (Langara English for Academic Purposes) which involved two important aspects. First, the program itself was designed to integrate all the traditional language skills using content

from various academic disciplines. Students learned and applied normal ESL skills by doing assignments the same as they would in a post-secondary course environment. Second, a student applying for admission to LEAP would be assessed on his/her academic credentials as if he/she was being admitted into a regular college program. The idea was to admit only academically admissible students into LEAP and allow them a seamless transition into Langara's regular academic and career programs during the final two modules of LEAP. Not only has LEAP been a boon to international student admission, but also it has provided experience which has helped LEAP students to succeed in their post-secondary studies.

## ESL Contracts

While the over 400 full-time international students provide visibility to internationalization on a year round basis, Langara's contracted spring and summer based ESL activity swells the on-campus international presence.

The majority of the short-term students come from Japan. For years, Baika Women's College, Jissen Women's University, Ohtani Women's University and Tokushima Bunri University students have been participating in three week intensive ESL and Canadian culture programs. Also, Langara opened its 'Bursary' program, an ESL program for Federal Government sponsored Francophone Canadians, to mix with a cross-section of short-term international ESL students. This unique blend of Francophone Canadian students with international students in an English milieu has been a very positive experience.

Fifteen Japanese students from Takushoku University in Tokyo are billeted with Langara homestay families in our long-term program, while they improve their English language skills, take academic courses with Canadian students and participate in a structured Canadian culture program. The 'Canadian School of Takudai' celebrated its 20<sup>th</sup> Anniversary last year.

Before graduation, each group traditionally plants a tree on Langara campus to commemorate their stay and leave their mark at Langara.

All of these contracted programs are under the leadership of Helena Hensley, the International Education Manager.

## Homestay

Distributed throughout Vancouver are the hundreds of international students served by Langara's Homestay program. Not only does Langara place its own students in homes, but it also places large numbers of overseas students for Vancouver Community College, Vancouver School Board, Richmond School Board, the YMCA, UBC's Executive Management Program and Canadian Airlines. Unique to Langara's homestay operation is the Langara Homestay staff's rigorous procedures for selecting appropriate families and matching them with suitable overseas students. The staff provides an orientation for both students and families and follows up on all placements. Langara's Homestay program places about 1,000 students every year under the direct supervision of Valerie Peters, the Langara Homestay Manager.



Groups from Japanese universities and colleges have been coming to Langara College every summer for over 15 years to polish their English language skills and experience various aspects of Canadian life.



## External Studies

Langara has always been a strong supporter of having its students study overseas under the direct tutelage of its faculty. In past years field schools have been conducted in Africa, Guatemala, Mexico, Hawaii, Asia and Western Europe. Most active in this type of activity has been the Biology Department, Art History Department and the Latin American and Pacific Rim Studies Programs. Currently, the 'Study in Africa' program is in its 6th year of operation. This program, which started with SFU as a primary partner, has grown to include students and faculty from UBC, University of Alberta, Guelph University, McGill University, Queen's University and Dalhousie University. Based primarily in Kenya, this safari-like program also includes a diving and marine ecology course conducted in the Indian Ocean.

More recently, in partnership with Rajabhat Institute Loei in northeastern Thailand, Langara conducted five courses for twenty Langara students using the Mekong River as the theme for the program. This spring, there is a three-course program planned for China and a four course offering this summer in Peru. The latter program was designed by the Latin American Studies faculty and consists of Spanish language courses and a trans-disciplinary course involving an economist, geographer and anthropologist.

The International Education Department currently has plans to offer a variety of three-week study-travel programs for career programs and university transfer students. These intensive short-term overseas courses will expand the programs offered to Langara students and put more Langara faculty on the road. Some programs will be conducted with partner institutions.

## Internships

While Langara has always had a strong Co-op Education Program, in 1998 there was an opportunity to go global. Langara applied and won an HRDC grant to manage a program entitled, "Internship of the Americas". This highly successful program saw students from across Canada working in internships in Mexico, Colombia, Brazil, Chile, Uruguay and Panama.

Two Langara interns also found work in Shenzhen, P.R.C. working for a toy manufacturer as a designer and a market researcher. The employer is looking for Langara replacements when the current two students return.

Internships have not been limited to Canadian students studying overseas. Last year a Japanese graduate student of Langara's Pacific Rim program got a placement in Claremont Public School, in Ontario, assisting with the teaching of Japanese language and culture to a grade 6 class of Canadian youngsters. To the students' joy, the Langara student was from Nagano and she returned home briefly to work at the Winter Olympics in her hometown. She was able to communicate back to her class, first-hand, on Canada's accomplishments during the Olympics.

## BC Grants and Rewards

Langara has been very active in pursuing grants offered by BCCIE for students and staff wishing to have international educational experiences on their own. Langara students have received grants and awards to study in Mexico, Japan, China and Thailand. Faculty have received awards for work in Hong Kong and Japan. Langara sees this as a valuable component of its internationalization process.

