

2015



ONTARIO'S STRATEGY FOR K-12 INTERNATIONAL EDUCATION

support every child
reach every student



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A Message from the Minister

Ontario is recognized the world over as a leader in providing high-quality education in a system that is safe, welcoming, and accessible for all students. Ontario now hosts over 126,000 international students from Kindergarten through to postsecondary education, representing almost half of all the international students choosing to live and study in Canada.

Ontario's Strategy for K–12 International Education will expand and enrich the learning environment for all students and educators, providing opportunities to embrace diversity and achieve excellence through learning about and from other cultures and education systems.

The benefits of this strategy extend beyond the classroom and into our communities, building social, cultural, and economic opportunities now and for the future. Students studying in Ontario contribute over \$4 billion to our economy each year, and generate over 30,000 jobs.

This strategy is the product of contributions from students, teachers, schools, and school boards, and of the valuable input of our other educational partners both at home and abroad. Its goals and framework are consistent with and reinforce Ontario's vision for education, which is committed to the success and well-being of every student and child.

We will strengthen our province and our country by teaching our young people to look past differences and seek commonality, and to appreciate and understand the global perspectives they will need to succeed in our diverse and interconnected world.



Liz Sandals
Minister of Education



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Une publication équivalente est disponible en français sous le titre suivant : *Stratégie ontarienne en matière d’éducation internationale de la maternelle à la 12^e année, 2015.*

This publication is available on the Ministry of Education website at www.ontario.ca/education.

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A Strategy for K–12 International Education in Ontario

Ontario’s strategy for international education will provide an integrated, coordinated approach that will link the continuum of learning from K–12 schooling to postsecondary education and training, to living and working in Ontario.

The Ministry of Education will lead with phase one of the provincial strategy, focusing on K–12 learning opportunities. Ontario’s international education strategy will provide:

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



The Ministry of Training, Colleges and Universities will follow with phase two of the strategy, following consultation with its partners. Phase two of the strategy will build on the Ministry of Education’s vision for K–12 education in Ontario to support a coordinated, strategic approach to attracting and retaining international students and to enhance the experience of all students on Ontario’s campuses. It will also:

- bring focus to the many international initiatives already in place, striking a balance between the opportunities and risks associated with these activities;
- align with the ministry’s Differentiation Policy Framework and its goal of ensuring the quality and sustainability of the postsecondary system; and
- support the provincial government’s innovation and economic priorities.

Alignment with Ontario’s vision for publicly funded education

The ministry will implement Ontario’s Strategy for K–12 International Education in a manner that is consistent with and supportive of each of the four goals for education outlined in *Achieving Excellence: A Renewed Vision for Education in Ontario*, released in April 2014.

The ministry will use the strategy to help Ontario and international students **achieve excellence** through high-quality curriculum and an enhanced learning environment that integrates international perspectives and awareness, and by providing opportunities for Ontario students to study abroad.

It will **strive for equity** among students by promoting inclusiveness and respect for diverse viewpoints and cultural experiences through an understanding of the global dimensions and issues of their studies. Formal and informal opportunities for intercultural learning among students will provide opportunities to increase awareness of and sensitivity to equity issues. It will also provide students with valuable insights into other cultures and an expanded perspective of their own.

It will **promote well-being** through policies, programs, and services to provide a safe and welcoming environment for international students, including setting standards for homestays and establishing school-based supports to help international students integrate both academically and socially. Developing an understanding of the world and their place in it will provide all students with an increased sense of individual responsibility, as well as with the values and critical-thinking skills that will serve them well in the future.

Finally, the strategy will **enhance public confidence** in the education system by providing the knowledge, skills, awareness, and experiences its students need to succeed and to become responsible global citizens. It will reflect Canadian values of fairness and equity, embrace diversity, and promote Ontario's education system at home and abroad.



What Is International Education?

International education is defined and perceived in many different ways; in the context of Ontario's strategy, it comprises the following five interconnected components:

Ontario students expanding their global awareness, knowledge, and perspectives

The strategy will provide Ontario students with increased opportunities to develop global competencies both in Ontario and abroad, including an understanding and appreciation of the international dimensions of their studies and exposure to different cultures and languages. These global competencies will align with the student competencies envisioned as part of the ministry's 21st Century Teaching and Learning Initiative (currently in development). They also align with the vision of *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*, which recognizes that English-French bilingualism is an economic and cultural asset both within Canada and beyond.

