

Global Skills Opportunity – The Halfway Mark

2022-2023 Annual Narrative Report

July 2023

Canada

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



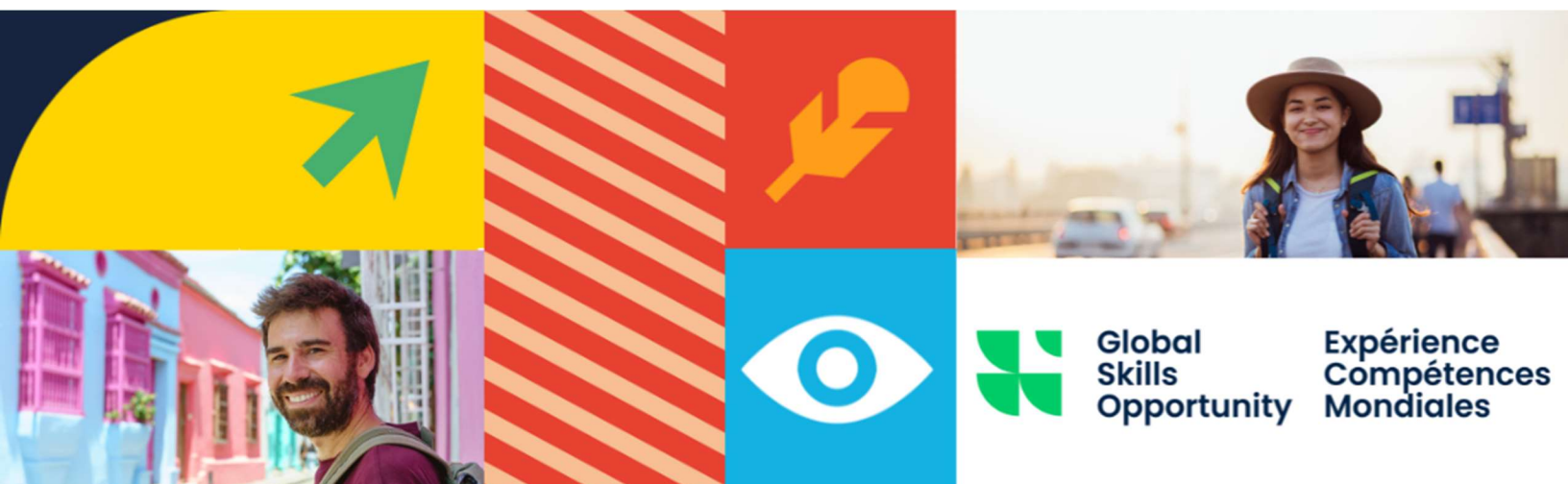
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Introduction

Colleges and Institutes Canada is pleased to present the third annual report of the Global Skills Opportunity (GSO) program, a significant milestone that marks the halfway point of the pilot phase. The GSO program is Canada's Outbound Student Mobility Pilot Program a pioneering initiative at the federal level and a vital component of the Government of Canada's International Education Strategy (IES) for 2019-2024. It aims to empower post-secondary institutions to increase the participation of Canadian students—especially underrepresented students—in international learning opportunities both at home and abroad, in turn building a globally minded and skilled workforce and enhancing Canada's innovation capacity.

The GSO program recognizes the transformative power of international learning and work experiences for Canadian post-secondary students. It places a strong emphasis on increasing the participation of underrepresented students, enabling them to engage in meaningful opportunities abroad. By doing so, the program aims to equip these students with the skills and competencies needed to thrive in a globalized world while contributing to Canada's economic prosperity.

The first annual report of the physical mobility phase of the pilot highlighted the remarkable progress made by GSO implementing institutions in advancing the program's objectives. It outlined the investment made by the Canadian government, totaling CAD \$ 95 million over five years, to provide post-secondary students with access to study or work abroad opportunities. Additionally, it underscored the allocation of funds to address barriers to participation, diversify destination countries, and foster innovative approaches to reducing barriers to participation in the program.

Despite the unprecedented challenges posed by the COVID-19 pandemic, GSO implementing institutions have continued their incredible work towards achieving the intended outcomes. These institutions, small and large, urban and rural, francophone and anglophone, from coast-to-coast-to-coast have demonstrated resilience and adaptability in the face of disruptions to program timelines and travel restrictions aimed at safeguarding public health.

Building upon the innovative outcomes of the 2020 Innovation Fund¹, the GSO program entered its 'physical mobility' phase in May 2021. The flexible delivery of outbound student mobility (OSM) programming, encompassing physical, virtual, and hybrid experiences, has allowed participating institutions to prioritize student safety while ensuring the continuity of international learning opportunities.

GSO implementing institutions have remained committed to increasing the participation of Canadian post-secondary students, particularly underrepresented students, in these meaningful international learning and work-integrated-learning opportunities abroad. Through a comprehensive range of initiatives, such as virtual internships, collaborative online international learning (COIL), and global approaches to world issues, these institutions have strived to expand students' horizons and cultivate

¹ The results and outcomes of these projects can be found in the [Global Skills Opportunity – Innovation Fund 2020 Narrative report](#)

their global competencies, all while making significant contributions to the Sustainable Development Goals.

Moreover, the GSO program has fostered fruitful collaborations with various stakeholders, including Indigenous offices, faculties, non-governmental organizations, and private sector companies. By forging strong partnerships both in Canada and abroad, implementing institutions have enriched the wrap-around supports and services available to students, ensuring a holistic and inclusive approach to international education. This commitment to collaboration and partnership aligns seamlessly with CICan's International Strategy aimed at supporting CICan members as they pursue new opportunities in international education across three pillars: futureproofing Canada; bringing the world to Canada; taking Canada to the world. Together, we are building a strong foundation for the future of global education in Canada.

As we reach this important halfway point in the pilot phase of the GSO program, it is crucial to acknowledge the significant progress made thus far. The third annual report provides an opportunity to reflect on the achievements, challenges, and lessons learned, paving the way for further improvements and innovations in the remaining years of the pilot, and help inform the development of a permanent GSO program beyond its pilot phase. In addition to the overview of CICan-specific program-level management activities that took place in the 2022-23 fiscal year, this report also provides a consolidation of the results reported by CICan implementing institutions in the second year of their GSO project, as well as data collected from students who participated, or were participating in a GSO virtual or physical experience between April 1, 2022, and March 31, 2023.

We extend our gratitude to all the GSO implementing institutions, their dedicated staff, and the students who have embraced this transformative opportunity. Together, we are shaping a future where Canadians, regardless of their backgrounds, can thrive on the global stage, acquire in-demand skills, and contribute to Canada's position as a leader in innovation and international collaboration.

We invite you to delve into the third CICan annual report of the GSO program, where you will find a comprehensive overview of the progress, impacts, and future directions of this groundbreaking initiative.

Summary of GSO2021

Mobility Projects in action

In April 2022, student mobility programming was well underway at GSO implementing institutions following a slow and careful return to international travel in the previous fiscal year (April 1, 2021, to March 31, 2022). By March 31, 2023, all but four of the 59 mobility projects² were well into implementation. The four remaining projects are 2-year OSM projects and started in April 2023.

The 55 mobility projects with active mobility projects in the reporting period are being implemented by 48 of the 49 lead GSO-implementing institutions (see the full list of lead and consortium institutions in Annex A), with students participating in physical, virtual and hybrid outbound student mobility programming. For reference, the regional distribution of GSO mobility projects is shown below:



² 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.