## International Development Projects

Langara has been fortunate to win a Level II, CIDA grant through ACCC to conduct a three-year "Water Care and Rural Health Training" program in the Mwanza area of Tanzania. The purpose of the project is to help the local area residents reduce the number of water born diseases acquired by the people in the area. This has been accomplished through an assessment of water and wastewater management and community health awareness. Unlike other ACCC projects, which usually only involve the use of college faculty, students from Langara's environmental science and nursing programs have played an active role overseas, both in water quality assessment and delivery of community health education. Faculty, excited by this first project, are currently bidding on three other projects in Africa and Nepal.

## Internationalizing the Curriculum

In 1998, the International Education Department did an extensive survey with the university transfer faculty to determine



Students from a Japanese university enjoy horesback riding as part of the Canadian culture component of their summer ESL program at Langara.

a baseline for the internationalization process in academic courses. The results were encouraging. The amount of 'international' content or cross-cultural references was extensive. However, there were several faculty who did not see the relevance of 'internationalization' to their courses and others who saw this as another administrative invasion of their right to design curriculum as they saw fit. The International Education Department has taken the tack of financially supporting international curriculum initiatives as a way of having keen faculty members provide a model for those who are more resistant to the 'internationalization' process.

We are also currently developing a post-diploma International Business Program focussing on NAFTA studies. This three-semester program will see Langara students studying their final semester in either the US or Mexico as part of a tri-lateral exchange program.

## Service to International Students

Everyone was surprised by the Asian currency crisis. Langara saw this as a time to try to help those in distress. Central to keeping students from Korea, Malaysia and Indonesia (we had no Thai students) was a Personal Money Management seminar given by Gordon McNeil, Director of International Education and Fraser Archibald, International Student Counselor. The strategy was to help students substantially reduce their cost of living and keep them in Canada. At largest risk were female Chinese students from Indonesia. Following the initial seminar were several meetings to ascertain how people were doing and share tips on getting through the

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# International Quality Review Process (IQRP)

by Bronwyn Jenkins

*BCCIE has contracted with Bronwyn Jenkins to develop and implement a review and assessment process to examine quality and internationalization in a post-secondary institution. In this article, Bronwyn provides an overview of the International Quality Review Process (IQRP) and discusses the objectives of the BCCIE pilot project.*

## **Introduction**

Most post-secondary institutions in British Columbia are committed to internationalization in higher education. Since the point of internationalization is to improve the quality of education, and because educators are concerned about the quality of internationalization, everyone involved must be prepared to justify strategies adopted and activities undertaken to achieve the objectives of internationalization. While many institutions have articulated support for internationalization in their strategic documents and have established several of the programmatic and organizational strategies suggested for internationalization, few have integrated the imperatives of review and assessment into the process.

The International Quality Review Process (IQRP) project is an initiative undertaken by the program on Institutional Management in Higher Education (IMHE) of the Organisation for Economic Co-operation and Development (OECD) in collaboration with the international Academic Co-operation Association (ACA).

## **What is IQRP**

The IQRP is a process whereby individual academic institutions assess and enhance the quality of their

internationalization efforts according to their own stated aims and objectives. The review includes procedures and guidelines to be adapted and used in both a self-assessment exercise and an external peer review.

The review process assesses the extent to which institutions actually achieve the aims and objectives that they set for themselves; it assesses the relationship between institutional objectives and actual achievement.

The IQRP is a process that assists institutions to appreciate how their systems relate to their strategic efforts. The self-assessment and peer review processes are designed to examine whether the organization is on track and whether there is an alignment between strategy and reality.

The IQRP can be used as both a planning tool and a review instrument. Additionally, the IQRP can be a constructive method to increase institutional awareness, involvement and commitment to internationalization.

## **Assumptions of the IQRP**

- The IQRP is based on the principles of self-assessment and peer review and is guided by the institution's own mission and aims.
- There is acknowledgement and recognition of the differences among institutions and countries.
- The self-assessment and external reports are for use of the institution only.
- The review process is not intended to prescribe practices or to advocate for uniformity or standardization of internationalization approaches or procedures.

## **Rationale for the IQRP**

As internationalization matures, as both a concept and a process, it is important that institutions of higher education address the issue of the quality assessment and assurance of their international dimension.

Review is part of an internationalization process that incorporates advocating, planning, implementing, rewarding, reviewing and improving the internationalization strategy of the institution.

## **BCCIE IQRP Pilot Project**

The purpose of this project is to develop and implement a review and assessment process to examine quality and internationalization in a post-secondary educational institution in British Columbia. Malaspina University-College has volunteered to be the pilot institution. The project will include the development of guidelines for the design and implementation of an internationalization quality review process.

At a macro level, this project will increase the awareness for the need for quality assessment and assurance in the internationalization process, help strengthen the contribution that internationalization makes to an institution and help develop experience with international quality assurance procedures. The project will be highlighted through a series of workshops at the BCCIE Summer Institute in June. ❖



## BCCIE Undertakes HRDC Funded Mobility Study

Human Resources Development Canada (HRDC) is currently exploring opportunities to expand its support of international academic mobility into other regions of strategic interest to Canada e.g. Latin America, Central and Eastern Europe, Southern Africa and the Asia Pacific. In order to provide an effective guide for the development of future mobility programs, HRDC has commissioned a number of feasibility studies to assess the appropriateness of a range of approaches to student mobility, and BCCIE has been asked to lead the project in the Asia Pacific Region. BCCIE was the only organization outside of the International Education Advocacy Coalition made up of AUCC, ACCC, CBIE, WUSC, ICCS and the Canada-US Fulbright Commission, to be included in the project.

