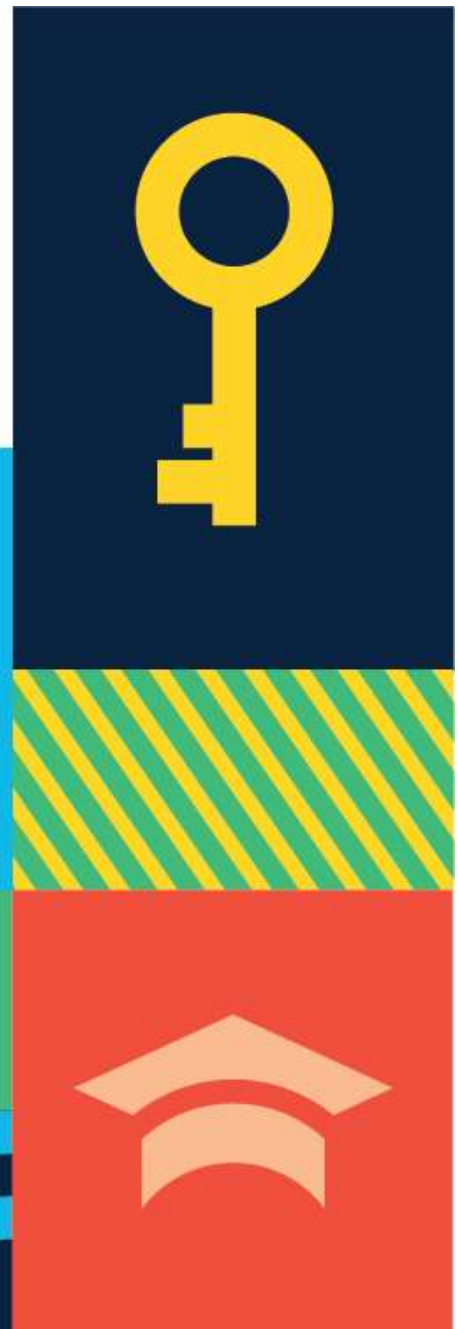




**Global  
Skills  
Opportunity**



# Global Skills Opportunity – A year in review

2021-2022 Annual Narrative Report

October 2022



Global Skills Opportunity is the  
Government of Canada's Outbound  
Student Mobility Pilot Program.



COLLEGES &  
INSTITUTES  
CANADA

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CANADA

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A global education just got more accessible.





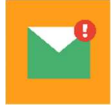
## Background

As part of Canada's [International Education Strategy \(2019-2024\)](#), the Government of Canada made a \$95M commitment to support outbound student mobility programming at post-secondary institutions with the objective of providing eleven thousand students with international work and/or learning opportunities as part of their post-secondary education. In order to design and administer an inclusive program that will help all students, but more specifically those traditionally under-represented in participation metrics (students with disabilities, Indigenous students, and Low-income students), Colleges and Institutes Canada (CICan), in collaboration with Universities Canada (UnivCan), were selected as the technical leads for Canada's new outbound student mobility pilot program, Global Skills Opportunity.

Due to the COVID 19 pandemic, CICan and UnivCan had to postpone the start of the program from April 2020 to the spring of 2021, at which time the first Call-for-Proposals (CFP) for Mobility projects was launched. That is not to say that institutions did not start achieving results prior to that date. On the contrary, the first year of the program focused primarily on innovation, helping institutions adapt mobility programming to a COVID-19 environment, test new tools and approaches, and build the foundations for inclusive outbound student mobility programming that reduces barriers to participation and diversifies work and/or study destinations. The first Innovation Fund CFP resulted in a total of 74 project proposals received from 46 colleges, institutes, and CÉGEPs, of which 69 projects from 44 institutions were approved for funding. Successful institutions implemented their innovative non-travel related outbound student mobility projects between November 2020 and April 30, 2021. The results and outcomes of these projects can be found in the [Global Skills Opportunity – Innovation Fund 2020 Narrative report](#).

The following report provides a review of activities that took place between March 31, 2021, and April 1, 2022, during which the fully branded Global Skills Opportunity program was publicly unveiled, and the first GSO Mobility Projects CFP was launched. CICan and UnivCan had to demonstrate flexibility, adaptability, and innovation to prioritize student safety, integrate opportunities that arose from the pandemic, and offer innovative opportunities for participants to gain in-demand intercultural skills. This led to a Mobility Call for Proposals allowing for a blend of virtual and physical mobility experiences, something that members had been asking for – recognizing that virtual mobility can help to reduce barriers and widen access to participation - but was made possible as a result of the pandemic.

In addition to the overview of CICan-specific program-level management activities that took place in the 2021-22 fiscal year, this report also provides a consolidation of the initial results reported by implementing institutions in the first year of their GSO project, as well as data collected from students who participated, or were participating in a GSO virtual or physical experience as of March 31, 2022.



## GSO2021 Mobility Call for Proposal

In April 2021, the federal government approved an extension of the pilot program by one year, until March 31, 2025, to compensate for disruptions caused by COVID-19. As a result, CIGan and UnivCan designed respective calls for proposals that accounted for delays and risks associated with COVID-19, prioritized students' safety and allowed for flexible delivery of outbound student mobility programming, both in terms of destination countries and the type of mobility. Integrating innovative outcomes that arose from the 2020 Innovation Fund, CIGan launched its GSO Mobility Projects CFP inviting post-secondary institutions to submit multi-year project-based proposals that allowed for physical, virtual and blended **outbound student mobility programming**.

Under this call, eligible funding categories included a) direct financial support to students for virtual mobility and/or short term (1-4), medium-term (5-16 weeks), or long-term (17+ weeks) physical mobility experiences, b) funding for the development and delivery of wrap around supports, and c) support to institutions for program implementation. The call for proposals closed on June 30, 2021, with a total of 72 eligible applications from 51 institutions.

CIGan convened an independent selection committee to assess all complete, eligible program proposals based on the selection criteria identified in the [program guidelines](#). The Canadian and international committee members brought a range of expertise to the process on topics including global security, accessibility and diversity, Indigenous global leadership, mobility wraparound services, international education, international development, and scholarship management. Members were given several weeks to independently review and score their assigned proposals, resulting in each proposal being reviewed three times. Proposals were evaluated against the selection criteria that were listed in the program guidelines, including, but not limited to, the project's feasibility and alignment with program objectives as well as the soundness of student support, safety planning and risk mitigation strategies. The selection process also considered geographic balance and size of institutions to ensure a balance of opportunities across all Canadian colleges and institutes.

On August 12th, CIGan convened a virtual selection committee meeting where members had an opportunity to further discuss proposals in a group setting. Ultimately, this process led to clear recommendations on which proposals merited funding.