In the 2022-23 FY, \$ 5,851,064.45 of the total Mobility project budget of \$26,098,325.06 was spent, broken down as follows:

- a) direct financial support to target group students for:
 - a. virtual mobility: CAD \$ 167,849.18
 - b. short term (1-4 weeks) physical mobility experiences: CAD\$ 2,838,756.10
 - c. medium-term (5-16 weeks) physical mobility experiences: CAD\$ 718,713.68
 - d. long-term (17+ weeks) physical mobility experiences: CAD\$ 114,913.02
- b) direct financial support to “other” eligible students for:
 - a. virtual mobility: CAD\$ 30,307.79
 - b. short term (1-4 weeks) physical mobility experiences: CAD\$ 784,329.03
 - c. medium-term (5-16 weeks) physical mobility experiences: CAD\$ 178,085.08
 - d. long-term (17+ weeks) physical mobility experiences: CAD\$ 18,200.00
- c) funding for the development and delivery of wrap around supports: \$CAD 496,974.38
- d) support to institutions for program implementation: CAD\$ 502,936.19

During this same period, a total of 1,534 students completed or were in the process of completing an international GSO experience, either virtually, in person, or both, a 325% increase from year 1! **Of significant importance to note is the fact that 80% of them reported belonging to at least one of the underrepresented student groups. The program has a funding target of 50% to support underrepresented students. For 2022-23, including the support provided to institutions for wrap-around supports, 74% of the funding went to support students from underrepresented groups.**

The breakdown of GSO experiences reported by student who completed or were completing their GSO experience between April 1, 2022, and March 31, 2023, by type of mobility is shown below:

Type of Outbound Student Mobility	Number of Underrepresented students	Number of Other students	TOTAL
Virtual Mobility	172	44	216
Physical mobility	1009	260	1269
BOTH	39	10	49
TOTAL	1220	314	1534

Project results between April 1, 2022, and March 31, 2023

Program objectives

The Global Skills Opportunity (GSO) program has a fundamental objective: to provide Canadian post-secondary students with valuable international study and work-integrated learning experiences that

equip them with the necessary skills and training to thrive in an evolving labor market. In the pursuit of this objective, the program sets forth specific targets, which are outlined below. The funding allocated during the 2022-2023 fiscal year primarily focused on the first and second program objectives within the context of CIGSO Mobility Projects.

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

In their second annual narrative reports, participating institutions were once again requested to refer to the logic model presented in the [application guidelines](#) and tasked with identifying the immediate outcome(s) to which their project contributed between April 1, 2022, and March 31, 2023.

Over 85% of projects addressed two or more of the immediate outcomes in their second project year, as described in the logic model. Furthermore, when compared to the number of projects that addressed each of the immediate outcomes in the first year of the pilot, we can see a significant increase, primarily due to the new projects starting implementation as of April 1, 2022.

The number of projects that contributed toward each immediate outcome measured in the reporting period and compared to number of projects addressing each immediate outcome in the previous fiscal year (2021-22) is outlined below.

Global Skills Opportunity Immediate Outcomes (as described in the Logic Model)	Number of projects addressing this outcome in 2021-22	Number of projects addressing this outcome in 2022-23
#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	50
#1120 Increased knowledge of intercultural competencies and professional networking skills	17	40
#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	26
#1220 Improved collaboration, information sharing and reporting on outbound mobility experiences across Canadian PSIs to improve the delivery of outbound mobility programming	14	24

In their annual narrative report, institutions were also required to elaborate on how their projects aligned with, and contributed to, the achievement of program objectives. They were further requested to highlight up to three outputs and up to three activities associated with the selected immediate outcome(s). This comprehensive reporting approach allows for a thorough examination of the impact and effectiveness of the GSO program. By delving into the alignment of projects with program objectives and the resulting outputs and activities, we gain valuable insights into the progress and accomplishments made by implementing institutions during the reporting period. Furthermore, this analysis serves as a means to assess the program's overall success in enhancing the international learning experiences of Canadian students and ensuring they are well-prepared for the evolving demands of the labor market.

In the following section, we present a detailed overview of the program objectives and the allocation of funding during the 2022-2023 fiscal year. Through an examination of the annual narrative reports submitted by institutions, we aim to shed light on the direct contributions made by these projects to the achievement of program objectives and their corresponding immediate outcomes.

IMMEDIATE OUTCOME #1110: INCREASED ACCESS AND PARTICIPATION OF CANADIAN PSE STUDENTS (PARTICULARLY UNDERREPRESENTED STUDENTS) 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**.*

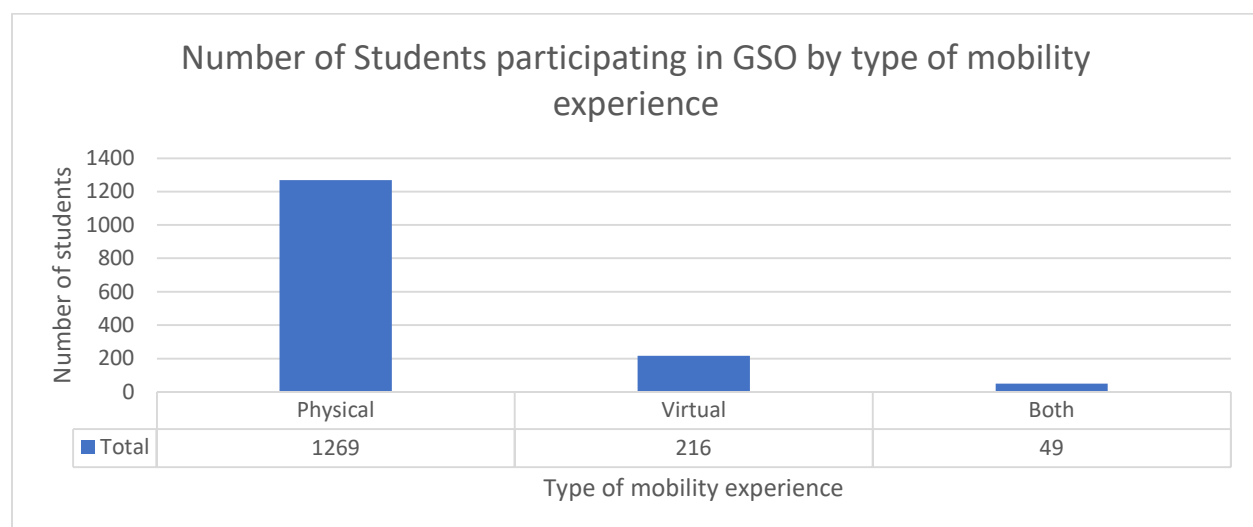
Widening access and equity to participation in outbound student mobility programming and diversifying the destination countries where students choose to study/work abroad are two of the primary objectives of the Global Skills Opportunity (GSO) program. Ensuring increased access and equity of participation, particularly for underrepresented students, is crucial to creating a more inclusive and diverse landscape in international education.

By widening access and equity, the GSO program aims to break down barriers that may hinder certain students from accessing international study or work opportunities. This objective recognizes that all Canadian post-secondary students should have an equal chance to benefit from the transformative experiences and valuable skills gained through international study and work experiences in the context of their studies. By removing financial, cultural, and institutional barriers, underrepresented students, including Indigenous students, students with disabilities, and those from low-income backgrounds, can participate in these experiences and enhance their academic and professional development. As such, 85% of the selected projects indicated that activities implemented during the reporting period contributed directly to this immediate outcome.

Increased access and participation

Between April 1, 2022, and March 31, 2023, 1,534 students completed or were in the process of completing their international study and/or work-integrated learning experience abroad in an astonishing 69 countries, 65 of which were non-traditional destinations (countries other than Australia, France, the United Kingdom, and the United States).