Over the next several months, the various regional teams, including BCCIE, will be contacting your institution to determine your interest in providing information about your institutions' experiences in these regions. Also of significant interest will be to determine what institutional needs are in regards to ensuring sustainability of an exchange program; how exchange can be used to effectively support the internationalization of the institution; and whether there is a need for program support in other non-financial areas.

One of the activities that BCCIE will undertake as part of this study is a 'Roundtable/Workshop' in Vancouver, which will include representatives of organizations and institutions from the Asia Pacific Region and Canada. This event, to be held early in June, will provide significant opportunities for institutions to network with some of the key mobility leaders from Asia. We are also expecting that some of these representatives will be able to contribute to a Pre-Summer Institute Event on June 4, 2000.

This project affords the Canadian post-secondary system with an opportunity to significantly influence the future planning for federally funded mobility programs in Asia and the Pacific, and we welcome your interest. ❖

Report From Langara... con't

crisis. It worked. At the beginning of the crisis Langara had 44 students from the impacted countries and at the end we had 52. Caring service pays off.

Although Langara is in the middle of hiring an International Student Coordinator (ISC) to look after the day-to-day needs of international students, it has had to devise a self-help manual for the increasing number of international students joining Langara directly from their home country. Through the expert research and writing skills of Sue Seyward, a local consultant, and Cheryl Agoston, the departmental assistant who formatted the "International Student Handbook", newly arrived students have a 120 page resource guide on how to survive in Vancouver. The booklet is divided into two parts. The first part consolidates information that needs to be addressed in the first seven days in Vancouver. The remainder of the book provides information and topics of more interest throughout their stay.

With a new ISC on the horizon, the development of a new orientation program, and the "International Student Handbook", international students will be receiving additional support that will maximize their adjustment to Canada and success at Langara.

### Commitment

Langara's International Education Department could not be as successful as it has been or able to grow at the rate it has, without the co-operation of the President, Linda Holmes and the Board, particularly the Board Chair, Stephen Huddart. Both have been strong supporters of the college's international initiatives. They have provided consistent, on-going support for the college's international ventures and allowed the department to flourish in tough financial times.

### The Future

Langara is reaching capacity. The College has no more space for new students. The International Education Department has a plan to encourage more Canadian students to study overseas through External Studies programs and study abroad programs while backfilling with new international education students. The aim is to be the premier choice for university transfer students from around the world and to have more Langara students with direct overseas exposure than any other college in Canada. ❖

The Economic Impact... con't

## Challenges for BC and Canada

International education is becoming more and more competitive. To compete with Australia, the United States and the United Kingdom, BC must maintain and enhance its reputation as a high-ranking education destination. One difficulty for BC and Canada, not experienced by some competitor countries, is the constitutional division of responsibilities for international education. Successful marketing of international education depends on collaboration between the federal and provincial governments.

### Conclusion

International education provides a way for BC to diversify its economy away from traditional resource sectors. The sustainable and income generating capacity of these sectors is far lower than it has been in the past and more and more British Columbians are seeking new employment opportunities in the service and knowledge based sectors.

International education has had a positive impact on BC's economy. The challenge for BC is to maintain and enhance its ability to attract international students to BC institutions in an increasingly competitive market. The authors of the study present a number of policy and program recommendations that include:

- Continuing to allow institutions to retain revenues for international education.
- Avoiding further reduction of the core funding for BCCIE provided by the province and rebuilding funding support to allow BCCIE to continue to be active in the area of internationalization.
- Continuing efforts to work with the federal government to create changes that benefit the international education sector in BC.
- Identifying the international education sector as one of the "knowledge-based" sectors that will contribute to the diversification of the provincial economy.
- Arranging a meeting of educational leaders to identify further actions that the province may take in support of the sector. ❖



# BCCIE Strategic Directions

BCCIE recently developed its Strategic Directions for 1999-2001. The document was produced through a comprehensive process of consultations with the Board, the Working Committees, the Ministry of Advanced Education, Training and Technology, and the BCCIE institutional membership. The BCCIE Strategic Directions Plan has been distributed widely to the public post-secondary system. Additional copies can be obtained through our web site or by contacting the office directly. Below, please find highlighted the seven strategic directions from the plan.

## BUILDING ON OUR ACCOMPLISHMENTS, BCCIE WILL:

### 1. STRENGTHEN THE UNDERSTANDING OF, AND SUPPORT FOR, INTERNATIONALIZATION BY:

- Conducting workshops/events and developing resources that will showcase approaches and provide practical techniques for faculty, staff and administrators.
- Encouraging and showcasing strategies which enhance the quality assurance of internationalization initiatives.
- Conducting research and circulating information on innovative internationalization strategies/approaches.
- Participating in, and contributing to, key internationalization conferences.
- Managing an awards/grants program for students and scholars.