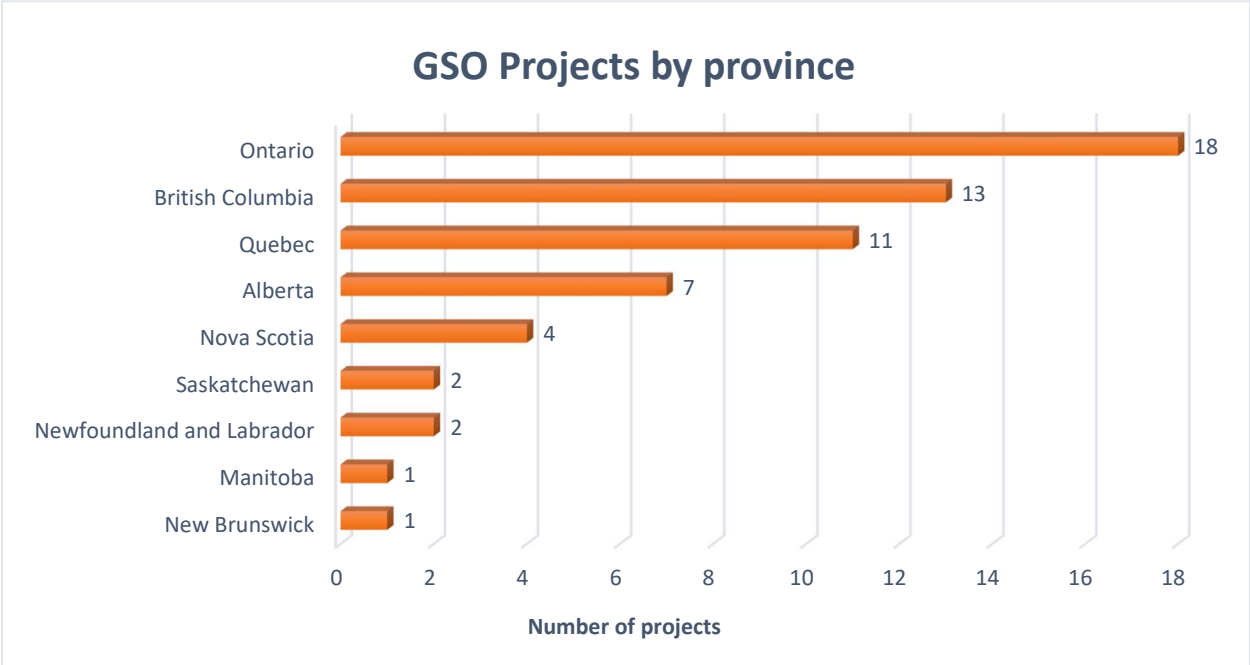


## GSO Mobility Projects Selected

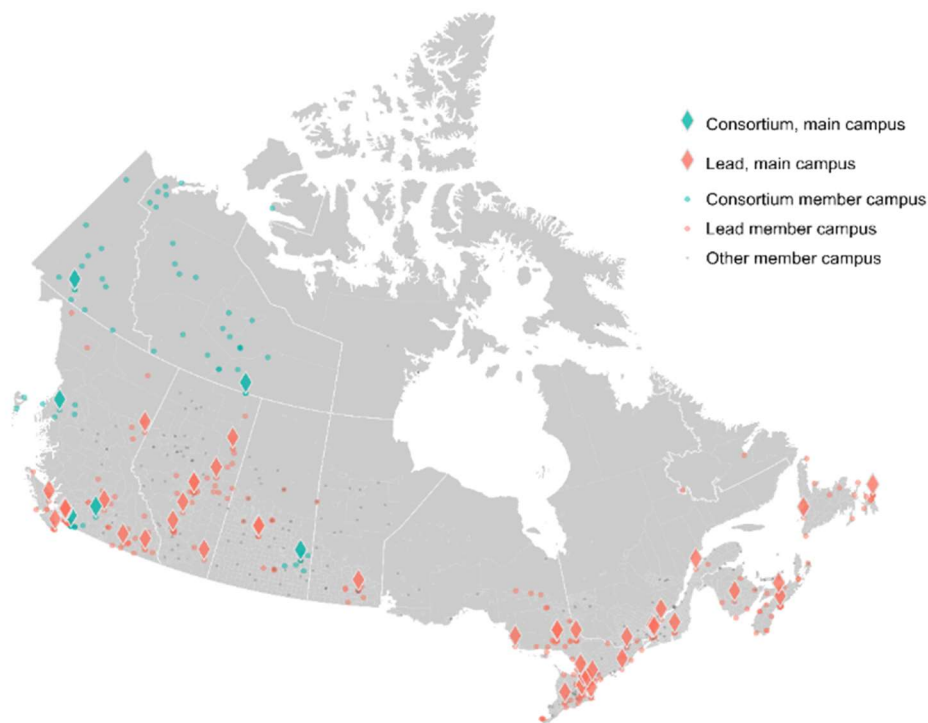
A total of 59 project proposals from 49 colleges and institutes were selected to receive funding, for a total GSO project budget of **\$26,267,310.96**. Results of the selection process were shared with institutions at the end of August 2021 and institutions began the implementation of their GSO project(s) as early as September. Although 2021 seemed to show signs of improvement, the arrival of Omicron again impacted international travel and forced colleges and institutes across the

country to postpone physical mobility activities planned in the Winter 2022 semester. A total of 48 projects out of 59 reported that the COVID-19 pandemic impacted their institution’s ability to deliver outbound student mobility programs. Several institutions indicated that the uncertainty related COVID-19 made it difficult to plan and recruit students and to accurately budget for physical travel costs. Given the health situation in different countries, some institutions had to postpone implementation or seek new partners in new destinations all of which had an impact on planned activities and spending. CICan therefore undertook, with support from Employment and Social Development Canada (ESDC) a major reforecasting exercise across all 59 projects and allowed institutions to readjust their budgets across fiscal years resulting in some institutions postponing activities to later years of their projects. By March 31, 2022, 45 out of the 59 projects had begun implementation, with the first cohort of students traveling in early March 2022.

The regional distribution of GSO mobility projects is as follows:



Institutions could submit projects as an individual institution or as the lead of a consortium. Consortia included a minimum of two publicly funded post-secondary institutions. Of the 59 projects funded, 5 are consortium projects and 54 are individual projects. A full list of lead and consortium partner institutions is included in Annex A. The map below presents a visual representation of the 49 member institutions, as well as their consortia partners, implementing these 59 projects, and helps demonstrate the scope and national reach of Global Skills Opportunity.



Small and large, urban and rural, francophone and anglophone – all these institutions will contribute to the success of GSO and provide enriching international academic and/or work-integrated learning opportunities both through virtual means and through physical travel. Based on institutional workplans, it is projected that as many as 10,000 students from colleges and institutes will participate, of which 63% are estimated to be from underrepresented groups (Indigenous students, students with disabilities, and low-income students). Student participation forecasts are as follows:

Type of Outbound Student Mobility	Number of Underrepresented students	Number of Other students	TOTAL
Virtual Mobility	1,972	905	<b>2,877</b>
Physical mobility	4,355	2821	<b>7,176</b>
<b>TOTAL</b>	<b>6,327</b>	<b>3,726</b>	<b>10,053</b>

Of the 7,176 **physical mobility** experiences, it is anticipated that 82% will be short-term international experiences between one to four weeks. Sixteen (16%) per cent will be experiences between five to 16 weeks and less than 2% will be long-term experiences over 17 weeks in duration.

Additional information on each GSO funded project, including those funded by UnivCan, can be found on the [Student Mobility Projects](#) page of the Global Skills Opportunity Website.



## Project results between April 1, 2021, and March 31, 2022

### Program objectives

The ultimate objective of Global Skills Opportunity, Canada’s Outbound Student Mobility Pilot program, is to provide Canadian post-secondary students with international study and/or work-integrated-learning experiences to obtain the skills and training needed to participate in a changing labour market. The objectives of the pilot program and their respective targets are outlined below. Funding provided during the 2021-2022 fiscal year and to the institutions implementing the 59 CIGSO Mobility Projects related specifically to the second and third program objective.

Objectives	Program targets
1. Widen access and equity to participation in outbound student mobility programming	50% of funding is to provide study/work abroad opportunities to underrepresented students (low-income students, students with disabilities and Indigenous students). The program aims to address inequality and representation in outbound student mobility through inclusive policy and practices.
2. Diversify the destination countries where students choose to study/work abroad	40% of funding is to prioritize activity in non-traditional countries (i.e. countries other than the US, UK, France and Australia)
3. Test innovative approaches to reduce barriers to study/work abroad	10% of funding is to be used to support innovative approaches to reduce barriers to outbound mobility in Canada



**GLOBAL  
LINKS**



**ENHANCED  
INNOVATION**



**INSTITUTIONAL  
EQUITY**



**REDUCED  
BARRIERS**



**SKILL  
DEVELOPMENT**



In their first annual narrative reports, institutions were asked to refer to the logic model in the [application guidelines](#) and select the immediate outcome(s) to which their project contributed between April 1, 2021 and March 31, 2022. They were also asked to describe how their project aligned with, and contributed to, the achievement of program objectives, and to indicate up to three outputs and up to three activities related to the selected immediate outcome(s).

**Over 88% of projects addressed two or more of the immediate outcomes in their first project year**, as described in the logic model.

The number of projects that contributed toward each immediate outcome measured in the reporting period is outlined below.

Global Skills Opportunity Immediate Outcomes (as described in the Logic Model)	Number of projects
#1110 Increased access and equity of participation of Canadian PSE students (particularly underrepresented students) in international study/work opportunities as part of their academic program, especially in non-traditional countries	30
#1120 Increased knowledge of intercultural competencies and professional networking skills	17
#1210 Strengthened capacity of Canadian Post-Secondary Institutions (PSIs) to test innovative and accessible opportunities and support for students to participate in study/work abroad opportunities	20
#1220 Improved collaboration, information sharing and reporting on outbound mobility experiences across Canadian PSIs to improve the delivery of outbound mobility programming	14

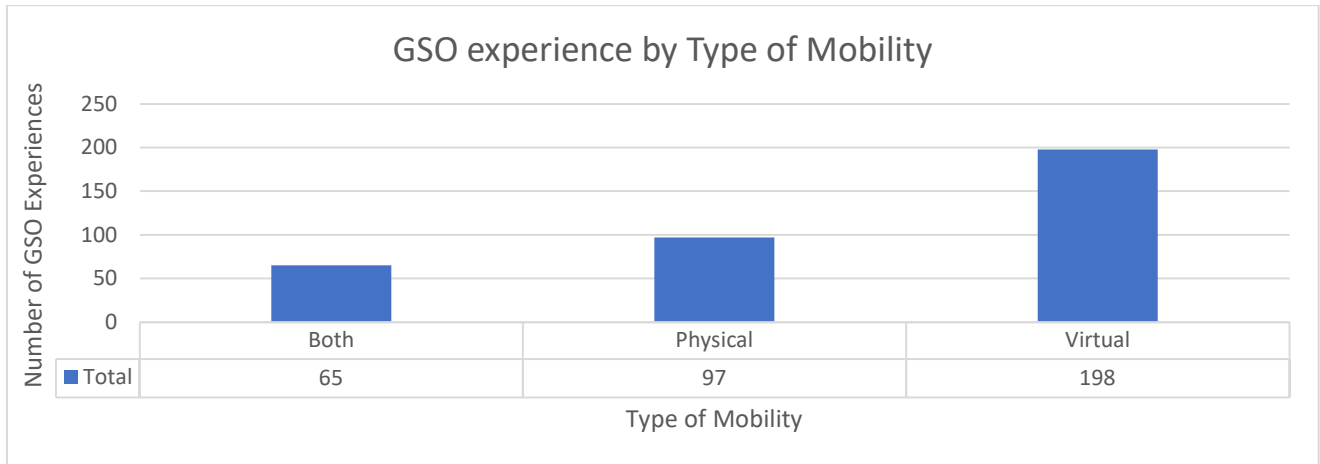
**Immediate Outcome #1110: Increased access and participation of Canadian PSE students (particularly underrepresented student) in international study/work opportunities as part of their academic program, especially in non-traditional countries**



*KPI measurements for the reporting period are included in **Annex B***

Widening access and equity to participation in outbound student mobility programming and diversifying the destination countries where students choose to study/work abroad are two of the primary objectives of Global Skills Opportunity. As such, more than half of the selected projects indicated that activities implemented during the reporting period contributed to increasing access and participation of Canadian post-secondary students (particularly underrepresented students) in international study/work opportunities as part of their academic program, especially in non-traditional countries.