The table below shows the breakdown of experiences by type, i.e., Physical Mobility (1,269 students), Virtual mobility (216 students) and hybrid (both physical and virtual mobility) (49 students).



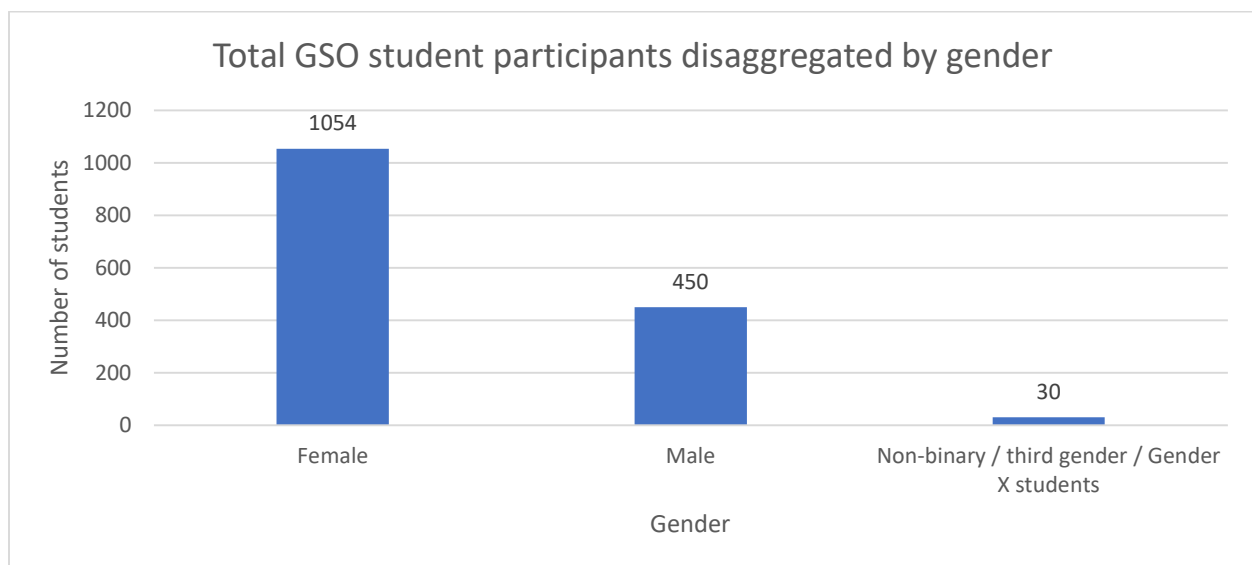
Out of the total 1,534 student participants, **a significant majority, comprising 80% (1,220 students), reported belonging to at least one of the three underrepresented groups targeted by the program.** The 1,220 underrepresented group is divided as follows:

- 893 identify with just one of the target groups
- 304 identify with two of the target groups
- 23 identify with all three groups

When we look at the 1,220 students who identify with at least one of the target groups, the number of participants by target group is as follows³:

- 14% (219 students) identified as Indigenous students,
- 14% (218 students) identified as students with disabilities,
- 73% (1,123 students) identified as low-income students.

Additionally, when examining the gender disaggregation of the total number of student participants, a notable disproportion is observed, with a higher representation of female students compared to male students.



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

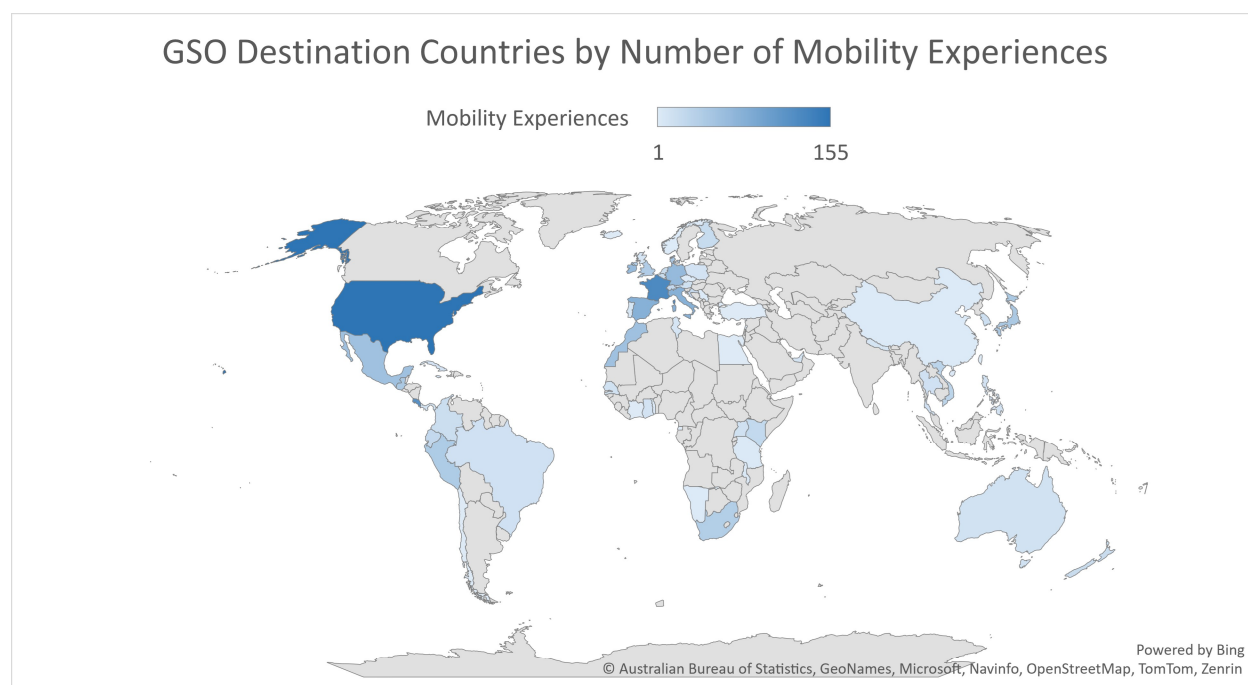
- A total of 314 students (20%) identified as a member of a visible minority in Canada, of which 24% identified as Black, 23% identified as South Asian or Southeast Asian, 14% identified as Chinese, and 12% identified as Latin American. Three per cent preferred not to say.
- 279 students (18%) identified as LGBTQ2S. Note that 6% preferred not to say.
- 396 students (26%) identified as first-generation Canadian. Two per cent preferred not to say.

³ It is important to remember that some students identify as more than one underrepresented category, which explains why the sum of students in each target group does not equate to the number of underrepresented students.

Diversification of destination countries

In addition to increasing access and equity to participation in outbound student mobility programming, diversifying the destination countries where students choose to study or work abroad is a key priority. Traditionally, students have tended to select countries such as the United Kingdom, the United States, Australia, and France for their international experiences. However, by encouraging students to explore non-traditional countries as study or work abroad destinations, the GSO program opens doors to new cultural experiences, different academic systems, and emerging global markets. This diversification fosters a broader perspective, cross-cultural understanding, and adaptability in students, enabling them to thrive in an increasingly interconnected and diverse world.

The map below highlights the destination countries of all 1,534 GSO experiences during the reporting period.