### 2. FACILITATE AND STRENGTHEN THE INTERNATIONALIZATION OF THE CURRICULUM/LEARNING BY:

- Developing, managing and implementing programs to support internationalizing the curriculum/learning initiatives.
- Conducting workshops/events and developing resources that will showcase approaches and provide practical techniques for faculty, staff and administrators.
- Circulating/profiling information on internationalizing the curriculum/learning initiatives.
- Facilitating discussion with, and involvement of, faculty, staff, administrators, faculty development coordinators, and the Centre for Curriculum, Transfer and Technology (C2T2).

### 3. STRENGTHEN OUR COLLABORATIVE MARKETING EFFORTS BY:

- Conducting workshops/events and developing resources that will showcase approaches and provide practical techniques for international marketing professionals.
- Promoting a strong, unified corporate image in marketing and communication initiatives.
- Developing and distributing system promotional materials utilizing new technologies that enhance the profile of, and information on, the BC public post-secondary system.
- Developing and maintaining key markets.
- Facilitating collaborative marketing/advertising efforts.
- Participating in key events/fairs to showcase the BC system.
- Strengthening relationships with CEC Network and Tourism BC.

### 4. STRENGTHEN OUR SUPPORT FOR INTERNATIONAL EDUCATION PROJECTS BY:

- Strengthening relationships with private sector, executing agencies and funding institutions.
- Conducting workshops/events and developing resources that will showcase approaches and provide practical techniques for institutional project professionals.
- Reviewing BCCIE project development and implementation activities and identifying new strategies for effectively positioning the Province.
- Organizing programs for incoming delegations.
- Organizing and participating in key outgoing missions.
- Developing a database of BC system expertise and marketing that expertise.

### 5. WIDEN OUR NETWORK AND LINKAGES WITHIN THE PROVINCE, ACROSS CANADA AND INTERNATIONALLY BY:

- Strengthening and expanding our relationships with the K-12 system, private sector, system agencies and government in BC and collaborating on appropriate projects.
- Enhancing communication and information sharing with provincial, national and international agencies, associations and organizations.

### 6. DIVERSIFY OUR FUNDING BASE BY:

- Implementing an awards fundraising campaign.
- Marketing BCCIE publications, resources and events.
- Identifying and organizing cost recoverable initiatives.
- Researching, designing and implementing selected revenue generating projects.

### 7. ENHANCE OUR COMMUNICATION AND ADVOCACY EFFORTS BY:

- Developing materials, maintaining a variety of listserves, and utilizing the internet to facilitate communication and information sharing.
- Implementing a consultative annual planning process and circulating planning documents.
- Advocating for international education at the provincial, national and international levels. ❖



*In the year 2000, BCCIE celebrates its 10th year. To mark the occasion we have adopted a new logo, celebrating our "10 years of Excellence" in partnership with the British Columbia public post-secondary system.*

*Thanks to all of you who have supported us over the years and we look forward to working with you in the future to continue to infuse an international perspective into the functions and culture of all institutions.*



# Nordic Mission Update

*Peter Lonnberg, from the Canadian Embassy in Finland, has written a report on one of the positive spin-offs resulting from BCCIE's 1998 incoming Nordic Mission, in late October. During this mission, a total of 14 delegates, five from Finland, spent two days touring and learning about BC's educational institutions. The tour began at UNBC, where several institutions delivered presentations, moved on to UBC and Emily Carr Institute of Art and Design the following day, taking in more schools' presentations and ended in Whistler.*

*The delegates were so impressed with the quality, variety and comparatively low cost of post-secondary education in Canada, that upon their return home, they set about organizing a Canadian Education Workshop, the first of its kind in Finland. The event was enormously successful, as conveyed by Mr. Lonnberg and by the number of Finnish students now inquiring into BC study opportunities. The following is Mr. Lonnberg's report:*

We continue to reap high value from last autumn's Nordic Education mission to Canada and our education marketing arrangement with the local Fulbright Centre. The latest example was a Canada Education Workshop, held October 1 in Rovaniemi, Finland, attended by 105 international relations officers from higher education institutions throughout Finland. This unique opportunity and audience - representing some 70 per cent of the relevant community throughout Finland - can be attributed to the timing of the workshop, which was arranged in conjunction with a three-day annual training seminar for Finnish university and poly-technic international liaison staff. We understand that this was also the first time that educational opportunities in a specific foreign country had been chosen as a supplementary workshop theme.

The seminar was planned by the five Finnish delegates who took part in the Nordic Education mission to Canada in October-November, 1998, arranged by the Centre for International Mobility of the Finnish Ministry of Education, and supported by the Fulbright Centre, which distributed their information kits on

Canada and additional materials obtained from AUCC.