Although physical travel was not permitted until February 28<sup>th</sup>, 2022, projects began implementing virtual mobility programming as early as September 2021, and several were ready to start sending students abroad as soon as the blanket travel advisory against all non-essential travel was lifted. At the end of March 31, 2022, 360 students had completed, or were in the process of completing, an international GSO experience, either virtually, in person, or both. The breakdown of GSO experiences by type of mobility is shown below:



Of the 360 students, 64% (230) reported as belonging to at least one of the three underrepresented groups of students. In addition, 66 students (18%) identified as belonging to more than one of the under-represented groups, and 3 (1%) of them identified as belonging to all three under-represented groups.

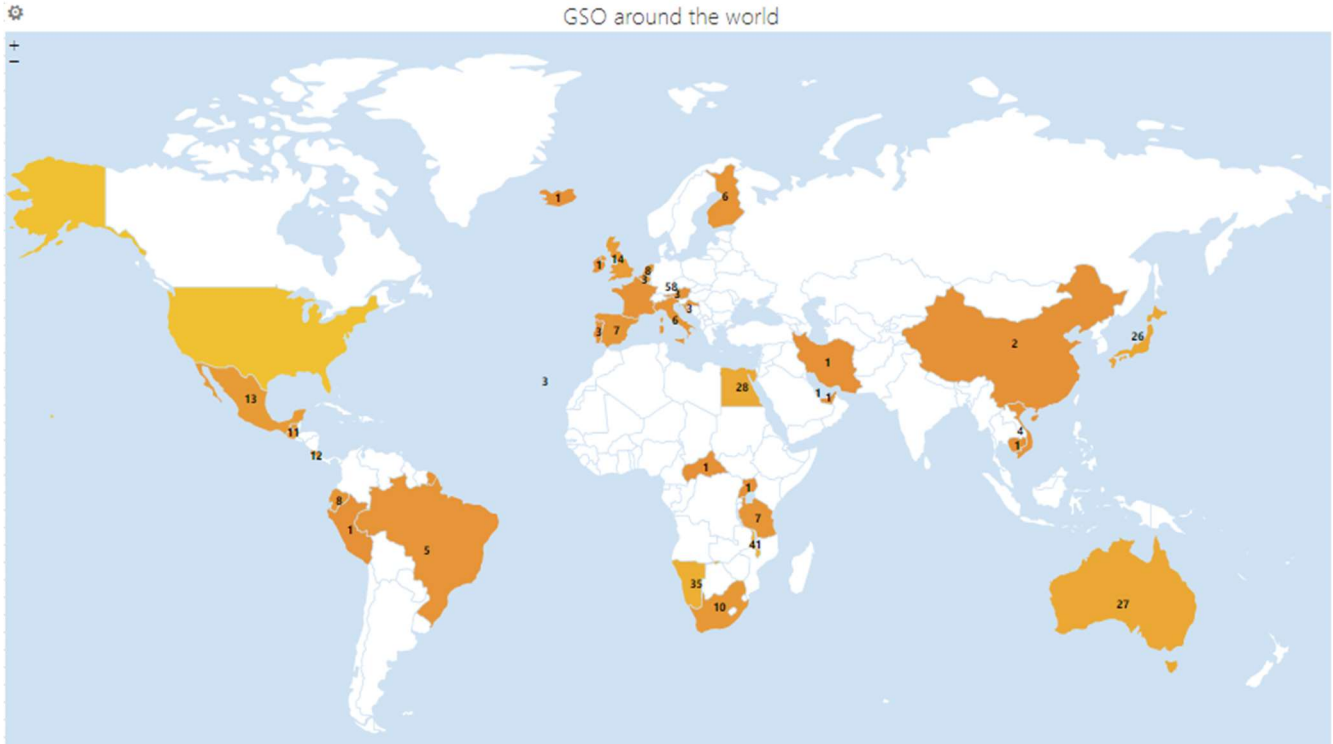
Of the total participants (360), 51% reported being low-income, 18% identified as Indigenous and 14% as a student with a disability. Of note, 65% of participants identify as Female (234 students), 33% identify as male (119 students) and 7 students identify as non-binary / third gender / Gender X.

Also of interest is the number of students who identify as belonging to other underrepresented groups:

- A total of 89 students (25%) identified as a member of a visible minority in Canada, of which 28% identified as Black, 15% identified as South Asian and 12% identified as Latin American.
- 63 students (18%) identified as LGBTQ2S.
- 101 students (28%) identified as first-generation Canadian.

Students who participated or were participating in a GSO experience during the reporting period engaged with peers in 36 countries. **More than 250 students (69%) completed their mobility experience in a non-traditional country (countries other than the United States, the United Kingdom, France and Australia)** of which 159 (63%) were underrepresented students.

The map below highlights the destination countries of GSO experiences during the reporting period.



The table below shows the **number of GSO experiences of students from underrepresented groups by non-traditional country and by type of mobility**. Interestingly, Namibia, Malawi and Japan were the top 3 non-traditional destinations where student from underrepresented groups undertook their GSO experience in the 2021-22 FY. Malawi and Namibia feature highly on the list thanks to two unique and engaging projects led by Vanier College:

- 1) Through the “Developing Conservation Competencies in Namibia - the Cheetah Ecosystem (2021-2025)”, Environmental and Wildlife Management (EWM) and Animal Health Technology (AHT) students completed virtual mobility workshops given by members of the Cheetah Conservation Fund (CCF) team. These virtual mobility workshops related to important themes in relevant subject matter including wildlife conservation in Africa, human-wildlife conflict, natural history and current status of cheetahs, the illegal wildlife trade, and general health and husbandry of captive cheetahs. EWM and AHT students were virtually transported to Namibia through images, videos and stories about the plight of cheetahs and the measured successes of CCF since the creation of this organization in 1990. Students were exposed to the threats and conflicts these animals face as well as to the changing attitudes and conservation strategies that are creating a more hopeful outlook for the future. This virtual component prepares Environment and Wildlife Management, Animal Health Technology, and Sustainability Majors students for the in-country internship component.
- 2) Through the “Overcoming Barriers by Crossing Borders: A Partnership with Kamuzu College of Nursing (2021-2025)” project, Nursing students do a virtual module in Malawi in preparation for their physical mobility experience. In the past, Vanier students traveling directly to Malawi were highly impacted and unprepared to the shocking neo-natal reality in Malawi. The college

therefore use virtual training to build resilience and awareness and this virtual component is a mandatory prerequisite to the physical mobility experience. Both virtual courses use LinkR, the online platform developed by Vanier and Champlain College during the Innovation Fund round to adapt courses during the pandemic.