*“We can develop
compassionate and
actively engaged citizens
who graduate high
school equipped for
the technology-driven,
globalized world.”*

– *Achieving Excellence*, p. 20

Students in Ontario’s English- and French-language school boards will be encouraged to study international languages and to learn about the history, geography, arts, and culture of other countries – learning that will provide them with new perspectives on their own culture and country. Students will also have increased opportunity to study abroad through exchange programs that offer an even more immersive learning experience. Intercultural competence

is part of the revised Ontario curriculum for international languages for Grades 9 to 12 (scheduled for release in 2015). In addition, the revised French as a second language curriculum emphasizes the importance of intercultural awareness and understanding as key aspects of global citizenship. These features of the curriculum will help students make connections and relate to diverse French-speaking communities and other societies.

The strategy will also help schools and boards establish the programs and policies needed to provide experiential learning opportunities for Ontario students who are unable to travel or study abroad, by exposing them to the diverse cultures, languages, and viewpoints of their classmates and the broader community in which they live. Much of this cross-cultural learning happens through a mixture of formal and informal personal interactions but requires structures to be in place to facilitate the development of relationships. These ongoing, meaningful intercultural exchanges with the international students attending Ontario schools will help develop the relationships and connections that foster deeper learning and global understanding among Ontario students.

Schools may also look for opportunities to include international students in existing programs for newcomers – recently arrived students who are permanent residents and are still adjusting to life in Ontario. These students are able to make valuable contributions to intercultural learning.

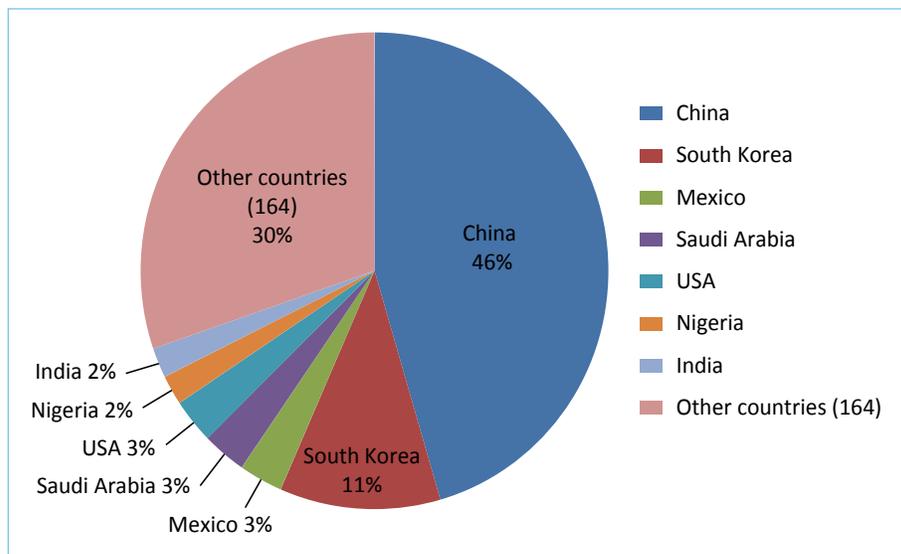
International students coming to Ontario

Ontario is a destination of choice for students from around the world, whether to enrol as full-time students in a K–12 or postsecondary education institution,

or to come for a shorter term for language or other vocational training. These students choose Ontario as a place to learn and to share intercultural experiences and are also recruited by Ontario boards and schools for the value they bring to the learning environment here. They may also be recruited by boards in response to issues of declining enrolment in some areas, or as an additional source of revenue.

The number of international students coming to Canada has increased by 51 per cent since 2007, a rate faster than that in any other country.

International K–12 Students in Ontario, 2013–2014, by Country of Origin



Source: Permanent and Temporary Residents, 4th Quarter Data Cubes, 2013 – Citizenship and Immigration Canada (CIC). Provided by the Ontario Ministry of Citizenship, Immigration and International Trade (MCIIIT).

According to the 2014 OECD report on education, *Education at a Glance*, competition in this sector is growing quickly: Canada’s share of the global market has increased from 4.5 per cent to 5 per cent since 2004, while the United States has seen its share fall from 23 per cent to 16 per cent over the same period.

In Canada, according to 2013 data from Citizenship and Immigration Canada, Ontario has the largest share, with more than 126,000 international students studying at all levels in both public and private institutions, including

language schools. Approximately 19,000 of these international students are in K–12 schools.