The workshop was aimed at increasing awareness of study opportunities in Canada, and encouraging further linkages between higher education institutions in Finland and Canada. Opening remarks by the Ambassador and Rector of the University of Lapland were followed by an overview of the Canadian education system by the Fulbright Center education advisor. Discussion on the North Consortium initiative as an example of how the Canada-EU agreement can be creatively used to forge student exchanges and academic linkages followed. There was then a presentation of the education advisory services and support programs provided by the Fulbright Centre and the Centre for International Mobility followed by a panel discussion by Canadian students on the theme of 'Why I Chose Finland' and on their experiences in the country.

The various presentations received a lively response, both during the formal sessions and the informal networking event that followed. The quality, variety and comparatively low cost of post-secondary education in Canada and the ease of cultural adaptation were themes consistently cited by the Finnish speakers.

The Embassy had arranged for information on the workshop (and the annual Finnish education fair) to be circulated in advance, through the Association of Universities and Colleges in Canada, to all contacts on their electronic mailing list. The University College of the Fraser Valley, the University of Saskatchewan and the New Brunswick Centre for International Education each sent representatives to the Rovaniemi workshop. The delegates were also given an opportunity to present their institutions during the workshop and to network with the Finnish participants. Separate additional programs for the Canadian delegates, in Helsinki and other Finnish cities, were also arranged by the Embassy.

While follow-up is difficult to measure accurately, it is our assessment that the workshop was a great success - certainly an opportunity to reach an audience that we

could not 'buy' - and greatly increased the Finnish participants' interest in Canada. This was clearly also the experience of the Canadian visitors attending. The origin of initiative is a further indication of the value of last autumn's Nordic Education mission to Canada - as was the visit in December of the Executive Director of the BC Centre for International Education and a planned visit in February from the Alberta post-secondary education community. We would also note the Fulbright Centre's initiative, again this year, to feature Canada, as well as the United States, at its booth at the annual Finnish education fair 'Studia' early in December.

Peter Lonnberg  
Public Affairs Officer  
Canadian Embassy

There is also a website for this workshop:  
[www.urova.fi/home/kv/english/conferences/canada99/programme.html](http://www.urova.fi/home/kv/english/conferences/canada99/programme.html) ❖

## BCCIE Web Site Update

### Traffic Report

BCCIE's December web site report shows that the top 12 countries visiting the site during the month were, in order of frequency of visits: Canada, United States, Germany, United Arab Emirates, Russia, the Netherlands, United Kingdom, Mexico, Belgium, Turkey, Sweden and Finland.

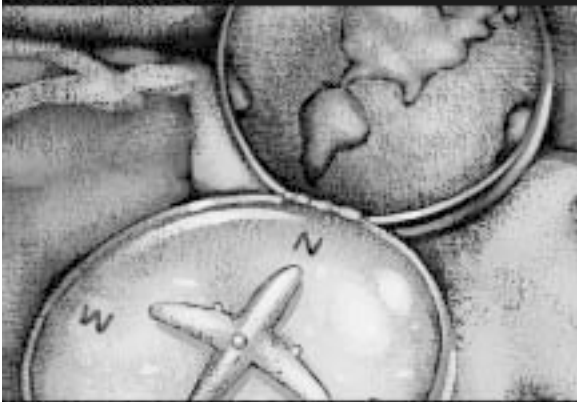
The number of hits on our newly designed web site have increased substantially from 22,000 hits in September (the highest over the previous 6 months of recorded hits), to 55,000 hits in November, and 47,000 hits in December. As well, the time spent on the site has increased four-fold since October. Visits are now averaging just over 8 minutes.

### Translations Now Live

Key sections of the site have now been translated to Japanese, Chinese, Spanish, French and Korean. Visit BCCIE's site at [www.bccie.bc.ca](http://www.bccie.bc.ca) ❖



## Innovations in Internationalization: New Directions



### BCCIE 2000 Summer Institute

The British Columbia Centre for International Education (BCCIE) is pleased to announce that our third annual Summer Institute will be held in Vancouver, British Columbia, Canada from June 5-7, 2000 at Simon Fraser University, Harbour Centre.

In addition, we will be offering a Pre-Summer Institute event on June 4, 2000 focussed on the Asia Pacific.

#### 2000 Summer Institute

The BCCIE Summer Institute is a unique educational event that provides participants with opportunities to explore in-depth, topical internationalization subjects through a series of practical and interactive workshops. The theme of this year's Summer Institute is **Innovations in Internationalization: New Directions**. The Institute will also provide participants with an excellent opportunity to network and share information with international education colleagues in a unique campus environment.

The Summer Institute workshops and presentations will showcase a number of innovative internationalization strategies and will provide practical tips and techniques to individuals responsible for implementing, supporting,

managing and marketing international education programs at the secondary and post-secondary level. A range of in-depth workshops will be provided in the areas of: internationalizing the campus, curriculum and community; the promotion and marketing of educational services; programs and services for international clients; and managing and implementing international projects.

#### 2000 Summer Institute Venue

This year our annual Summer Institute will be held at Simon Fraser University, Harbour Centre which is the satellite campus of the main university campus in Burnaby. The Harbour Centre campus offers an accessible, well-designed and appointed facility that is located in the heart of downtown Vancouver.