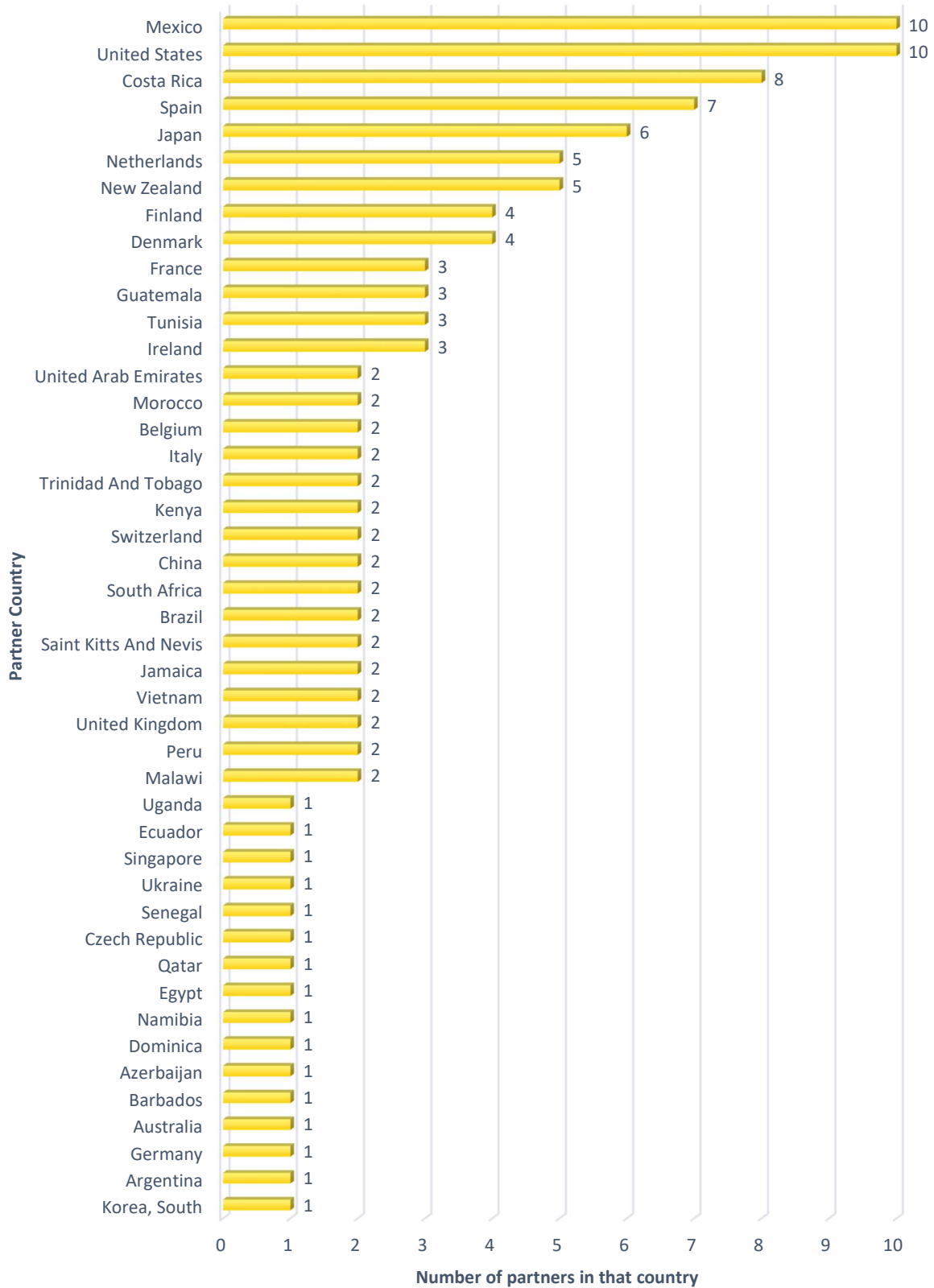
DESTINATION COUNTRY	TYPE OF MOBILITY			GRAND TOTAL
	Both	Physical	Virtual	
Austria		2		2
Belgium			2	2
Brazil			1	1
Cambodia			1	1
China			1	1
Costa Rica	1		7	8
Croatia		3		3
Ecuador		8		8
Egypt			13	13
Finland	2	1		3
France		1	1	2
Guatemala			5	5
Iran			1	1
Ireland	1			1
Italy	1	5		6
Japan	1	2	14	17
Malawi	9	6	6	21
Mexico	4	4	2	10
Namibia	7	8	7	22
Netherlands	2	6		8
Peru		1		1
Portugal			3	3
Qatar			1	1
Saint Kitts And Nevis		3	2	5
South Africa			4	4
Tanzania	1	5		6
United Arab Emirates			1	1
United States Minor Outlying Islands			1	1
Vietnam	2			2
<b>Grand Total</b>	<b>31</b>	<b>55</b>	<b>73</b>	<b>159</b>

In addition to the mobility experiences that took place during the reporting period, institutions worked on developing new partnerships or furthering existing ones, with post-secondary institutions, national and/or local governments, the private sector, etc., in non-traditional countries. A few examples are highlighted below:

- **Saskatchewan Polytechnic** established a partnership with the Autonomous University of the Yucatan (UADY) through an initiative with the Ministry of Advanced Education, Government of Saskatchewan. A Memorandum of Understanding (MOU), between Saskatchewan Polytechnic and UADY, was negotiated and signed, outlining the commitment to the promotion of Indigenous cultural values through international mobility opportunities.
- **Northern Lights College** worked with partners in Brazil, Trinidad and Tobago, Mexico and Finland to plan physical mobility experiences in 2022/23.
- **Durham College** recruited students from underrepresented groups in collaboration with college partners and provided financial aid and wraparound supports to all students, with additional supports to underrepresented student, to participate in a virtual Faculty-Led Classroom Abroad (FLCA) to ignite curiosity and expand openness to travel. The college developed a toolkit for students with disabilities traveling abroad, virtually or physically, and offered one-on-one coaching by the Access and Support Centre for students with disabilities as they participated in the project.
- **Cambrian College** advanced discussions with their partner in Ireland to integrate Collaborative Online International Learning (COIL) in their Business Management programs.
- **Georgian College** worked with Western Caspian University in Azerbaijan on securing a partnership for virtual mobility initiatives.
- **Selkirk College** established a long-term partnership with Sunrise Uganda, a grassroots organization focused on health and education, where several physical mobility experiences will take place throughout the life of the project.
- **George Brown College** worked with their partners to deliver international WIL opportunities in countries not traditionally available to their students. During the reporting period, GBC provided virtual and physical opportunities in non-traditional countries such as Portugal, China, Italy, Spain and South Africa. The college prioritized outreaches to the students from underrepresented groups as a first step in increasing their participation in outbound mobility. Of the 39 students that had participated by March 31, 2022, only three students did not self-identify as an underrepresented student.
- **Vanier College** saw the first year of the program result in a significant increase in students engaged through virtual mobility, including a large majority of underrepresented students, in both their GSO projects. Experiences were conducted with partners in the United States, Namibia and Costa Rica
- **Portage College** had 106 students take part in international virtual experiences. These experiences were embedded directly within their program curriculum.

A total of 119 international partners were involved in GSO projects in the reporting period, mostly post-secondary institutions (75+) but also non-governmental organizations (16), private sector companies (6) and national and/or local governments (3). The graph below shows the number of partners involved in GSO by country:

## DISTRIBUTION OF PARTNERS INVOLVED IN GSO IN 2021-22



## Immediate Outcome #1120: Increased knowledge of intercultural competencies and professional networking skills



KPI measurements for the reporting period are included in **Annex C**.

The pandemic accelerated the changing nature of work and emphasized the need for skills like problem-solving, communication, digital literacy, creativity, and perseverance to adapt to changes in the workplace. It has also highlighted the interconnected nature of today's world. Global Skills Opportunity serves as an integral component of Canada's COVID-19 recovery strategy; it seeks to provide Canadian post-secondary students with international study and/or work experiences to obtain the skills and training needed to participate in a changing labour market.

Out of the 59 mobility projects, 17 reported that their project contributed to increasing the knowledge of intercultural competencies and professional networking skills of participating students during the reporting period.

By March 31, 2022, a total of 360 students had completed (81) or were completing (279) an international academic and/or work experience with funding from GSO. Due to travel restrictions in effect until the end of February, participating students took part primarily in virtual exchanges, such as Collaborative Online International Learning (COIL) programs, virtual reality modules, virtual work components, etc. However, by the end of the fiscal year, 162 students were beginning their GSO experience **physically or in a hybrid format** (with both virtual and physical mobility), and another 117 were beginning their GSO experience in a virtual format. Of those students who had completed their experience by March 31 (81 students out of the 360), 70% indicated they were very much satisfied or very satisfied with their experience and described it as extremely helpful or very helpful in developing soft skills such as communication skills (65%), critical-thinking skills (52%), leadership skills (58%), networking skills (59%), and problem-solving skills (56%).

- **Northern Alberta Institute of Technology's (NAIT)** virtual mobility program (credit course - Global Energy Issues and Intercultural Competencies) is focused on the development of intercultural competencies. NAIT Global Education and the Nîsôhkamâtôtân Centre developed learning modules on intercultural competency, including content regarding indigenous peoples, which will help form the curriculum for the course. The virtual and physical mobility experiences provided students with opportunities to work on their professional networking skills in an international context involving interactions with people from other cultures (Peru). They used the Intercultural Development Inventory (IDI) to monitor student progress strengthening their intercultural skills. Students were assessed by IDI and used the personalized de-brief results from their IDI to create individual intercultural skills development plans. Alumni from their pilot program have been successfully launching careers working on solar projects in remote communities in Canada.
- For **Keyano College**, outbound mobility experiences - virtual or physical - are imperative to broadening students' horizons to other cultures and ways of life, to breaking down stereotypes, and to strengthening relationships and connections. It also enables them to understand the historical experiences that divide the world and the universal values that increasingly unite it. This cultivates cross-cultural sensitivity, bolsters intercultural

intelligence and competencies, and allows them to gain a more in-depth insight into the global forces that are reshaping the economic and political landscape. During the reporting period, the College develop pre/post departure briefings and supports, including international networking skills training, safety briefings and tailored wrap-around supports for underrepresented students, and identified key stakeholders to facilitate intercultural development training.