Ontario's share of international students has grown more slowly than might have been expected – from 38 per cent in 2000 to 43 per cent in 2013 – in part because other provinces have expanded their international recruiting efforts. There is also increased competition from traditional sending countries such as China, Korea, and Vietnam, as their economic conditions improve and they seek to expand their own domestic and international education sectors. However, the availability of publicly funded education in both English and French continues to give Ontario a competitive advantage. Both the English- and French-language systems allow international students to choose their language of instruction and develop their linguistic skills in English and in French.

The strategy recognizes that intercultural diversity is not achieved automatically through the enrolment and presence of international students but requires a commitment on the part of boards and schools to promote successful integration. Academic, cultural, and social supports are necessary to ensure that international students have a safe, welcoming environment in which to live and study.

These supports will include strong protections for international students, to be set out in a planned ministry policy/program memorandum regarding homestay students, the responsibilities of their custodians, and the role of education agents.

Educators sharing expertise at home and abroad

Through exchange programs and partnerships established at the institutional or governmental level, Ontario and international educators can learn a great deal from one another. Ontario educators can share best practices and pedagogies with their international counterparts, and visiting teachers can have a similarly positive impact in our schools. The ministry regularly hosts international delegations that come to Ontario to learn about our education system. In 2014, eighty-seven delegations from twenty-six countries met with school boards and other education organizations such as the Ontario Principals' Council and the Ontario College of Teachers.

Experiential learning is not limited to students; Ontario educators also benefit from opportunities to travel and work abroad, and return with valuable new perspectives and strategies and a wider understanding of global issues to share with students and staff. They also gain insights into the lives of their international students in their home countries, and the kinds of social and cultural challenges they may face as they adjust to life and school in Ontario.

These activities can give rise to new international academic partnerships, projects, and research initiatives. They can also lead to increased collaboration between educational and research institutes in Canada and abroad, at the K–12 and postsecondary levels.

“This is an experience I would recommend to any individual. It was an opportunity to truly embed myself within a culture that I would otherwise never experience. . . . You cannot completely understand another culture until you immerse yourself within it.”

– Krista Mooney, an elementary school principal

Internationalization of the curriculum and learning environment

“Internationalization” in the context of this strategy should be seen as an ongoing process of change in the school program and environment, with opportunities to enhance learning through the integration of international, intercultural, and/or global perspectives, cultures, and experiences.

The integration and engagement of international students is a key element of the strategy. Research studies have found that these students can be a valuable resource to help integrate global and cultural dimensions into the school program and community. Much of the cross-cultural learning in our schools happens informally through personal interactions among students and educators. These opportunities can and should be encouraged and nurtured by schools and boards.

The strategy will draw upon the examples and directions of the 2011 *Pan-Canadian Framework for Cultural Appropriation in French-Language Schools*,

released through the Council of Ministers of Education, Canada, and Canadian Heritage. The framework includes principles for a cultural approach to teaching, integrated with the curriculum, and other approaches and issues related to the teaching of francophone language and culture in elementary and secondary schools.

The federal international education strategy notes that exposure to an internationalized learning environment and the intercultural experiences that go with it have a positive impact on the well-being of students, including their personal and academic development.

All students can benefit from exposure to diverse cultures and perspectives, and gain a better understanding of their own world. The forces of economic and cultural globalization will have an impact on the future academic and employment prospects of all students, not just those with the resources or mobility to pursue international opportunities. Internationalization can therefore also be seen as a means of reducing geographic and social/economic barriers to student achievement.

Overseas delivery of the Ontario curriculum

Ontario currently has agreements with nineteen private schools overseas allowing them to deliver the Ontario curriculum and grant credits towards the Ontario Secondary School Diploma. These schools are inspected regularly by ministry education officers to ensure that instruction in credit courses meets ministry requirements and that the schools are in compliance with the terms of the agreement.

The ministry's plans with respect to the delivery of instruction in schools outside Ontario, including possible expansion beyond the existing nineteen institutions, are under review and will be implemented in a future phase of the strategy.



The Rationale for Ontario's Involvement in International Education

Student achievement and development

The tension between academic and economic rationales for international education has been noted by Richard Slimbach in *International Educator* (Sept.–Oct. 2014):

Is our purpose primarily educational – to improve academic quality, develop student talent, and nurture a sense of social responsibility to the world? Or is our work chiefly shaped by market imperatives, whether to generate new revenue streams or to empower graduates for “success” in the knowledge economy? While we no longer have the luxury to choose between the two imperatives, *we can decide whether we will be mission driven and market sensitive, or market driven and mission sensitive.* (p. 3; emphasis added)

Given this tension, it is important to emphasize that the primary purpose of the Strategy for K–12 International Education is to improve the education system in Ontario in support of the four goals of Ontario's vision for publicly funded

education. At the same time, the strategy recognizes the important economic, social, and political benefits that flow from an enhanced and expanded Ontario presence in international education.