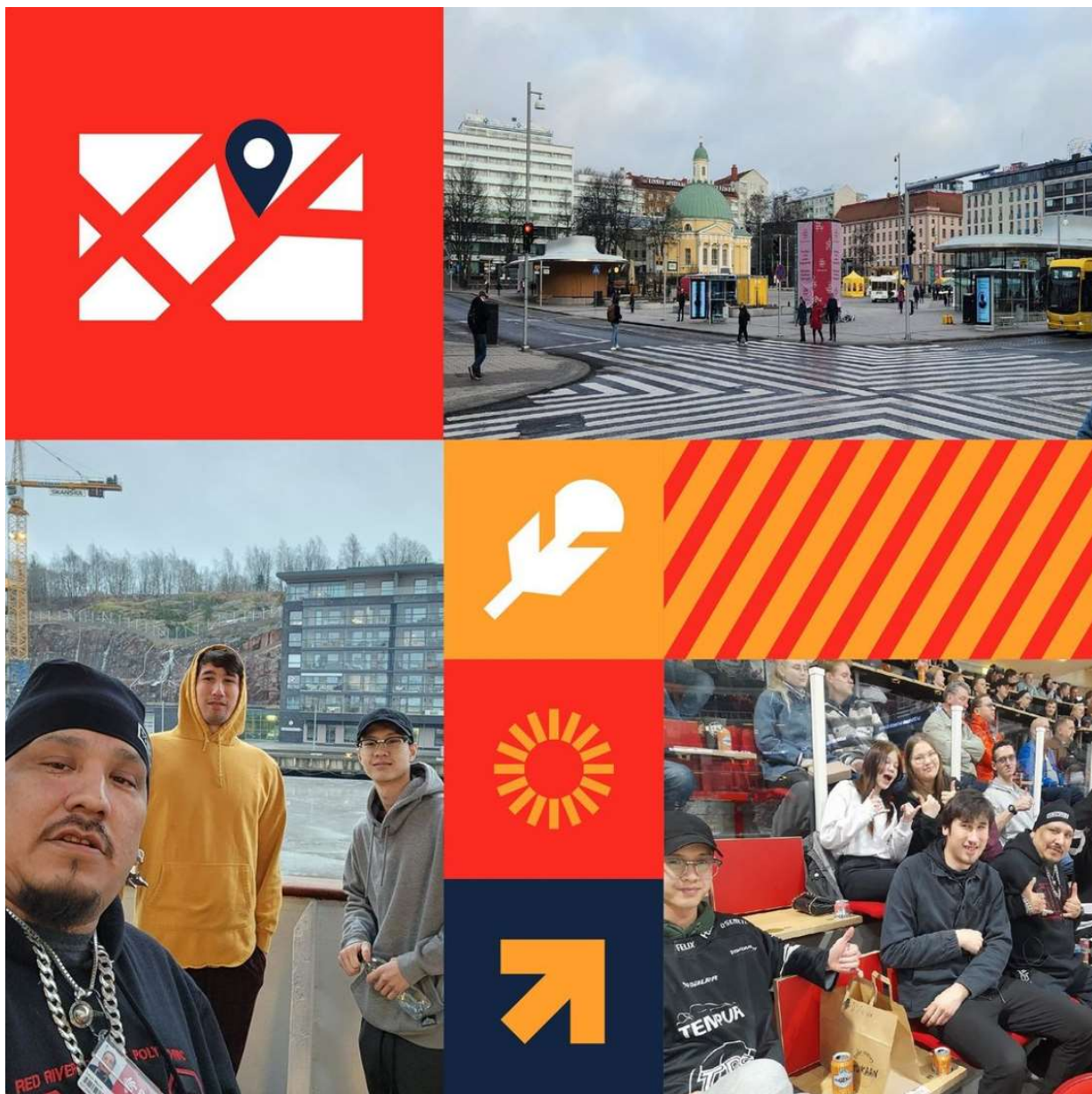


Although the United States and France continue to be important destinations, particularly for students from underrepresented groups (278 out of the 1220 underrepresented students (23%) were engaged to travel or had travelled to one of the four traditional destinations during the reporting period), Costa Rica, Spain and Italy stand in the top 3 non-traditional destinations, followed by Ireland and Mexico tied in fourth place.

The table below shows the **list of non-traditional destinations**, and the **number of students from underrepresented groups participating in GSO experiences, by type of mobility (KPI 1110-#14):**

Destination Country	Type of Mobility Experiences			Number of Experiences
	Hybrid (both physical & virtual)	Physical	Virtual	TOTAL
Austria		8	4	12
Barbados		6		6
Belgium		17	1	18
Brazil		10	2	12
Chile		1		1
China			3	3
Colombia		15		15
Costa Rica		81	7	88
Croatia	1	10	2	13
Cuba	1	10		11
Czech Republic		1		1
Denmark		31	6	37
Ecuador		23		23
Egypt			1	1
Equatorial Guinea		1		1
Finland	3	15		18
Germany	2	45	4	51
Ghana		9		9
Grenada		4		4
Guatemala		33		33
Iceland		1		1
Ireland	14	39		53
Italy		55	4	59
Jamaica		6	1	7
Japan		25	5	30
Kenya		8	9	17
Korea, South	2	14		16
Lebanon		1		1
Macau		1		1
Malawi		2		2
Mexico	1	45	7	53

Morocco		40		40
Namibia		3		3
Nepal		5		5
Netherlands	1	8	5	14
New Zealand	2	10	6	18
Norway		2		2
Panama		7		7
Peru	3	13	14	30
Philippines		7		7
Poland		4		4
Portugal	1	1	2	4
Saint Kitts And Nevis			2	2
Saint Lucia		3		3
Scotland		5		5
Senegal		11		11
Serbia	1			1
South Africa		12	20	32
Spain		61		61
Suisse		5		5
Switzerland	2	15	1	18
Taiwan		1		1
Tanzania		3		3
Thailand		12		12
Togo		3		3
Trinidad And Tobago	1			1
Tunisia		6		6
Turkey		1		1
Uganda		13		13
United Arab Emirates		10		10
United States Minor Outlying Islands		2		2
Vietnam	1	20		21



Leon Edward Mann, from Red River College, travelled to Turku, Finland where he spent 3 weeks on a work experience program in the automotive industry. Leon spent his time working in a car dealership, learning from a technician, and experiencing the warm and friendly culture of the people.

Apart from the mobility experiences that occurred during the reporting period, institutions actively engaged in the establishment of new partnerships or the advancement of existing ones with post-secondary institutions, national and/or local governments, the private sector, and other stakeholders in non-traditional countries. Several noteworthy examples are outlined below:

- Following the signature of the Memorandum of Understanding (MOU) with the Autonomous University of the Yucatan (UADY) in the first year of their project, **Saskatchewan Polytechnic**

established an annual customized study abroad program in Mexico for Saskatchewan Polytechnic students and for Parkland College students (consortium partner).

- For the first time, **Cégep Marie-Victorin** developed a partnership with an experienced Cuban organization focused on music, Kosa Travel Cuba. This organization builds bridges between Cuban music schools and North American educational institutions and supported the institution with all OSM logistical aspects, as well as the artistic and cultural aspects of the project. The experience was so successful that the Cégep plans to continue offering this experience yearly and incorporate it as a key element of their music department.
- **Cambrian College** developed a new partnership with University of Wollongong in Dubai, United Arab Emirates, where student from diverse programs of study started completing physical mobility as of March 2023.




Cégep de Sherbrooke students spent four weeks on Isabela Island in the Galápagos archipelago. The group participated in a campaign to protect the natural wildlife in the Galápagos and provided vaccine and deworming services for domestic cats and animals.