The beautiful city of Vancouver offers cosmopolitan dining, superb shopping, a colourful nightlife, a full complement of cultural activities as well as the beauty of the Pacific Coast and the adventure of the great outdoors.

A block booking has been made at the Hampton Inn and Suites for a very reasonable rate of \$85.00 per night, including continental breakfast. The hotel is within walking distance of SFU Harbour Centre and is located in the heart of the theatre district.

The Summer Institute preliminary program and on-line registration will be available on our web site mid-March. For further information on the 2000 Summer Institute, please contact BCCIE.

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## World Education Market

The World Education Market will take place May 24-27, 2000 at the Vancouver Trade and Convention Centre. The event will showcase international education products and services, examine major issues impacting the world of education relative to the

international market, and highlight training and lifelong learning opportunities. The WEM Conference Program will address issues impacting the world of education, as well as providing workshops in adapting content to reflect local needs and circumstances, and provide information on buying, selling and producing materials for the international marketplace.

The over 4000 expected participants will include people from: school systems, post-secondary institutions, governments and development agencies, workplace training, distance learning and adult continuing education, book and multimedia publishing, and the telecommunications industry. Thus far, companies and organizations from over 24 countries have reserved for the year 2000 fair.

From the BC public post-secondary system: BCCIE, British Columbia Institute of Technology, Camosun College, Simon Fraser University, University of British Columbia and the University of Victoria (Division of Continuing Studies) will have booths. In addition there will be a provincial government booth composed of the Ministry of Advanced Education, Training and Technology, Ministry of Education, Ministry of Employment and Investment, and the Ministry of Small Business, Tourism and Culture.

In consultation with BCCIE Working Committees and the Ministry of Advanced Education, Training and Technology, BCCIE has begun planning for booth and promotional materials to showcase the BC post-secondary system's educational products and services at WEM.

For further information please consult: [www.wemex.com](http://www.wemex.com)  
For general inquiries contact: [info@wemex.com](mailto:info@wemex.com)



# Merry Christmas from Japan

*David Walker, the former Director of International Programs at Northern Lights College, is now working as a professor at Jumonji University-College in Japan. After David's retirement in 1997, he and his wife Pat decided to take on the adventure of living in Japan. They sent BCCIE a Christmas letter this year, detailing some of their escapades. We enjoyed the stories so much, that we've included excerpts from this letter in order to share their days in Japan with you.*

Well, it is the last Christmas of the Millenium and we just put up our tree. Because we are having 12 people in for turkey dinner, Pat decided that the tree should be on the balcony. It is decorated with blinking lights, red apples and gold bells.

We are now ending our third year in Japan. We live in Warabi City, which is the most densely populated city in Japan. We lead a very eclectic life.

For recreation we sometimes go to "the ball game" and watch the Tokyo Giants, or the Tokyo Ham Fighters (That is properly thought of as: Tokyo Ham-Fighters! But we prefer Tokyo—Ham Fighters). Our favorite team is the Daiei Hawks because Daiei owns the local supermarket and if they win the league championship, they put on a big sale. We also religiously watch the five, fifteen-day sumo tournaments on TV. We have been to one live sumo basho and it was great. When 400 pounds of charging wrestler meets another 400 pounds of wrestler going in the other direction, it makes quite a noise. We also saw the Vancouver Canucks play the Ducks in the 1998 season opener at Yoyogi sports gym. It was great and the Canucks actually won.

We try to balance our recreation between day trips, biking and overnight excursions. One of the great things about this 7,000 year old culture, is that every week there is a festival somewhere nearby. Some festivals are as simple as viewing flowering plants or trees. The



best of these occurs in April when everyone enjoys the cherry blossoms. Around that time, people have cherry blossom viewing parties, called hanna mi. The biggest hanna mi is in Tokyo's Ueno Park, where 250,000 people go to look at the thousands of cherry trees. We were there two years ago and were awed by the people as much as by the beauty of the trees. We wandered around for several hours and eventually were invited to join a "company party." The group that we joined came from a printing company and although we couldn't speak enough Japanese and they couldn't speak enough English for anyone to actually say anything interesting, we had a great time and lots of "Kampaies."

One of our favorite activities is visiting onsens. An onsen is a bath that is continuously fed with hot spring water. The Japanese are fanatics about onsens and most onsens are absolutely beautiful, and pride themselves in the ambience and view that they afford the bathers. When we get back to Canada we will probably miss onsens more than anything else.

The Japanese tend to take very action packed, quick vacations. It is common to ask someone "How was your vacation?" and get an answer like "Great, I went to Paris, Spain, New York and Los Angeles!" Sounds like a great trip eh? The catch is, they do it in one week. Because Japanese vacations are extremely rushed and expensive, and given that we have about five months of vacation a year, we had to find a cheaper, longer alternative. That proved to be camping. We bought camping gear (at Sports Traders) in Fort St. John before we left and have really made good use of it. Japan is a great place for camping because: (1)The campsites are clean, very well serviced and often free. (2)You can leave your stuff in the tent all day and not worry about someone pinching it. (3)There is always a store nearby so you don't have to haul food. (4)There is always an onsen or sento (public bath-house) nearby so hygiene is no problem.