The strategy views international education as a long-term commitment and investment that will bring benefits to Ontario now and into the future. It is important to note that the leading countries in this field began investing in international education in the 1930s and 1940s and continue to do so today.

The success of the strategy will not be defined in narrow terms, such as the number of international students enrolled in Ontario schools or the additional revenues received through tuition payments. Its success will be determined through a broader evaluation of outcomes, such as improvements in student achievement, academic excellence, and intercultural understanding.

Social, cultural, and economic benefits to Ontario

The strategy offers a number of benefits now and over the long term to our students, schools, communities, and the economy. These include:

- *providing Ontario students with the global competencies, knowledge, and experiences they need to participate and succeed in a closely connected, worldwide economy.* With an expanded awareness of the world around them and a sense of global citizenship, our students will be able to understand and appreciate other cultures;
- *improving cross-cultural communication and critical thinking skills.* Through a learning environment that offers students a broader perspective and an appreciation of the international dimensions of their studies, students will develop the tools and skills they need to become aware, active, global citizens. The development of second- and third-language skills has also been identified as an effective tool to improve cognitive processes and decision-making skills;
- *enriching the learning experience of Ontario students and educators unable to travel, study, or work abroad.* All of our

“Experiencing other countries and cultures first-hand gives me a greater appreciation of my great Canadian life and an awareness of the many opportunities for me in the world. Making friends with international students attending our school has been great!”

– Jacob, an Ontario secondary school student



students and educators benefit from exposure to diverse cultures, languages, and perspectives, not just those individuals choosing or able to pursue opportunities outside of Canada;

- *cultivating acceptance and understanding of cultural diversity.* An internationalized learning environment will allow students to build intercultural friendships and networks that will continue beyond their school years. Through meaningful interactions with international students, in Ontario and/or through exchange programs abroad, students will benefit from opportunities to build their understanding of other cultures. Through personal experiences, they will challenge assumptions based on stereotypes and learn to see beyond their differences;
- *developing formal and informal international networks for business cooperation, academic collaboration, and diplomatic relations.* These connections can build economic opportunities for communities in the short term and create investment opportunities for the long term. Collaboration with global education partners can also help to promote Ontario's education system while improving student achievement;
- *promoting Ontario's world-class education system and the province as a destination for international students.* International students returning home will share their experiences and increase awareness of Ontario as modern, safe, culturally diverse, and able to offer an excellent educational experience;

- *creating and enhancing pathways for all students.* New and expanded choices will be available to both Ontario and international students, from elementary/secondary schooling to postsecondary education and training and beyond. Postsecondary options could include potential immigration to Ontario and Canadian citizenship for some of the world's most talented young people;
- *creating immediate and long-term benefits for school boards.* Extending classroom learning opportunities, promoting cultural diversity, and encouraging intercultural exchanges among students and educators will bring long-term benefits to schools and boards. Some boards may also be able to offset declining enrolment through accepting larger numbers of tuition-based visa students, gaining new revenue sources in the process;
- *increasing the economic benefits from international student spending.* A 2012 study commissioned by the federal government (Roslyn Kunin, 2012) estimated that international students (at all study levels) spend an average of \$31,720 each per year on tuition, books, accommodation, meals, transportation, and discretionary spending. With over 126,000 international students in Ontario, that represents a contribution of more than \$4 billion per year to the Ontario economy, along with over 30,000 jobs. In addition, the study estimates, there are more than 50,000 short-term students (students staying six months or less) in Ontario to pursue language training. These students contribute another \$300 million in direct spending and generate over 3,300 jobs.

Support for provincial, intergovernmental, and federal education commitments

Ontario engages with other provinces and territories, the federal government, and governments around the world on a variety of international education-related agreements and initiatives, some of which are described here. These agreements and activities will continue to be supported through the strategy, and opportunities will be pursued to expand and enhance them where possible.