A total of **204 international partners were involved in GSO projects in the reporting period**, mostly post-secondary institutions (81.7%) but also non-governmental organizations (6%), private sector companies (3%) and national and/or local governments (1%). The table below shows the number of partners involved in GSO by country:

Destination Country	Number of Partners
France	21
Costa Rica	14
United States	13

Japan	10
Denmark	10
United Kingdom	9
Ireland	8
Mexico	8
Netherlands	7
Germany	7
Italy	6
Spain	6
Finland	5
Guatemala	4
Australia	4
New Zealand	4
Switzerland	4
Croatia	4
Kenya	4
Korea, South	4
Vietnam	4
Tunisia	3
Peru	3
Morocco	3
Belgium	3
Jamaica	2
Cuba	2
United Arab Emirates	2
China	2
South Africa	2
Austria	2
Philippines	2
Senegal	2
Saint Lucia	2
Barbados	1
Colombia	1
Scotland	1
Uganda	1
Brazil	1
Saint Kitts And Nevis	1
Sweden	1
Malawi	1
Togo	1
Tanzania	1
India	1
Ecuador	1
Hong Kong	1

Norway	1
Czech Republic	1
Namibia	1
Grenada	1
Lebanon	1
Grand Total	204



Paméla Lebrun from Cégep de Sherbrooke completed a 3-month internship at La Chapelle de Bourgogne in Brussels, Belgium, where she worked with teenagers. She organized various learning activities for the students, discovered the city's fascinating culture and history, and even got to visit London and Paris.

IMMEDIATE OUTCOME #1120: INCREASED KNOWLEDGE OF INTERCULTURAL COMPETENCIES AND PROFESSIONAL NETWORKING SKILLS

Enhancing knowledge of intercultural competencies and honing professional networking skills is necessary for Canadian post-secondary students to thrive in an increasingly interconnected and global labour market. By embracing diverse cultures, students develop the ability to navigate cross-cultural complexities, fostering mutual understanding and collaboration. Proficient networking skills empower students to build meaningful connections with international counterparts, unlocking a world of opportunities for personal growth, skill-development, academic excellence, and career advancement. Embracing these competencies ensures students are well-prepared to excel as global citizens in Canada's constantly evolving labour market.

Detailed measurements for each of the Key Performance Indicators used to track the programs progress towards this immediate outcome, for the reporting period, are included in **Annex C**. Below is an overview of some of the high level KPIs, along with some project examples.

Out of the 59 mobility projects, 40 (68%) reported that their project contributed to increasing the

“Finland was just so different from what I'm used to doing and really brought me out of my comfort zone, but I'd do it all over again just to experience all of the benefits of studying abroad!”

JESSE MAJOR
HUMBER COLLEGE



knowledge of intercultural competencies and professional networking skills of participating students during the reporting period.

By March 31, 2023, a total of 910 students had completed their international study and/or work experience with funding from GSO and all their reporting requirements. By the end of the fiscal year, 82% of those students had completed their GSO experience **physically (76%) or in a hybrid format (6%)** (with both virtual and physical mobility), and another **18%** had completed their GSO experience in a **virtual format**. Overall, 37% of GSO experiences throughout the reporting period included a work-integrated learning component.

- **George-Brown College** sent students to Scuola Internazionale di Cucina Italiana (ALMA), an academic partner and one of Italy's finest chef schools to study and train at ALMA for 3-weeks followed by a 12-week internship/WIL placement in some of the best restaurants, wineries and hotels in Italy. Meanwhile, in Lyon, France, GBC's Advanced French Patisserie program was honing its craft at the École Nationale Supérieure de Pâtisserie (ENSP), a school founded by the legendary chef Alain Ducasse. The students participated in a month of instruction at the ENSP labs before heading out on eight-week work placements at restaurants, hotels, and bakeries across France. As one student put it:

"I had an amazing experience in Italy. I first studied at Alma under some amazing chefs. I next went for my stage at Osteria Francescana which is rated as the best restaurant in Italy and "The World's Best of the Best." I got to learn from amazing chefs and under the guidance of Massimo Bottura and his Sous Chef Allen Huynh (alumni of GBC's H411 program). Working amongst people from all over the world I learned much about a lot of different cultures. It was truly a life changing experience that I will never forget, and I made many lifelong friends in Italy."

Darryl Shotlander, Culinary Arts – Italian Program
(Postgraduate)

- **Northern Alberta Institute of Technology (NAIT)** sent students to Peru to learn how to design and install off-grid solar electrical systems at NAIT. The institution works with Light Up the World (LUTW), a non-profit organization dedicated to bringing affordable, clean energy to communities in need. The organization provides support and training to facilitate successful execution of NAIT's projects in remote communities in Peru. One student from Enoch Cree Nation in Treaty 6 Territory, says that her GSO experience has given her, above all else, the confidence to do things that she never previously dreamed were within her reach. After

completing her diploma program at NAIT, she is now pursuing a Bachelor's degree with further focus on global education. This summer she will be working on an NSERC research project working on finding solutions to water treatment problems in indigenous communities in Canada and other parts of the world.

- In addition to students participating in a full Semester exchange at KEA Copenhagen School of Design and Technology, a select group of **Humber College** students were invited to participate in the annual KEA Charette that takes place in the Fall. Humber sent a group of 7 students to participate in this multidisciplinary event.



Rebecca Fitzgerald • 1st

Associate Dean, Global Education and Partnerships

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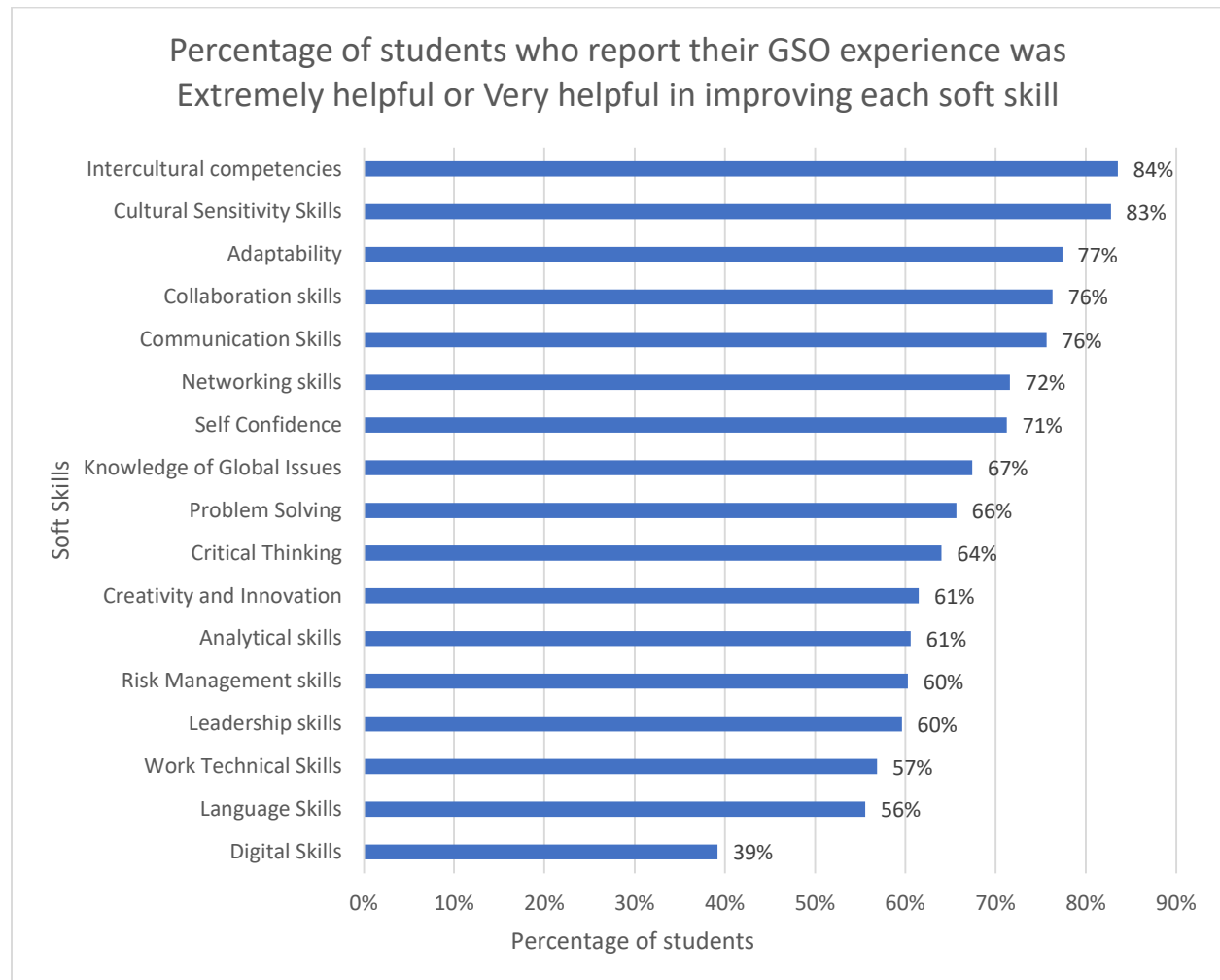
Global project-based learning in action! Hats off to KEA - Københavns Erhvervsakademi's brilliant organizing team Anne Dibbern and Hanne Vang Hansen for a successful 11th annual KEA Charrette. It was a transformative experience for Humber Professors Sandra Secord and Zaiba Mian to join with our students.