Well it is time to bring this update to an end. We wish you all a belated Merry Christmas and Happy, Healthy and Y2K bug free New Year.

David and Pat  
Tokyo Jan 8, 2000



# ASIA PACIFIC Awards & International Grants

Through the BC Centre for International Education (BCCIE), the Ministry of Advanced Education, Training and Technology provides grants and awards to public post-secondary students, faculty and professional staff to study and work overseas. Participants have an opportunity to expand their knowledge of other societies and languages, to establish working relationships and to forge friendships with people from Mexico, Chile and the Asia Pacific region. These awards and grants contribute to the long-term development of social, political and economic ties between these countries and BC.

## Award and Grant, Student and Faculty Outcomes

The Asia Pacific Awards and International Grants program has made significant contributions over the years to the development of international competencies for BC students and faculty.

Over the next year, a study will be undertaken to examine the impact of the awards and grants program on

BC students and faculty. This study will survey past student recipients to determine how their international study experience has influenced their lives in regards to their career, academic, and social/cultural skills. The study will also determine how faculty have utilized their experience to internationalize their classrooms and campuses.

## Utilizing Student and Faculty Reports:

Every year, up-to-date information about student life, living conditions, costs of living and special experiences are generated by the Final Reports of the Awards and Grants recipients. BCCIE will begin to make these reports available for general access on our web site. This resource will become a key source for student and faculty preparation for overseas study – whether they are going with our program's support or independently. ❖

## RECENT AWARD & GRANT RECIPIENTS

### BC University Scholar's Grant

Maureen Adam	SFU	China
Christopher Barnes	UVic	Hong Kong
Mandakranta Bose	UBC	India
Susan Forwell	UBC	Mexico
Joi Freed-Garrod	SFU	China
M. Kaii Keliipio	SFU	Japan
Masao Nakamura	UBC	Japan
Jerry Schmidt	UBC	India
Mahesh Upadhyaya	UBC	India/Malaysia
Eric West	RRU	Hong Kong

### BC College Scholars' Grant

Elizabeth Astill	Malaspina	Taiwan
Sam Bailey	Malaspina	Thailand
Michael MacColl	UCFV	Japan

### BC Asia Pacific College Students' Award

Christine Bellerose	Langara	Vietnam
Sean Coggins	Capilano	Japan

### BCCIE International Student Grant

Zandra Bear	Malaspina	India
Micheline Bell	Capilano	Bhutan
Ben Clinton-Baker	Camosun	Mexico
Jason Constantine	Camosun	Japan
Sarah Cotton	Camosun	Japan
Katherine Pickering	OUC	Mexico
Angela Price	Camosun	Japan



# Scholar Views

by Madeline Hardin  
from the University College of  
the Fraser Valley

*Madeline Hardin, an Asia Pacific Scholar's Grant recipient, spent three and a half months teaching Canadian Studies, Economics and Agriculture in Fukugawa, Japan. While her primary activity was teaching at Takushoku University, Hokkaido Community College, her equally significant secondary activity was conducting community relations.*



Madeline Hardin (left) and Karen Massier (right), a student who received a grant from BCCIE last year. We're in a Ryokan (Inn) in Western Hokkaido.

*Madeline lived with her two children and periodically her two nieces in Hokkaido. In this article she describes some of her scholarly activity and her successes with being welcomed into the community, in part because of her children's presence.*

## Teaching

I taught two sections of Canadian Studies; Economics (75 students) and Agriculture (3 students). For all of these classes I used a lecture format [and an interpreter]. I was expected to be on campus four days a week.

Working with an interpreter was a new experience for me. I learned two things from the process. One, it is important to speak slowly and clearly. Two, it is a good idea to type your lectures so that the interpreter can have a copy, and so that the lecturer doesn't lose track during the constant ebb and flow of interruption.

The experience of teaching in a Japanese classroom is challenging for North Americans who are used to a great deal of student interaction. As David Wyatt, one of the former exchange instructors at Takudai put it, "I always used to attribute my success in the classroom to my own teaching ability. Now that I've taught in Japan, I know that my successes in the Canadian classroom is because of the students."

I, too, am used to a great deal of student interaction, so students who would never answer a question presented a challenge. I did discover that if I asked my students to put their questions in writing (in Nihongo/Japanese) that many rich questions would be handed in. These questions were then translated by one of the interpreters.

Like my predecessors, the most delightful secondary benefit of this experience was that I learned a great deal about Canada and Canadian history.

## Community Relations

I came to Fukugawa with two teenagers in tow - Jacob, 13 and Karl, 16. I also had two nieces visit for three weeks each; - Annika, 13 and

Katherine, 16. We knew that we were all there to get to know the community and to participate as fully as possible in our temporary new home.

Mayor Kawano acted on our behalf and persuaded the local high schools to take my children "free of charge". This was a wonderful opportunity for the children, and it was a good opportunity for Fukugawa too. The children primarily attended English classes at a total of three high schools. At all of the schools they were greeted warmly, introduced, and befriended.