In November 2014, a Statement of Intent was signed between the learning ministries of France and Ontario, reflecting their shared interests in helping students to appreciate and understand the issues and perspectives they will need to succeed in a diverse and interconnected global economy. At the K–12 level this agreement addresses many of the same elements as Ontario's strategy,

including student and educator exchanges, the sharing of best practices in pedagogical methods and evaluation, institutional partnerships, and the use of digital resources to increase international learning opportunities. At both the K–12 and postsecondary levels, the promotion of French-language instruction and education is a primary area of focus for cooperation.

In 2012, Ontario's Ministry of Citizenship, Immigration and International Trade released *A New Direction: Ontario's Immigration Strategy*, a plan to attract highly skilled workers and their families, support diverse communities, and grow a globally connected economy. This strategy included the goal that 5 per cent of total immigration to Ontario would be francophone, in line with messaging from the 2012 Kinshasa meeting of La Francophonie. That meeting, a biannual summit of seventy-seven states and governments that share the use of the French language, called for new efforts in the promotion of French-language education and culture.

Also in 2012, Ontario's Jobs and Prosperity Council released *Advantage Ontario*, which recommended an increase in the number of spaces for international students and an expansion of pathways to immigration for international students after completion of postsecondary education. Before that, the 2010 Ontario Budget outlined the "Open Ontario" plan, which set a target to increase the number of full-time international students in colleges and universities by 50 per cent – to 57,000 – by 2015, while maintaining spaces for Ontario students. That goal has been surpassed, with a full-time international enrolment of more than 76,000 in Ontario's publicly assisted colleges and universities in the 2014–15 school year.

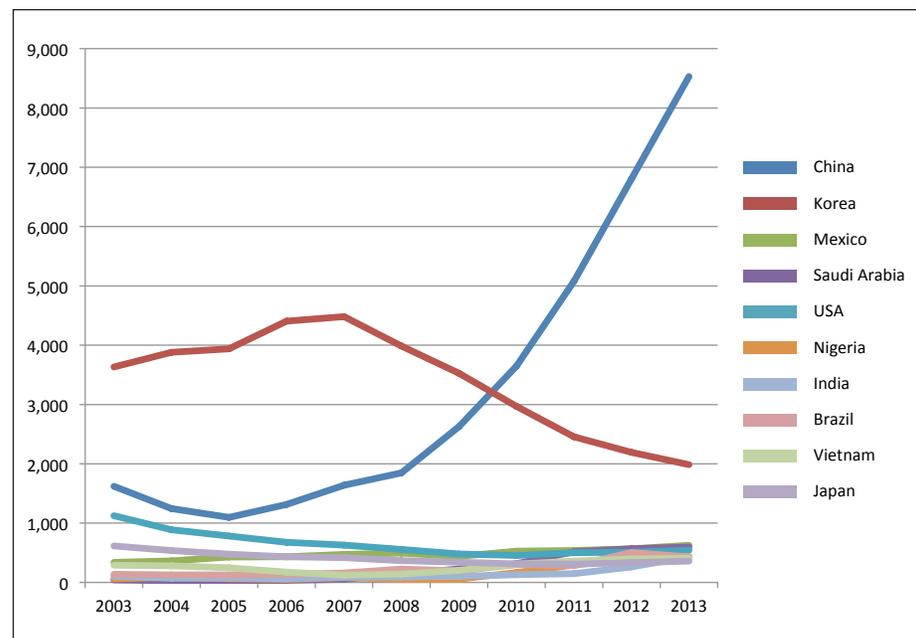
In 2007, the Ministry of Education launched its Aboriginal Education Strategy with the release of the *Ontario First Nation, Métis, and Inuit Education Policy Framework*. The framework includes among its goals raising the awareness and knowledge of all students, including international students, about First Nation, Métis, and Inuit peoples' cultures, histories, and perspectives.

In July 2011, the premiers of Canada's provinces and territories endorsed a pan-Canadian response to education within a global context. The plan was developed by the Council of Ministers of Education, Canada (CMEC), in partnership with provincial and territorial ministers of immigration. Their report, *Bringing Education in Canada to the World, Bringing the World to Canada: An International Education Marketing Action Plan for Provinces and Territories*, reflects a common vision and a framework for action across all education sectors, with a focus on international education initiatives that provinces and

territories can undertake individually, collectively, or in partnership with the federal government.

The expected outcomes of this pan-Canadian plan include an increase in international student enrolment, an increase in Canada's international education market share, more opportunities for Canadian students to study abroad, and an increase in the number of international students choosing to stay and work in Canada as permanent residents after graduation.