Thank you to Global Skills Opportunity / Expérience compétences mondiales for opening the door for Humber College students to learn alongside peers and mentors from around the world.

#globallearning #skillsforthefuture #GlobalSkillsCA #HumberGlobal
#projectbasedlearning #experientiallearning #gloaled

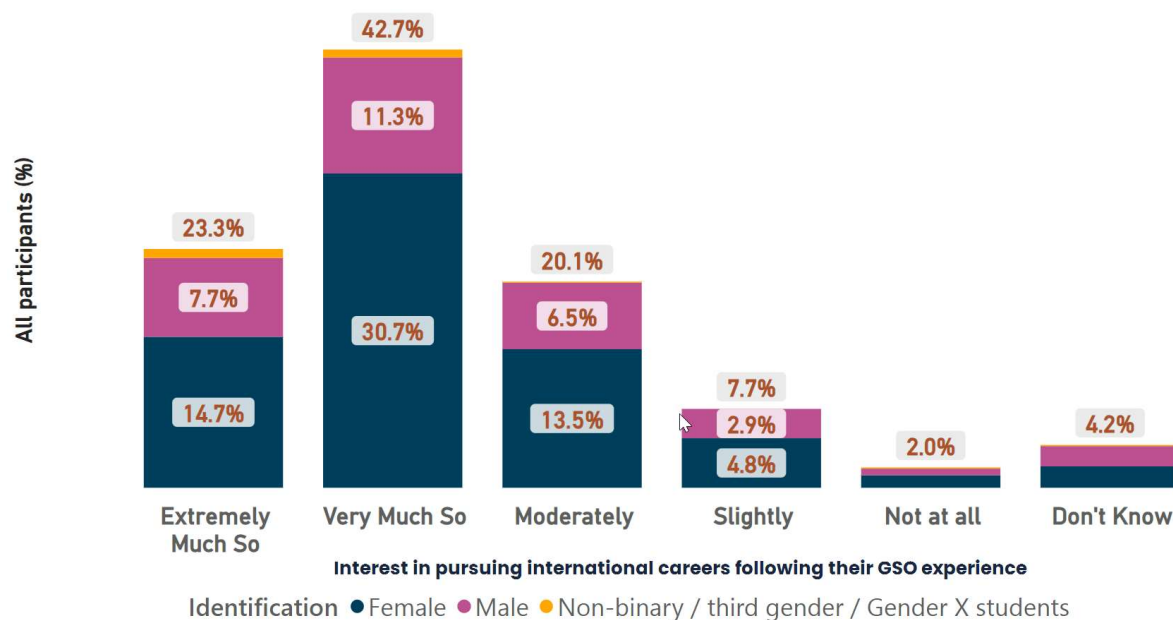


Of those 910 students **who had completed their experience by March 31**, 91% (828 students, of which 656 are from underrepresented groups) indicated they were satisfied⁴ with their experience. Students were asked to what extent their GSO experience was helpful in improving their soft skills, on a scale from Extremely Helpful to Not at all helpful. The table below shows the number of students who reported that their GSO experience was Extremely helpful or Very helpful by soft skill measured:



Interestingly, 77 % of student report being interested in pursuing international careers following their GSO experience, further broken down below:

⁴ 48% (438 students) reported being very satisfied, 32% (292 students) reported being satisfied and 11% (98 students) reported being slightly satisfied.



- Six students from **Collège Boréal's** veterinary program participated in a two-week internship at a national wildlife refuge, ARCAS – a non-profit Guatemalan Civil Association – where they learned to work with exotic species.
- The **Cégep de Rimouski** partnered with the University of Zagreb, in Croatia, to offer educational exchanges and field visits between Croatian and Quebec students from the Forestry program.
- **Sheridan** employed a comprehensive institutional approach to effectively implement their GSO project, which prioritized coordination and relationship-building within the institution. They invested in Collaborative Online International Learning (COIL) collaborations during the first year and a half which helped strengthen their relationships with their international partners, and initiated a new culture within the institution that celebrates global learning experiences. They selected a few of their COIL international partners to become host institutions for the education abroad experiences of Sheridan students. This allowed faculty members to select partners that pedagogically align with their learning outcomes as well as institutions that have the capacity to provide the support students needed to ensure a rich cultural, social, and educational experience.

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**.*

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,

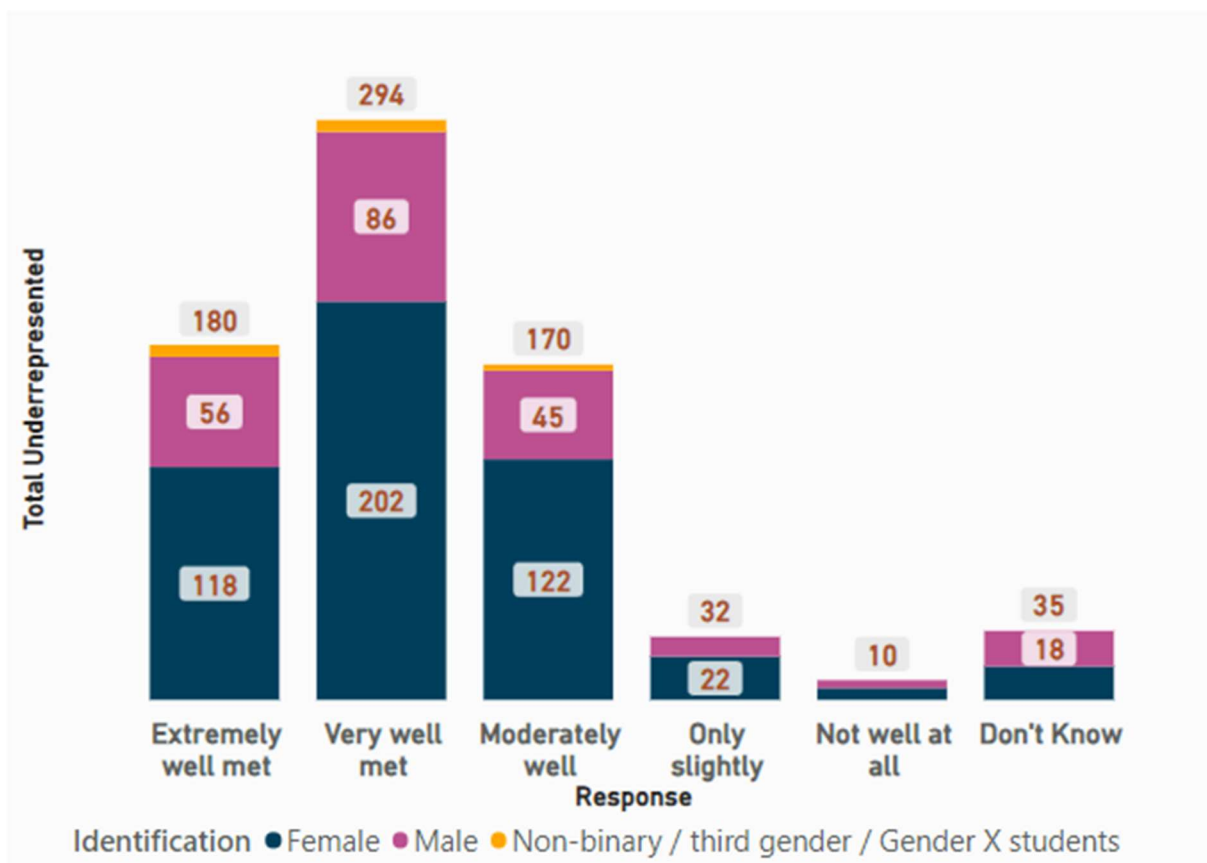
93% reported that their overall capacity was increased⁵. Institutions were also asked to indicate the extent to which their capacity to deliver outbound student mobility programming to underrepresented students increased. All but two projects reported that their capacity increased. In addition, 88% reported a slight to very high increase in capacity to deliver outbound student mobility programming to non-traditional countries.