- At **Red River College**, eight students continued working with their peers from international partner institutions through technology for collaborative projects, skills demonstrations, and online practicums. They also identified 12 other students to participate in virtual international conferences related to their field of study (Early Childhood Education and Nursing) to enhance their learning experience.
- **Sheridan College** was able to introduce seven Collaborative Online International Learning (COIL) projects to seven courses across three Faculties, with 7 different international partners in six countries (Switzerland, Netherlands, Kenya, Brazil, Egypt, and England). These courses are online courses with a COIL component that has students academically engage (through synchronous or asynchronous means) with an international partner institution for several weeks. Positive feedback was received from Sheridan faculty and students as well as their international partners. Further COIL project/course development have begun in preparation for the next academic year.
- At **Portage College**, instructors in the Culinary, Fine Arts, Business, Native Cultural Arts, Natural Resources Technology, and Community Social Work programs incorporated virtual experiences directly into the course curriculum. Students completed course work that was created outside of Canada and were lead through this curriculum by facilitators that live outside of Canada. There were also opportunities where students virtually interacted with students from other countries.
- **Kwantlen Polytechnic University (KPU)** students participated in virtual exchange programs and enrolled in online classes with partner universities abroad. There were also opportunities for students to be part of virtual cultural immersion classes, participate in online international and intercultural conversations, or choose to join virtual internship programs. Depending on the program, students were able to take 3-9 credits; some of the courses carried credits that they were able to transfer back to KPU.

**Immediate Outcome #1210: Strengthened capacity of Canadian PSIs to test innovative and accessible opportunities and support for students to participate in study/work abroad opportunities**



*KPI measurements for the reporting period are included in **Annex E**.*

To enhance educational opportunities and employment outcomes for students through improved outbound mobility programming, it is crucial that the capacity of Canadian Post-Secondary Institutions (PSIs) to test innovative and accessible opportunities and support for students to participate, especially those from groups who face significant barriers to participation, be strengthened.

In their annual report, institutions were asked to indicate the extent to which their institution increased its overall capacity to manage and deliver outbound mobility programs. Of the 59 projects,



35 reported that their **overall capacity** was moderately to very highly increased. Institutions were also asked to indicate the extent to which their **capacity to deliver outbound student mobility programming to underrepresented students** was increased. Again, 35 of 59 projects reported that their capacity was moderately to very highly increased. In addition, 25 projects reported a moderate to very high increase in **capacity to deliver outbound student mobility programming to non-traditional countries**. Those who reported that their capacity was not increased or only slightly increased indicated this was due to either a) risks associated to the pandemic, b) the different health measures implemented in different countries (ex: New-Zealand did not open its border international students until the late summer 2022), and/or c) their project had not yet started, which was the case for 14 of 59 projects.

Some examples of the increased capacity reported by institutions are highlighted below:

- **Durham College** reported that GSO funding “significantly helped to improve the wraparound supports provided to underrepresented students, particularly with respect to specific tools to support students with disabilities and Indigenous students. improvements were also made to pre-departure training and in-program training in the areas of Indigenous histories and reconciliation.”
- GSO funding for wrap-around supports partly contributed to **Seneca College** being able to hire an International Mobility Officer (IMO) who continues to develop and improve the institution’s wraparound services and supports. Their IMO also continues to connect with academic and student affairs areas to improve intercultural training with a specific focus on improving/developing targeted workshops for underrepresented students and services that will strengthen their professional skills at Seneca and upon graduation. Because of this funding, they were able to identify gaps in their wraparound services and devote significant time to filling these gaps.
- At the **Cégep de Rimouski**, GSO funding received in the 2021-22 FY allowed the Cégep to carry out a field validation mission to Costa Rica in March to visit the partner organization. The team was able to evaluate in the field any potential obstacles, particularly for students with disabilities, and iron out the necessary adaptations needed to host this group of students.
- **North Island College** piloted the [\*Break out of the Box\*](#), intercultural skills development resources to engage students on a self-reflection path. Due to the restrictions in place, they were not able to run very effective in person wrap-around sessions but took the opportunity to suggest online/asynchronous learning options to students on how to engage in a cultural self-reflection, iterative, process. The college created a webpage to host these resources and encouraged students to review and reflect on the topics presented there. They also piloted these resources on a group of students studying in a diverse classroom, to gather feedback on how to improve them. At the time of reporting, the team was in the process of compiling this feedback, hoping to use a new and improved version of these resources for the physical outbound mobility planned throughout the life of the project.
- **Camosun College** reported that wraparound supports were, and will continue to be, greatly strengthened throughout the life of the GSO program. The college was able to collect very valuable information from past Ara Field School students through the Innovation Fund project and has begun incorporating all the suggestions gathered from students into their future

mobility program activities. Examples of additional wrap around supports that are being made possible through GSO funding include access to Indigenous counsellors and advisors prior to the experience, more involvement of Elders and Knowledge Keepers during the experience for those who need this support, reducing shame around receiving financial support, etc. The college has reported looking forward to incorporating and testing new wraparound supports and to share the results with CIG and ESDC in future reports.

- The **Marine Institute (MI)** has reported that “the Global Skills Opportunity funding has enabled MI to create modules including topics on pre-departure orientation, security and safety abroad, and reintegration information/procedures for their students prior going to their international experience”.
- For **Nova Scotia Community College**, the resources from My World Abroad and the Forum for Education Abroad provided extra support and resources for underrepresented students to enhance their virtual GSO learning opportunities. A cross-cultural communications strategy was also developed with faculty members.
- At **Sheridan College**, the funding received from the GSO program improved wraparound supports by contributing to the hiring of a research assistant who helped conduct a literature review on the barriers to student mobility faced by underrepresented students and design a survey and associated materials to examine the barriers. The research of these barriers is integral to improving wraparound supports as it allows for accurate targeting of areas of improvement within the support infrastructure. The research assistant also developed pre- and post- evaluation surveys of their virtual mobility program and they are currently in the process of being institutionalized. The funds provided also helped the institution develop an Effective Intercultural Communication module that focuses on Equity, Diversity, Inclusion and Decolonization (EDID). This module provides students with important academic, intercultural, and professional skills that are integral to their success in their futures.

Although physical mobility became possible only at the very end of the fiscal year, great progress was made in the development of new, and the improvement of existing, wrap-around support materials, documents, and tools to better support, promote and manage international mobility programming opportunities. Through their respective projects, PSIs developed pre/post participation briefings and supports (for virtual and physical mobility), international networking skills training, safety briefings, pre-departure and post-participation video capsules, risk management and mitigation strategies, and much more. More information on these tools is highlighted in the section below.

**Immediate Outcome #1220: Improved collaboration, information sharing and reporting on outbound mobility experiences across Canadian PSIs to improve the delivery of outbound mobility programming**



*KPI measurements for the reporting period are included in **Annex F***

Despite the pandemic, Global Skills Opportunity has made significant progress towards strengthening the capacity of post-secondary institutions to deliver enriching outbound mobility programming and improving intercultural skills and competencies for program participants. As a way to improve collaboration, information sharing and reporting on outbound mobility experiences across Canadian PSIs and to improve the delivery of outbound mobility programming, GSO encourages institutions to

attend and/or organize knowledge sharing sessions and activities related to outbound student mobility and make use of the GSO resources at their disposal to support and improve their outbound student mobility efforts.

During the reporting period, **108 tools and resources were created by institutions to implement and/or improve outbound student mobility**, such as outreach and recruitment strategies for underrepresented students, validated marketing strategies/communications materials, adjusted health and safety policies and procedures, reports, case studies:

- **Cambrian College** reported the following: *“Humber College was kind enough to share their long-standing knowledge on how they have been operating their Study Abroad programs for the past decade. Lots of best practices shared including orientation, partnership selection and the ability to manage internal stakeholders at the college when promoting similar programs.”*
- The **College of the North Atlantic** reported that the CNA Outbound Mobility Steering Committee engaged with the British Columbia Institute of Technology (BCIT), Niagara College, Durham College, Algonquin College, Nova Scotia Community College and Marine Institute on their Outbound Experience and best practices.
- At **College Ahuntsic**, outreach and recruitment strategies for underrepresented students were created based on discussions with teachers about accessibility and inclusion of students with disabilities. The college reported that this can be a delicate subject that can be difficult to address since there is a lack of knowledge and several preconceived ideas about the seriousness of disabilities and the ability of students with disabilities to integrate. They learned that in general, the teachers felt poorly equipped to welcome them into their mobility project. Yet, thanks to support from the GSO team as well as the GSO resources available for implementing institutions, it has generated a high rate of openness among teachers. These exchanges also allowed the college to demystify certain taboos and led to an awareness of the benefits of further integrating students with disabilities into outbound mobility activities. The college has created a space for discussion on the subject which they intend to maintain throughout the life of the project.