International K–12 Students in Ontario, 2004–2013 (Top 10 Sending Countries)



Source: CIC, 2013

In January 2014, Foreign Affairs, Trade and Development Canada released *Canada's International Education Strategy: Harnessing Our Knowledge Advantage to Drive Innovation and Prosperity*. This document is a key element of the Global Markets Action Plan, a federal blueprint to increase Canada's profile in higher education, recruit the best international students, and prepare the economy for the twenty-first century. While the document is focused on strategies and actions related to postsecondary education, it also acknowledges the importance of K–12 education.



The Four Goals of Ontario's Strategy for K–12 International Education

Ontario's Strategy for K–12 International Education provides educational, cultural, and economic benefits to residents of Ontario and to international students and educators. It is important to share information with the community at large and within the education sector on the value of preparing our students for global citizenship.

The strategy focuses on four goals:

1. Future-oriented learning for Ontario students

As the world becomes smaller and more interconnected, socially and economically, it is crucial for Ontario students to develop the skills, knowledge, attitudes, and attributes they need to become active and successful global citizens. The strategy will:

- *develop global competencies.* The elementary and secondary curriculum will provide opportunities for Ontario students to develop a greater appreciation and understanding of global contexts and issues in their studies and a broader perspective on the world around them. These tools will help them navigate diverse cultures and societies and improve their creative-thinking and problem-solving skills;

- *enhance international course offerings for Ontario students.* Courses in business studies, the arts, international languages, and other disciplines, as appropriate, will support learning in a global context. The ministry will explore opportunities to recognize student experiential learning in this area as a specialized program of coursework and experience, while meeting the requirements of the Ontario Secondary School Diploma (OSSD);
- *identify opportunities to extend the classroom experience into a global context.* At the school or individual student level, there are more ways than ever before to reach out to other parts of the world. Technology provides many opportunities – including those already available through Ontario's Virtual Learning Environment – to connect students to their counterparts around the world, whether through direct communication between students and classrooms or through ongoing communication and academic/social linkages. Moving forward, the ministry will consult with school boards to discuss options for partnerships that might provide international students with enhanced e-learning opportunities;
- *improve and expand agreements for sister schools and twinning arrangements.* A number of such agreements have already been established by some schools and school boards. These partnerships can benefit from stronger connections to the curriculum and student achievement;
- *enhance international languages programs.* Learning a second or third language not only strengthens students' problem-solving, reasoning, and creative-thinking skills, it also develops their awareness and appreciation of the world and their place in it. In multicultural Ontario, it provides students with a deeper appreciation of the diverse viewpoints and communities around them. It provides educators with opportunities to integrate social and cultural contexts into their classroom program and to involve their international students as valuable cultural resources. This in turn will help these students to become more involved in school life and develop their confidence in forming relationships with their Ontario classmates. International languages programs also provide opportunities to involve parents, school administrators, and community support networks to further enrich the classroom program with global perspectives and context;
- *enhance experiential learning opportunities.* A key element in the development of global competencies is the availability of experiential learning options for Ontario students. These can be provided through international exchange programs or community service projects that allow students to live, study, and in some cases work in another country; through summer camps

(in Ontario or abroad) that expose students to international languages and cultures; or through other arrangements with foreign educational institutions.

Students can also benefit greatly from cooperative education placements that allow them to apply their classroom instruction in real-world settings. A key advantage of living in a society as diverse as Ontario's is the availability of numerous opportunities within our own communities for students to gain practical experience in international languages and cultures.

Opportunities will be identified for students to use their Individual Pathways Plan to document and reflect on their learning and skills development in international courses and experiential learning, as part of their planning for postsecondary education. These plans are created and maintained by students as their primary planning tool in their progress towards high school graduation and postsecondary destinations.

2. High-quality programs and services for K–12 international students studying in Ontario

Students come to Ontario from around the world, drawn both by our education system, which has earned a reputation for excellence, and by the opportunity to experience life in our safe, welcoming, and diverse society. To provide the best environment for students, and to encourage them to continue their education through the K–12 and postsecondary levels and stay to live and work in Ontario, the strategy will provide:

- *excellent educational programs that meet the needs of international students.*
To ensure that students coming to Ontario receive the best educational experience possible, the ministry will facilitate the gathering, sharing, and implementation of best practices from domestic and international education partners. This will include ongoing consultation and research to ensure that the strategies in place continue to be effective and relevant.

Supports to help students achieve English- and/or French-language proficiency are a key element of the strategy, as a lack of language proficiency has been identified as perhaps the most significant barrier to successful integration of international students, both academically and socially.