- The Global Skills Opportunity (GSO) pilot program at **Saskatchewan Polytechnic** has proven to be instrumental in promoting and supporting international experiences for underrepresented students who would have otherwise been unable to travel. It has increased capacity for outbound mobility programs, and the institution plans to integrate a Global Learning Experience into academic curriculums. Initiatives like the Travel Ready - Student handbook and the Global Learning Experiences course are in development to enhance support for students before and during their international experiences.
- In their partnership with Kativik, which supports the integration of Inuit population into mobility projects, **Collège Montmorency** has embraced collaborative approaches in project development. They have adopted an iterative process, frequently testing their ideas with Inuit students and supporting school staff. This approach allows them to make necessary adjustments along the way, providing a comprehensive and tailored experience for Inuit students throughout the entire process (pre-departure, mobility, and return). The co-construction practice has proven beneficial, enabling Collège Montmorency to advance their project effectively while demonstrating a responsive and inclusive approach.
- The previous domestic mobility experience allowed **Saskatchewan Indian Institute of Technologies (SIIT)** to develop further risk management processes related to international travel. As well, SIIT was able to further develop best practices rooted in Indigenous epistemologies.

An additional way to measure the increased capacity of institutions to deliver OSM programming, particularly to underrepresented students, the program measures the perception of target groups on how their specific needs/expectations were met by the outbound mobility programs, by type of target groups and sex. Encouragingly, 66% (474/721) of target group students reported that their needs were very well met or extremely well met, a significant improvement from the previous year (47% in the 2021-22 year). This measurement is disaggregated as follows:

⁵ 15% reported a very high increase, 27% reported a high increase, 41% reported a moderate increase, 10% institutions reported a slight increase in capacity and 6% reported not at all.

Perception of target groups on how their specific needs/expectations were met by the outbound mobility programs, by gender



An impressive **332 new documents and tools were developed/tested** to promote outbound mobility and improve the quality of programming (e.g., outreach and recruitment strategies for underrepresented students, validated marketing strategies/communications materials, adjusted health and safety policies and procedures). A few examples are highlighted below:

- **Canadore College** developed a study abroad marketing flyer, which was tested and successfully launched institution wide during the reporting period. They also closely collaborated with Canadore College's First People's Centre relative to recruitment of Indigenous students for outbound mobility programming.
- The **Cégep de Trois-Rivières** learned a valuable lesson and adopted a best practice from their complementary course "International Experience in Morocco" (Project 1277). This project is the first at the institution to cater to the entire student community, regardless of their study programs. Capitalizing on this new opportunity, they developed a more extensive communication and student recruitment strategy, which involved social media posts, posters, informational meetings, and testimonials. The response was remarkable, with over 200 students participating in the information sessions.

- During the reporting period, **Dalhousie Agricultural Campus of Dalhousie University** made significant strides in integrating a 'four directions' approach into the MAP project, aligning with Mi'kmaq tradition to enhance academic programming for Indigenous, low-income, and students requiring greater accommodations or accessibility. This innovative Global Mobility & Access Pathway (MAP) Program is designed to offer wraparound support, virtual mobility experiences through COIL integration, high-context short-term global learning experiences, and Work Integrated Learning (WIL) medium to long-term exchange opportunities. While the project focused on the first and second directions during this period, the third and fourth directions will be incorporated in project Year 3. Despite engaging only one Indigenous student during this phase, the project established essential structures and tested support mechanisms, preparing to accommodate more students in the upcoming year. Tailored wraparound support services were developed to ensure culturally relevant experiences for Indigenous students, based on feedback from the 2021 Innovation Fund projects. Engaging key institutional offices supporting these groups was crucial, providing vital guidance, collaboration, and connectivity with the students. Furthermore, Dalhousie University selected diverse partners in destination countries to expand mobility locations and leverage existing linkages and supports. A valuable lesson learned was the significance of finding faculty champions willing to invest time and energy in developing COIL initiatives, which, in turn, improved recruitment and fostered successful experiences for students.
- **Seneca College** strategically enhanced its communication approach and developed an efficient in-house social media platform, allowing for centralized postings and relevant information sharing by specific departments. By integrating marketing departments and academic areas, they created a comprehensive marketing strategy that facilitates easy access to student-facing supports and services through their team. This marketing plan encompassed digital, virtual, online, and in-person efforts to maximize outreach. Collaborating with Accessible Learning Services, they also drafted a comprehensive document guiding students on outbound opportunities. To provide personalized support, self-booking 1-on-1 appointments with the International Mobility Coordinator remained an integral part of their approach. In Fall 2022, Seneca College organized a successful Global Learning and Engagement Fair, honoring past participants and inspiring them to share their experiences with other students.
- **Keyano College** utilized various tools and strategies to effectively recruit and promote their GSO project. Social media, including Facebook, Twitter, and Instagram, played a pivotal role in posting program updates, scholarships, events, and encouraging students to apply. Their user-friendly and informative website provided detailed GSO project information and application guidelines. Additionally, targeted advertising through print and online media outlets enhanced outreach to potential students. Keyano College organized events and open house sessions, providing opportunities for students to inquire and learn about partnering with GSO. They also developed health and safety policies, conducted risk assessments, required pre-departure forms, and ensured students acknowledged conduct policies to ensure a safe and accessible experience for diverse backgrounds.
- **College de Maisonneuve** organized meetings with program coordinators to introduce the GSO program and explore opportunities for developing new mobility projects in non-

traditional countries, along with offering scholarships to vulnerable student populations. Additionally, meetings were conducted with project leaders and student groups to promote GSO scholarships, including classroom presentations. Promotional posters were created to highlight GSO scholarship eligibility during information sessions and student recruitment activities. These posters were also displayed as banners on the Omnivox platform and featured in College de Maisonneuve's headlines, and internal television advertising was utilized as well.