Institutions also participated in, or organized, knowledge sharing activities related to outbound student mobility, such as online knowledge-sharing forums/webinars, conferences, informal/conversational knowledge sharing discussions, teleconferences, etc. An astonishing **107 knowledge-sharing events** were organized by the institutions themselves, in addition to the 7 events organized by GSO (CICan and Universities Canada), or to which CICan contributed (Global Skills Opportunity Information Session, GSO Group Onboarding session, sessions during the CICan conference and a knowledge-sharing webinar series in collaboration with Universities Canada and CBIE). An impressive total of 42 colleges, CÉGEPs and institutes, out of the 49 CICan implementing institutions, **participated in knowledge-sharing events organized by GSO**. Twenty-nine institutions participated in knowledge-sharing events organized by other institutions. On average, each implementing institution participated in 7 knowledge-sharing events throughout the first year. Some examples of events are listed below:

- **Global Skills Opportunity Knowledge Sharing Webinar Series delivered in partnerships with The Canadian Bureau for International Education:**

- **“Building Inclusive Wraparound Supports for Outbound Mobility”**: Two webinars (Part 1 and 2) focused on how institutions are preparing their students for an international experience, including how supports can be more accessible to underserved populations. This discussion opened the conversation on frameworks for further engagement of these students upon their return.
- **“Reframing Marketing and Recruitment to Expand Access to Education Abroad”** – in partnership with CBIE and Universities Canada: Virtual workshop where participants reflected on their current marketing and recruitment activities and discussed strategies and approaches to better engage underrepresented student populations, particularly low-income students, students with disabilities and Indigenous students in study and work abroad programming.

### Sustainable Development Goals



The United Nations’ Sustainable Development Goals are what inspire and guide the vision and work of CICan and are an integral part of the organization’s Strategic Plan, [Strengthening the System](#). All of CICan’s programs, both international and domestic, are tied to at least one of the SDGs. Canadian colleges and institutes from across the country are making a collective effort towards sustainability and taking concrete actions to advance the SDGs. To date, 34 CICan member institutions have signed on to the [SDG Accord](#).

Global Skills Opportunity aims to enhance the learning experiences and lives of post-secondary students through international experiences that offer them exposure to new cultures and ideas in destinations that are less traditional but key global markets. The program itself thus contributes directly to **SDG 4 – Quality Education**, **SDG 8 – Decent Work and Economic Growth**, and **SDG 10 – Reduced Inequalities**.

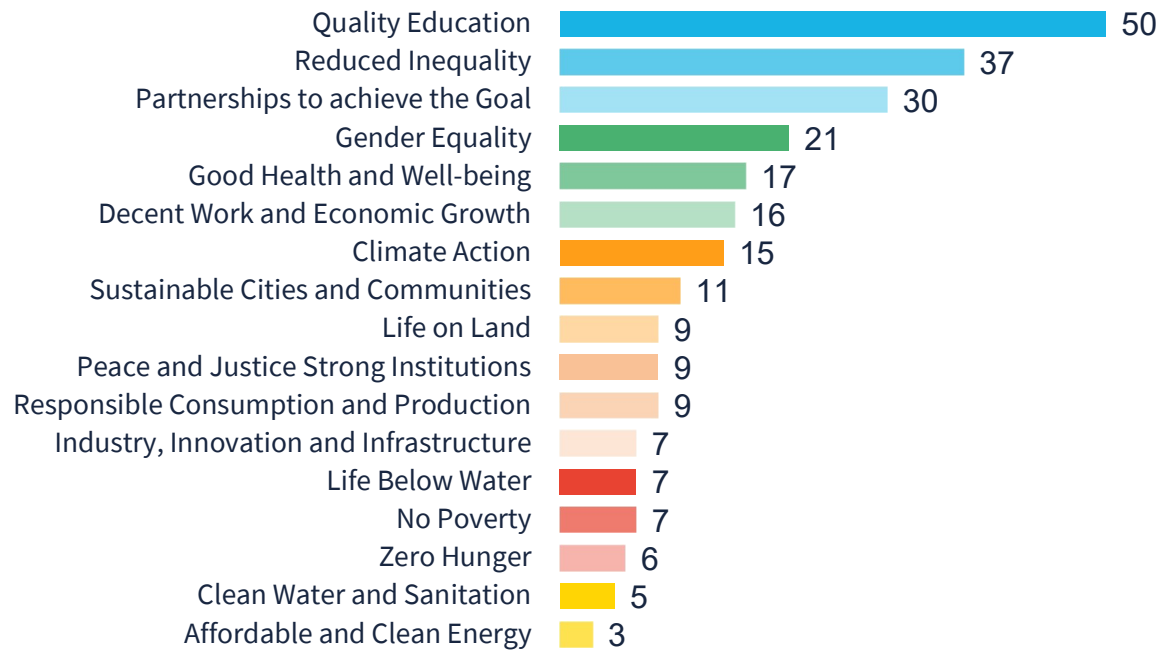
In their annual report, institutions were asked to indicate the Sustainable Development Goals to which their project contributed or is contributing. The table below shows that GSO projects are, in fact, contributing to the advancement of all 17 SDGs, often in significant and meaningful ways:

### SUSTAINABLE DEVELOPMENT GOALS



## Projects categorized by SDGs targeted

Note: Projects can target multiple SDGs



## Support to Institutions – Partnership development and communications

In addition to knowledge sharing events, tools and products created/organized by institutions, CIGan and UnivCan work in close collaboration to support all PSIs in their partnership development efforts, as well as their outreach, promotional and recruitment efforts, to further improve collaboration across Canadian PSIs to improve the delivery of outbound mobility programming.

### Communications



Because of the pandemic, the GSO program had to delay its public-facing launch until November 2021. However, institutions were allowed to begin implementation of their project(s) as early as September. To support them in their promotion and recruitment efforts, and communications materials, CIGan and UnivCan, in collaboration with a communications firm, developed a full brand for the GSO program, including the logo, color scheme, typography, iconography, fonts and taglines in both official languages (Annex G). Also developed were the following tools, which were assembled into a [digital toolkit](#) for implementing post-secondary institutions:

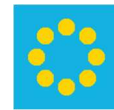
- a comprehensive brand guideline,
- social media shareables,
- short promotional video clips,
- various templates (press release, PowerPoint, posters)
- key messages, and

- f. a selection of stock photography,

The program publicly launched on November 3, 2021, with a [press release](#) issued to media outlets across Canada, and to foreign journalists and news sites dedicated to international education. The program website [www.globalskillsopportunities.ca/](http://www.globalskillsopportunities.ca/) [www.experiencecompetencesmondiales.ca](http://www.experiencecompetencesmondiales.ca) was also launched, which provides information about the program, the benefits of global study and work for Canada and Canadians, as well as a searchable database of all the projects that received funding through the program, including from the Innovation Fund. CIGan and Universities Canada also launched the program's [Twitter channel](#), and [LinkedIn](#) and [Facebook pages](#). A "GSO Champions ECM," LinkedIn group was created to facilitate knowledge sharing between individuals working in outbound mobility at postsecondary institutions across Canada. [An op-ed](#) jointly written by Colleges and Institutes Canada president, Denise Amyot, and Universities Canada president, Paul Davidson, was published in the *Ottawa Citizen* on November 30, 2021. The pair laid out why international experiences are important for Canada.

At the end of March, GSO published its first quarterly newsletter – [Global Horizons](#). This included an opinion piece (op-ed) by [Rick Hanson](#), paralympic athlete and passionate supporter of people with disabilities in Canada, entitled '[Paralympic Model Shows the Way: Removing barriers opens doors to career success for students with disabilities](#)', published initially by the Vancouver Sun. To further promote the value of global skills in the public arena, CIGan and UnivCan also produced a [two-page information sheet](#) that gives an overview of the program, including its projected outcomes and some key statistics. Intended as a leave-behind for meetings, events and outreach, the document is posted also on the GSO website.

### Partnership development



Postsecondary institutions have indicated a need for support in establishing mobility partnerships, specifically with international institutions and service providers. GSO has also been approached by many organizations looking to engage with the program and support institutional projects. During the 2021-22 fiscal year, Colleges and Institutes Canada and Universities Canada worked on developing a phased approach to partnership development for Global Skills Opportunity (Annex H). The team prioritized outreach to individuals and organizations who would champion the benefits of the program across social media platforms and other specific communications activities, strengthening the program's reach and potential impact. A partnership outreach package was also developed to share with potential partners which includes [Investing in Global Skills](#), as well as [GSO at a Glance](#). In addition, other activities were advanced in close collaboration with UnivCan and include:

- Surveyed the 59 projects to understand partnership needs and gaps related to study/work abroad.
- Built a partner triage mechanism on the GSO website for organizations interested in partnering with Canada's colleges and institutes; in 2021-2022 over 10 organizations indicated an interest in partnering with GSO institutions.
- Developed a partnership package with background information on the program to share with interested parties
- Created a partnership page on the GSO website to highlight the benefits of a GSO partnership and how they can contribute to the program's success

- Built relationships with the private sector; work towards partnership agreements advanced with 6 private companies.
- Strengthened relationships with government representatives; 12 meetings were held with Trade Commissioners and others with embassies expressing interest in the program
- Identified synergies and areas of collaboration with non-profit organizations

More specifically, CIGCan and UnivCan also collaborated with the Trade Commissioner Service (TCS) in Mexico to host a “**Partnership Opportunities with Mexico**” webinar on the education sector in Mexico. The Embassy of Canada in Mexico, along with the Consular Services and the TCS provided education market updates and discussed collaboration opportunities in the country.