Cultural engagement can be enhanced by integrating the perspectives of international students in the class and encouraging domestic students to

"It was a great experience. I am becoming more independent and organized. I am a different person than before, in a good way! I have learned to be more mature."

– Skylar, an international student from Mexico

get involved. Surveys have shown that one of the highest priorities of international students is to get to know their domestic classmates, through group activities in class and on a personal level outside of school. School activities that increase these types of interactions will be supported and facilitated by educators and school administrators;

- *high-quality programs for the care, safety, and well-being of international students.*

The ministry will develop policies to guide schools and boards to ensure that the personal needs of international students are being met. In particular, the ministry will issue a policy/program memorandum (PPM) regarding homestays for international students not living with family members, the responsibilities of the custodians who are hosting them, and the role of education agents who act as recruiters and intermediaries between students and school boards. The PPM will outline standards for the proper and ethical recruitment and ongoing treatment of international students in homestays, including the financial propriety of any arrangements made between students, custodians, and education agents.

Professional learning for educators will help them identify and respond appropriately to academic, social, and mental wellness challenges that are specific to international students. These issues range from problems related to language proficiency to pedagogical strategies that are very different from those of the home country, feelings of cultural alienation or homesickness, and other stressors that may arise based on conditions or political situations students have experienced in their home countries;

- *managed and responsible growth of the international education sector.* Ontario is committed to increasing the number of full-time, fee-paying visa students in Ontario schools and the number proceeding to Ontario colleges and universities. However, this growth must not be attained at the expense of quality in the educational experience provided or of the care and support of international students; financial considerations are secondary to achieving the goals of the strategy and supporting Ontario's vision for publicly funded education. Communication and marketing collaboration between the ministry, school boards, and other education stakeholders will support focused recruitment efforts and responsible fiscal decision making.

Communication and cooperation will also be coordinated with Ontario's postsecondary education institutions, with a particular focus on creating and enhancing pathways for students to transition from K–12 to postsecondary learning. Partnerships will be developed with other Ontario ministries with overlapping interests, such as the Ministry of Citizenship, Immigration and International Trade; the Ministry of Training, Colleges and Universities; the Office of Francophone Affairs; the Ministry of Aboriginal Affairs; and the Ministry of Economic Development, Employment and Infrastructure;

- *financial sustainability through reinvestment of revenues from international student tuition.* To provide high-quality programs and services, and to fund future expansions and improvements, boards will be expected to implement business models that observe a separation between international tuition revenue and the public funding provided to district school boards.

3. Opportunities for sharing and developing Ontario education expertise

The Ontario education system has acquired an international reputation for excellence, including a commitment to ongoing professional learning as a critical component of success. The Ontario curriculum is in use in schools around the world, and there is great interest among foreign educators in learning from the methods and experiences of Ontario educators. The strategy will:

- *encourage school boards to provide international work experiences.* The ability of educators to maintain and enhance the quality of international education programs and services provided to students in Ontario will be strengthened by opportunities to work abroad and gain exposure to new practices and pedagogies. Such opportunities will also expand the capacity of boards to offer a range of high-quality international education programs and services. Bursaries or other forms of financial assistance through reinvestment of international tuition revenues could form part of a sustainable business model at the school board level;
- *support the development of partnerships with foreign government ministries, educational institutions, and related organizations.* Such partnerships can be formed at the provincial, ministry, school board, and/or school level, and can provide a variety of opportunities for enhancing student learning. They can also be the foundation of international work experiences, work

exchanges, and research opportunities for educators. Partnerships can also be facilitated and coordinated with Canadian embassies and consulates.

In 2014, the Ontario Ministry of Education and the Jiangsu Provincial Department of Education in China renewed their Memorandum of Educational Cooperation, which outlined a shared vision of supporting and enhancing educational cooperation between the two provinces in areas of mutual interest. Activities under the memorandum will include, but are not limited to, exchange visits for delegations of principals and administrators, the establishing of sister schools, exchange programs for secondary school students, and the development of other joint educational activities.