My children really integrated into the community, and through them I made many friends and contacts. We were all involved in International Day (a community event for students learning English) where we were the local "attrac-

tions". As well, all of the children participated in some of the local after-school language classes on a fairly regular basis. The teachers were grateful for their help and I was delighted by the children's increased ability to speak *Nihongo*.

All four of the children had a life-changing experience and they all vow to return to Japan some day. Here is an excerpt from one of my letters home:

*It's almost impossible to wrap words around how I'm feeling. I'm in love with the people and the place. I am bathed in the warm, humid air; just as I am bathed in the graciousness of my hosts. I am feeling joy, restlessness, and a bit of anxiety about getting the children packed and ready to go. They arrive in Canada on Saturday the 26<sup>th</sup>. Their three-month sojourn has passed like the blink of an eye. I know they are feeling like they do/ don't want to go, just as I am feeling the same confusing conflict of emotions.*

So, under the heading of community relations we attended International Day, a welcome dinner with the International Friendship Society of Fukugawa, we met with the vice-mayor, the Mayor, and we participated in local festivals, etc. As well, I gave a speech to the Japanese Association of Canadian Studies in Sapporo. It was a busy but very agreeable time.

I think it is obvious from the enthusiasm of this report that I think this exchange is an extraordinary opportunity for the participants. I would be happy to talk to anyone who is contemplating going to Takushoku.



Katherine Searle, Karl Hardin and friends at the Fukugawa train station.





## MARK YOUR CALENDARS

March 9, 2000

### **BCCIE Consular Reception**

SFU Harbour Centre, Room 2065

5:00-7:00pm

Contact: Jacqueline Bedard

T: (250)978-4242 F: (250)978-4249

E: [bccie@bccie.bc.ca](mailto:bccie@bccie.bc.ca)

March 10, 2000

### **BCCIE Membership Meeting**

SFU Harbour Centre, Room 1400-1410

8:30am-3:00pm

Contact: Jacqueline Bedard

T: (250)978-4242 F: (250)978-4249

E: [bccie@bccie.bc.ca](mailto:bccie@bccie.bc.ca)

May 24-27, 2000

### **World Education Market see page 12 for details**

Vancouver Trade and Convention Centre

Contact: [info@wemex.com](mailto:info@wemex.com)

web site: [www.wemex.com](http://www.wemex.com)

June 5-7, 2000

### **BCCIE Summer Institute**

**"Innovations in Internationalization: New  
Directions"**

see page 12 for details

SFU Harbour Centre

Contact: Jacqueline Bedard

T: (250)978-4242 F: (250)978-4249

E: [bccie@bccie.bc.ca](mailto:bccie@bccie.bc.ca)

September 14-15, 2000

### **BCCIE Membership Meeting**

Location TBC

Contact: Jacqueline Bedard

T: (250)978-4242 F: (250)978-4249

E: [bccie@bccie.bc.ca](mailto:bccie@bccie.bc.ca)

December 7-8, 2000

### **BCCIE Membership Meeting**

Location TBC

Contact: Jacqueline Bedard

T: (250)978-4242 F: (250)978-4249

E: [bccie@bccie.bc.ca](mailto:bccie@bccie.bc.ca)

## BCCIE PUBLICATIONS

### **INTERNATIONALIZATION**

#### **Maintaining the Momentum: The Internationalization of British Columbia's Public Post-Secondary Institutions**

*Karen McKellin, 1998, 93pp; Report on the  
internationalization of BC public post-secondary institutions.*

#### **Preparing Graduates for the Future: International Learning Outcomes**

*Dale Stanley, Joan Mason, 1997, 61pp; Report identifies the  
international knowledge, skills and abilities needed by post-  
secondary graduates.*

#### **Anticipating the Future: Workshops and Resources for Internationalizing the Post-Secondary Campus (Second Edition)**

*Karen McKellin, 1996, 202pp; Facilitator's guide for leading  
workshops and discussions on internationalization.*

#### **Facing the Future: The Internationalization of Post- Secondary Institutions in British Columbia**

*Anne Francis, 1993, 70pp; Report documents findings of  
surveys and interviews at BC public post-secondary  
institutions and provides a review of the literature.*

### **INTERNATIONAL EDUCATION MARKETING**

#### **International Marketing: Education Products and Services**

*Cathy Cameron, 1997, 71pp; Self-study international  
marketing handbook for Canadian educational institutions.*

#### **Potential for International Education Activity in Chile**

*Jane Martin, 1996, 49pp; Report provides background  
information on Chile and its education system, and examines  
the country's post-secondary market.*

### **STUDY ABROAD**

#### **Developing and Managing Education Abroad Programs**

*Martha Kertesz, March, 2000; Handbooks provide an  
overview of the various types of international study abroad  
programs and services and outlines strategies for developing  
and improving programs.*

### **ORDERING INFORMATION**

To order any of the above publications, or to receive a  
price list, please contact BCCIE by fax: (250)978-4249,  
by email at [bccie@bccie.bc.ca](mailto:bccie@bccie.bc.ca) or order on-line at  
[www.bccie.bc.ca](http://www.bccie.bc.ca)