## Lessons Learned

### Key highlights and accomplishments

- **George Brown College** reported the following key success “Despite the different challenges, George Brown College has been able to deliver outbound programs to low-income, students with disabilities, Indigenous, and racialized students. Of the 39 students supported over this first-year, only three students did not self-identify in these underrepresented student groups. Project funding is contributing to increasing access, equity and diversity in mobility experiences at GBC.”
- **Kwantlen Polytechnic University** indicated that “By creating and administering the Access to Global Learning Award (AGLA), [they] have been able to build an award that is character-based and needs-based specifically for students in the underrepresented group. More than half of the award money allotted for this fiscal year has been allotted to Indigenous students, students with disabilities, and/or students from low-income background, supporting them on KPU Study Abroad experiences (virtual exchange semesters, virtual summer schools, COIL, and virtual internships) – all recipients had their full program fees reimbursed. 12 underrepresented students benefitted from the AGLA. Prior to this, all study abroad scholarships were based on competitive GPA. Having this targeted needs-based award has encouraged more underrepresented students to step forward and apply to these programs that previously felt out of reach of them; many, anecdotally, have reflected this sentiment to our advisors.”
- **College of the Rockies** reported that “Despite not being able to deliver [their] outbound mobility programs to students due to COVID-19, [the college] was able to increase [their] capacity and knowledge of how to successfully recruit indigenous students, students with disabilities, and students from low-income backgrounds as [they] successfully implemented an advertising and recruitment campaign prior to the cancellation of the travel component that resulted in the selection of a high number of students from these categories”.
- **At Collège Boréal**, the first year of their GSO project resulted in the development and adaptation of the International Leadership course, which will not only allow current and future students participating in the GSO project to benefit from training that improves their intercultural skills, but also other members of Collège Boréal (students, teachers,

administrative staff) to have access to content that will facilitate their cultural integration during trips abroad.



## Challenges and considerations

Since the initial announcement of the Outbound Student Mobility Pilot Program in 2019, now called the Global Skills Opportunity program, the design, launch and implementation has proven challenging, forcing the team at CIGan as well as implementing institutions to demonstrate flexibility, adaptability, patience, and resilience.

Some challenges and lessons-learned faced in the 2021-22 fiscal year include:

- 1) **Changing geopolitical context:** In early 2022, Russia invaded Ukraine and captured the world's attention. Though students had not travelled yet due to the COVID-related travel advisories, it was clear this would still impact GSO planned projects. Some GSO projects had listed Ukraine as a potential destination, others had listed Russia as well as surrounding countries who had been impacted by the conflict. Institutions were forced to make changes to their destination countries and partners as a result; GSO encouraged such changes and provided the necessary flexibility for them to do so.
- 2) **Challenges related to participation of students with specific disabilities:** Some institutions have highlighted the challenges related to the participation of students with mental health disabilities and the need for flexible asynchronous programming. Group programming, especially projects operating in two languages simultaneously, can be overwhelming for some students and create additional stresses and difficulties. Flexibility and innovation are key to adapting outbound student mobility to be inclusive and mindful of different types of disabilities.
- 3) **Virtual fatigue:** With yet another academic year disrupted due to Omicron, filled yet again with virtual learning, virtual working, virtual meetings, etc., students were less inclined to participate in virtual mobility experiences, which may have negatively impacted student's satisfaction with the Global Skills Opportunity projects in which they participated.
- 4) **GSO partnership development support:** An important design consideration when thinking of partnership opportunities is the decentralized nature of the GSO program. CIGan and UnivCan want to ensure that national level partnerships are valuable, feasible and beneficial, in such a way that they complement what partnerships might already exist at the institutional level.





## Conclusion

Although the pandemic is not yet over, and despite the continued challenges faced by institutions, organizations, and individuals over the past year, CICan members are extremely excited about GSO and have been busy implementing their projects and preparing for a gradual return of international physical mobility. This is an opportunity unlike any other for the post-secondary education sector, particularly for colleges, institutes, CÉGEPs and Polytechnics. Institutions are grateful to have been given the opportunity to strengthen their institution's capacity and develop new approaches to deliver outbound mobility experiences through the Innovation Fund projects and this first year of Mobility project funding. All institutions are looking forward to providing safe and enriching global skills opportunities to their students in the years to come. It has been no small feat to adjust the design and implementation of this program, secure ongoing funding and launch not one, but two calls for proposals in the midst of a global health crisis. Yet the dedicated teams of highly qualified professionals at CICan, UnivCan, and all the GSO implementing institutions, have demonstrated a strong ability to be flexible, resilient, creative, and innovative, which has already led to positive and impressive results.

As institutions prepare for the next fiscal year, amidst potential new waves of COVID-19, and continued uncertainty with regards to the war in Ukraine, CICan members have reported a mix of positive energy and excitement, with students back on campus and in class, and physical mobility activities resuming following the lifting of the blanket travel advisory to avoid all travel.

We are thrilled to see the return to some international mobility programming and are excited to report more in depth on the impact GSO is having on student participants in the years to come. The engagement of institutions in this first year of GSO mobility projects is a testament to the commitment of Canadian institutions to increase international outbound student mobility in a way that is safe and enriching for all those involved. Though there are many challenges ahead of us which will require ongoing flexibility, CICan and its member institutions are optimistic and excited to develop and deliver life changing experiences and opportunities to their students.



## Annex A – List of GSO Participating Institutions (Lead and Consortium Partners)

### LEAD INSTITUTIONS

1. Algonquin College
2. British Columbia Institute of Technology
3. Cambrian College
4. Camosun College
5. Canadore College
6. Cégep de Rimouski
7. Cégep de Sherbrooke
8. Cégep de Trois-Rivières
9. Cégep Édouard-Montpetit
10. Cégep Marie-Victorin
11. Collège Ahuntsic
12. Collège Boréal
13. Collège de Maisonneuve
14. Collège Montmorency
15. College of the North Atlantic
16. College of the Rockies
17. Dalhousie Agricultural Campus of Dalhousie University
18. Douglas College
19. Durham College
20. Fanshawe College
21. George Brown College
22. Georgian College
23. Humber College
24. Keyano College
25. Kwantlen Polytechnic University
26. Langara College
27. Marine Institute
28. Medicine Hat College
29. Mohawk College
30. New Brunswick Community College
31. Niagara College
32. NorQuest College
33. North Island College
34. Northern Alberta Institute of Technology (NAIT)
35. Northern Lights College
36. Nova Scotia Community College
37. Portage College
38. Red Deer Polytechnic
39. Red River College
40. Saskatchewan Indian Institute of Technologies (SIIT)
41. Saskatchewan Polytechnic
42. Sault College
43. Selkirk College
44. Seneca College of Applied Arts and Technology
45. Sheridan College
46. Southern Alberta Institute of Technology
47. St. Lawrence College
48. Thompson Rivers University
49. Vanier College

### CONSORTIUM PARTNERS

50. Aurora College
51. Coast Mountain College
52. Nicola Valley Institute of Technology
53. Parkland College
54. University of the Fraser Valley
55. Yukon University

## Annex B – Immediate Outcome 1110

Immediate Outcome	Key Performance Indicators	Results as of March 31, 2022
<p><b>Immediate Outcome 1110:</b> Increased access and participation of Canadian PSE students (particularly target student groups) in international study/work opportunities as part of their academic program, especially with non-traditional countries</p>	<p>1110-#9 Annual number of participants in pilot, disaggregated by target groups and gender</p>	<p>360 (198 Virtual, 97 Physical, 65 Hybrid)</p>
		<p>230 underrepresented students, 130 other students: 234 female, 119 male, 7 Other gender</p>
	<p>1110-#10 Annual number and percentage of participants who identify as belonging to target groups (i.e., low-income, Indigenous, students with disabilities), disaggregated by target groups and gender</p>	<p>230 (144 females, 80 males, 6 other genders)</p>
		<p>64%</p>
		<p>18% Indigenous Students (65) 14% Students with disabilities (52) 51% Low-income students (182)</p>
	<p>1110-#11 Percentage of participants who would have (or would not have) participated in the outbound mobility experience without the support of the OSM pilot, disaggregated by target groups and gender</p>	<p>27% (96 students) would NOT have participated without GSO funding: (66 females, 28 males, 2 other genders) (61 Low-income students, 15 students with a disability, 21 Indigenous students)</p>
	<p>1110-#12 Percentage of participants who are satisfied with activities supported by the Pilot</p>	<p>83% (67 students of the 81 students who had completed their GSO experience)</p>
	<p>1110-#13 Number of participants who received credit/academic recognition for participating in the pilot</p>	<p>35/81 received credit (43%)</p>
<p>29/81 do not know (36%)</p>		