The ministry can also look to its existing relationships with overseas schools as a potential model for educational partnerships. There are currently nineteen educational institutions abroad operating under written agreement with the ministry and authorized to offer credit courses leading to the Ontario Secondary School Diploma. The agreements mandate that 80 per cent of the teachers at each institution be Ontario Certified Teachers;

- *explore the development of Additional Qualifications (AQ) courses for international education, and connections to the initial education program for Ontario teachers.*

4. Pathways to postsecondary education, work, and living in Ontario

To meet the challenge of increasing global competition in the field of international education, Ontario requires an integrated, coordinated strategy to link the entire continuum of learning, from K–12 schooling, to postsecondary education and training, to living and working in Ontario. The strategy will:

- *expand existing ministry initiatives and pathways to encourage transition to Ontario postsecondary institutions and other education and training opportunities.*

These include:

- ◆ dual credit programs, which allow secondary students to take college or apprenticeship courses that count towards both the OSSD and a postsecondary certificate, diploma, or degree, or a Certificate of Apprenticeship;
- ◆ the Specialist High Skills Major program, which focuses learning on a specific economic sector such as agriculture, business, or information technology;

- ◆ cooperative education programs, including the Ontario Youth Apprenticeship Program, which combine classroom and workplace learning to help students transition to postsecondary education, training, and employment;
- ◆ the education and career/life planning program and the online Individual Pathways Plan, which support student transitions to postsecondary institutions and other educational opportunities;
- *coordinate policy development, communications, and program initiatives with other ministries.* To ensure the most effective and efficient use of government resources, an approach that integrates the various ministries' efforts in international education is required.

The learning ministries will also continue to work with the federal government and the Ontario Ministry of Citizenship, Immigration and International Trade on immigration-related policy and school-to-work transition programs to encourage more international postsecondary students to remain in Ontario after graduation.

The Ministry of Economic Development, Employment and Infrastructure supports Ontario students seeking international educational experiences through programs such as the Ontario Global Edge program, which gives students in ten participating Ontario universities and colleges a chance to work in small- or medium-sized businesses around the world.

The ministry will work with these and other ministries, as well as external partners, to expand programs and services that help to improve student success both in Ontario and abroad;

- *develop and support partnerships with municipalities and community-based organizations.* The ministry will make use of the numerous governmental and community supports, programs, and resources available to enhance the learning environment and to help with student transitions to life, study, and work in Ontario.



Promoting the Success of the International Education Strategy

The ministry will take a leading role in championing international education as essential for twenty-first century learning, through actions such as:

- developing policies and/or guidelines to support high-quality international education programs and services for students and educators in Ontario and abroad;
- monitoring the success of the strategy through the identification, collection, and analysis of data relating to agreed-upon indicators, to be developed in collaboration with education stakeholders;
- developing curricular links and resources that support global understanding and awareness and experiential learning opportunities in Ontario and abroad;
- endorsing the value and relevance of global education competencies and preparation for global citizenship;
- fostering collaboration and innovation among school boards;
- sharing information and research with schools, boards, and other education stakeholders;



- facilitating relationship building and collaboration within the Ontario government and with other governments, among education stakeholders, with private sector service providers, and with postsecondary education institutions, including faculties of education;
- developing an Internet strategy to provide information about, promote, and support international education programs and initiatives under the strategy.

The ministry will support the role of district school boards in implementing or enhancing their international education programs and services by:

- providing policy guidelines for homestay students, custodians, and education agents regarding risk management, financial responsibilities, transparency, and accountability;
- facilitating and promoting opportunities for students and educators to study and work abroad through exchange programs and international work placements;
- expecting boards to:
 - ◆ use Ontario tax dollars for the education of Ontario students;
 - ◆ use international student tuition revenues to provide services to those students;

- ◆ administer and lead international education programs;
- ◆ effectively manage agreements with third parties; and
- ◆ reinvest any surpluses to enhance program opportunities for Ontario students and educators;
- facilitating stakeholder dialogue and collaboration to share best practices;
- recognizing the autonomy of boards to implement strategies that align with their unique interests, capacities, and demographic profiles;
- endorsing the Ontario Association of School Districts International (OASDI) as a vehicle for school board collaboration;
- supporting collaborative work with Citizenship and Immigration Canada to facilitate the approval of visas for Ontario students and educators travelling abroad, and helping to discuss/resolve issues faced by international students seeking permission to enter Canada;
- supporting marketing efforts to promote international education, including through federal and provincial trade missions abroad, conferences, use of the *Imagine Education au/in Canada* brand, and International Education Week;
- increasing the focus on recruitment from French-speaking countries and highlighting the benefits and capacity of Ontario's French-language education system, which can accommodate students from Kindergarten through to postsecondary education;
- supporting professional learning and skills development for system and school leaders, teachers, and support staff.



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