	1110-#14 Annual number and percentage of student experiences in nontraditional countries (other than UK, France, Australia, or the US) disaggregated by target groups and gender	250 students (69%)
		195 females, 85 males, 5 other genders
		159 (63%) students from underrepresented groups vs. 92 other students
<p><b>Output 1111</b> Participants from target student groups have received grants to study/work abroad, including with non-traditional countries</p>	1111-#15 Number of students applying for grants, disaggregated by target groups, gender and country (traditional or non-traditional)	360 (198 Virtual, 97 Physical, 65 Hybrid)
		230 underrepresented students, 130 other students: 234 female, 119 male, 7 Other gender
		250 students (69%)
		195 females, 85 males, 5 other genders
		159 (63%) students from underrepresented groups vs. 92 other students
	1111-#16 Number of agreements signed between PSIs and partners in non-traditional countries	<i>*This KPI was not measured in the 2021-22 FY for Mobility Project but will be included in the 2022-23 FY Report</i>
	1111-#17 Number of participants by type of experience (work or study), method (virtual or in-person)	WIL = 47
		Academic/Study = 199 Both WIL & Academic/Study = 114
		Virtual = 198
		Physical = 97 Both = 65
	1111-#18 Number of participants by duration of the mobility experience (e.g., short-term (1-4 weeks); medium-term (4-16 weeks); or long-term (16+ weeks))	Short Term = 196
		Medium Term = 128
		Long term = 36

	1111-#19 Amount of funding disbursed as grants for target student groups (i.e., low-income, Indigenous, students with disabilities)	Virtual = 275,237.03 Physical short-term = 262,463.25 Physical medium-term = 27,500.00 Physical long-term = 0.00.00 <b>TOTAL direct funding to underrepresented students = \$565,200.28</b> (56% of total GSO funding allocated in FY 2021-22)
	1111-#20 Number of non-traditional countries engaged in the pilot program	32
	1111-#21 Amount of funds provided to pilot participants to go to countries other than UK, France, Australia, US	<i>*Breakdown of funding by destination country spent during the reporting period is an estimate only</i>  <b>\$235,065.00</b>

## Annex C – Immediate Outcome 1120

Immediate Outcome	Key Performance Indicators	Results as of March 31, 2022	
<b>Immediate Outcome 1120 - Increased knowledge of intercultural competencies and professional networking skills</b>	1120-#22 Percentage of participants who feel the experience significantly enriched their PSE learning	58%	
		47/81	
	1120-#23 Percentage of participants that report making professional connections with a colleague or peer who lives or works in a foreign country (e.g., global networks)	69%	
		56/81	
	1120-#24 Perception of change in portable and transferable skills (e.g., improvement of intercultural competencies, critical thinking, adaptability), disaggregated by target groups and gender	<i>This KPI was not measured in the 2021-22 FY for Mobility Projects but will be provided in the next FY.</i>	
	1120-#25 Percentage of student pilot participants who report feeling more prepared for the labour market as a result of their mobility experience	60%	
		49/81	
	1120-#26 Percentage of participants reporting satisfaction with mobility experience and supports received for networking, pre-participation, and wraparound supports	70%	
	57/81		

	1120-#27 Percentage of participants who, upon graduation, plan to pursue further studies at the post-secondary level as a result of the mobility experience	53% (43/81)
	1120-#28 Percentage of participants reporting improved knowledge of global issues disaggregated by PSI, programs, (study or work-integrated learning experience), target group and gender	<i>This KPI was not measured in the 2021-22 FY for Mobility Projects but will be provided in the next FY.</i>
	1120-#29 Percentage of participants who report being interested in pursuing an internationally focused career as a result of the mobility experience	40%
		32/81
	1120-#30 Percentage of participants who report feeling more prepared for and/or more interested in pursuing international mobility experiences	69%
56/81		
<b>Output 1121</b> Participants have received pre/post participation briefings and supports, including international networking skills	1121-#31 Number of participants who received pre/post participation supports/training sessions, including safety briefing, disaggregated by target groups	<b>Predeparture = 429<sup>1</sup></b> Indigenous students: 89 Students with disabilities: 49 Low-income students: 193 Other eligible students: 98
		<b>Postparticipation = 298</b> Indigenous students: 66 Students with disabilities: 27 Low-income students: 120 Other eligible students: 81

<sup>1</sup> Predeparture training and wrap around supports are sometimes provided to students prior to them being officially invited to participate through the GSO portal and will therefore not always align with the number of reported participants in a given timeframe.

training, safety briefings and tailored wrap-around supports for students in target group	1121-#32 Number of target students who receive wrap-around supports, disaggregated by target groups	<b>Wrap-around supports = 522</b> Indigenous students: 118 Students with disabilities: 51 Low-income students: 223 Other eligible students: 130
	1121-#33 Total dollars provided for non-financial supports to participants	<b>\$ 106,145.03</b>



## Annex D – Intermediate Outcome 1200

Intermediate Outcome	Key Performance Indicators	Results as of March 31, 2022
<b>Intermediate Outcome 1200: Strengthened culture of outbound mobility on Canadian PSI campuses and strengthened capacity to deliver outbound mobility programs</b>	1200-#36 Number and percentage of PSIs that offer student outbound opportunities, disaggregated by province and region	59 + Consortium partners (disaggregation by province and region is shown on pages 6 and 7 of the present report)
	1200-#37 Number of PSIs who participate in innovative projects	<i>There was no Innovation Funding issued this FY</i>
	1200-#38 Perception from PSIs on their improved capacity to deliver outbound mobility programs	<b>Improved Overall capacity</b> to deliver OSM programming: 59%  Improved capacity to deliver OSM programming <b>to underrepresented students:</b> 59% Improved capacity to deliver OSM programming <b>to nontraditional destinations:</b> 42%
	1200-#39 Perception of target group students on how their specific needs/expectations were met by the outbound mobility programs	47%  38/81 students reported that their <b>needs were Very well met or Extremely well met</b>

## Annex E – Immediate Outcome 1210

Immediate Outcome	Key Performance Indicators	Results as of March 31, 2022
<b>Immediate Outcome 1210:</b> Strengthened capacity of Canadian PSIs to test innovative and accessible opportunities and support for students to participate in study/work abroad opportunities	1210-#40 Number of new documents and tools developed/tested to promote outbound mobility and improve quality of programming (e.g., outreach and recruitment strategies for underrepresented students, validated marketing strategies/communications materials, adjusted health and safety policies and procedures)	108
	1210-#41 Percentage of College administrators who agree that funded projects have strengthened capacity to deliver international mobility programming.	59%
		35/59 project lead
<b>Output 1211:</b> Canadian PSIs have received grants to implement mobility activities, including testing new or innovative ideas that enhance mobility programming in Canada	1211-#42 Average funding amount for innovative projects and/or partnerships	<i>There was no Innovation Funding issued this FY</i>
	1211-#43 Number and type of innovative projects funded	<i>There was no Innovation Funding issued this FY</i>
	1211-#44 Number of pilot participants served, under innovative projects, disaggregated by target group, sex and whether they are directly or indirectly served	<i>There was no Innovation Funding issued this FY</i>

	1211-#45 Number of proposals received	73
	1211-#46 Number of proposals that were funded and amount allocated by project	59
		Total: \$ 26,267,310.95 Average per project: \$ 445,208.66

## Annex F – Immediate Outcome 1220

Immediate Outcome	Key Performance Indicators	Results as of March 31, 2022
<b>Immediate Outcome 1220:</b> Improved collaboration, information sharing and reporting on outbound mobility experiences across Canadian PSIs to improve the delivery of outbound mobility programming	1220-#47 Number and percentage of Canadian PSIs that participate in knowledge sharing activities on their own	29 institutions out of 49 (59%) participated in knowledge-sharing activities on their own, organized by themselves or other PSIs 107 knowledge-sharing events were organized by the institutions themselves,
	1220-#48 Number of program-delivery partnerships established by PSIs by type of partnership (innovation) and disaggregated by partnerships in Canada and with entities overseas	<i>There was no Innovation Funding issued this FY</i>
	1220-#49 Number and percentage of PSIs that provide all required data	100% 59/59
<b>Output 1221:</b> Key results, impacts, implementing strategies, best practices and lessons learned documented and shared across the Canadian PSE sector	1221-#50 Number of outbound mobility experience-sharing knowledge products (e.g., reports, case studies) produced	108
	1221-#51 Number and type of knowledge sharing activities held by CICan/UC and number of PSIs participating these activities	7 events organized by GSO 42 out of the 49 CICan implementing institutions participated.
	1221-#52 Percentage of PSIs that submit annual reports by the established deadline	57/59 (96%)

# Annex G - GSO Digital Toolkit

<https://toolkit.globalskillsopportunity.ca/>