- **North Island College** focused on enhancing risk management preparation for study abroad opportunities. Collaborating with Student Services, Accessibility Department, and the Office of Indigenous Education, they developed pre-departure Risk Management sessions. Currently in a pilot/testing stage, the college aims to create an online course that could be offered as a micro credential for students approved for study abroad activities.
- **Niagara College** Niagara College has implemented various tools and strategies to recruit and promote their GSO project. They developed handbooks and practices for managing student invitations and outlining stakeholder responsibilities. To enhance outreach and recruitment of underrepresented students, they engaged advisors to offer targeted support and conducted outreach sessions. Communication materials were tailored to different student groups, highlighting the program's benefits and unique opportunities. They engaged advisors for targeted support, tailored communication materials, and established a comprehensive student eligibility framework. Pre-departure and re-entry sessions enhance the students' experiences, and feedback is gathered for continuous improvement.

IMMEDIATE OUTCOME #1220: IMPROVED COLLABORATION, INFORMATION SHARING AND REPORTING ON OUTBOUND MOBILITY EXPERIENCES ACROSS CANADIAN PSIS TO IMPROVE THE DELIVERY OF OUTBOUND MOBILITY PROGRAMMING

GSO aims to enhance collaboration, information sharing, and reporting on outbound mobility experiences among Canadian PSIs, fostering improved delivery of outbound mobility programming. Institutions are encouraged to actively participate in knowledge sharing sessions and activities related to outbound student mobility and leverage the available GSO resources to bolster and enhance their efforts in facilitating meaningful international experiences for students. By promoting these practices, GSO fosters a dynamic and supportive environment for PSIs, ensuring a collective drive towards enriching outbound mobility opportunities for Canadian students. Three performance indicators are used to measure the progress towards this immediate outcome. More detailed KPI measurements for the reporting period are included in **Annex F**.

The KPI 1220-#47, "Number and percentage of Canadian PSIs that participate in knowledge sharing activities on their own," measures the engagement and willingness of Canadian PSIs to actively partake in knowledge-sharing events and initiatives independently, showcasing their commitment to fostering a collaborative learning environment. For these measurements, the number of institutions is used as opposed to the number of projects, since ten institutions currently have two projects. During the reporting period, **40 institutions out of 49 (82%) reported having participated in knowledge-sharing activities and events on their own, organized by their institution or other PSIs**. Between April 1, 2022, and March 31, 2023, **187 knowledge-sharing events** were organized by one or more of

the 49 lead institutions themselves, a 74.77% increase from the previous year. These activities ranged from online knowledge-sharing forums/webinars, Informal/conversational knowledge sharing discussions, and conferences to Board of Governors Presentations and best-practice discussions within provincial PSI networks. A few examples of knowledge-sharing events organized by institutions are listed below:

- In July 2022, **Camosun International** conducted a five-day event known as the International Partnerships Week. During this week, they extended an invitation to one of their priority partners, Palacky University in Czech Republic, for a delegation of student mobility staff to visit Camosun for a week of knowledge exchange, sharing of best practices, and discussions on student recruitment. The initiative was a remarkable success, leading the organization to decide on making the International Partnerships Week an annual event. One of the key strategies employed during the event involves inviting overseas colleagues to participate in Camosun's classes, enabling them to promote their respective institutions and directly engage with the students. This approach has proven to be highly effective, generating significant interest and enthusiasm among the students. As a result of this recruitment strategy, many students have enrolled in Camosun's GSO-funded opportunities, demonstrating its success in attracting talented individuals from around the world.
- **Red River College** reported that they created a provincial GSO working group connecting all lead post-secondary institutions who participate in GSO project, sharing best practices, policies, and case studies.
- The **College of the North Atlantic's** Outbound Mobility Steering Committee continued to work with BCIT, Niagara College, Durham College, Algonquin College, Nova Scotia Community College and Marine Institute on their outbound student mobility programing and best practices.
- **Medicine Hat College** integrated valuable strategies, best practices, and lessons learned from knowledge-sharing sessions into their GSO project this year. They added a clause emphasizing inclusion to their education abroad policy and planned to engage students who completed the GSO project for recruitment in the future. Building relationships with colleagues and faculty to support classroom visits became a priority, and they streamlined communication for these visits, focusing on key information. Additionally, they updated the medical disclosure form to include food preferences and implemented clearer communication on eligible vs. ineligible expenses based on their experiences.

In addition, 39 of the 49 institutions leading on mobility projects took part in one or more of the 17 events organized by GSO (CICan and Universities Canada), or to which CICan contributed (Global Skills Opportunity Information Session, GSO HUB Onboarding session, sessions during the CICan conference, knowledge-sharing cross-Canada in-person sessions (in collaboration with Universities Canada), Aléas free training sessions on risk-management topics related to student mobility (ex. Students with mental health issues, Safely accompanying groups abroad, etc.). More details on the knowledge-sharing events, sessions and tools offered and/or developed by the GSO team during the reporting period are included in the section *Support to Institutions, Partnership development and communications* further in this report.

KPI 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," quantifies the success of PSIs in forging program-delivery partnerships, categorized by type (e.g., innovation). This KPI provides valuable insights into the growth of collaborations both within Canada and with entities abroad, reflecting the program's efforts to enhance international education experiences. GSO implementing institutions who are members of CICan, **increased the number of international partners from 119 to 204 from 2022 to 2023**, in 7 more countries than the 45 engaged in the previous fiscal year.



Chemical Tech students from Seneca College put their knowledge to the test in brewing their own beer using state-of-the-art labs & breweries in Denmark. Together with Danish students they analyzed and engineered different types of beers with different properties.

A full list of international partners by country and type of partner can be found in **Annex G**.

Lastly, KPI 1220-#49, "Number and percentage of PSIs that provide all required data," serves as an essential measure of the compliance and data reporting efficiency of PSIs. This KPI ensures that participating institutions contribute crucial data for program evaluation and continuous improvement, maintaining transparency and accountability in the GSO program's progress tracking. Luckily, all participating institutions submitted all required information, be it financial or narrative. Seventy-one per cent (71%) of them (42 project reports out of 59) were received by the deadline, which is a considerable decrease since last year. This could be explained by new projects starting implementation during the reporting period, for whom this was their first annual project report. Another reason for delays may be the very tight turnaround time institutions have to submit their annual report (March 31) for a reporting period that goes from April 1 to March 31.

In addition to the three KPIs directly tied to the immediate outcome #1220, key results, impacts, implementing strategies, best practices and lessons learned documented and shared across the

Canadian PSE sector are captured and measured in the annual reports completed by lead PSIs. More specially, institutions are asked to report on the number of outbound mobility experience-sharing knowledge products (e.g., reports, case studies) produced (1221-#50). Throughout the reporting period, institutions played a pivotal role in creating an astonishing **199 outbound mobility experience-sharing knowledge products (e.g., reports, case studies)**. These outputs are instrumental in achieving the immediate outcome of improved collaboration, information sharing, and reporting on outbound mobility experiences across Canadian PSIs, ultimately leading to the enhancement and delivery of high-quality outbound mobility programming. Some examples are listed below:

- **Algonquin College** reported: “we were able to integrate some of the recommendations which came out of our own research, as well as knowledge sharing events, from the Global Skills Opportunity innovation projects. Specifically, we have developed programming that allows students to gain academic credit and have an international experience through shorter programming opportunities, thereby addressing design factors identified through our innovation fund research as barriers to participation for Indigenous and low-income students, including time away from community, family and employment.”
- **At Cégep de Sherbrooke**, the focus in the last year was on developing risk management prevention tools. Given the age of college students in Quebec, organizing and participating in mobility stays presents major challenges, and acute risks. The institution now has students complete emergency information sheets, employment contracts, and provide proof of insurance, and they also developed documents allowing them to intervene in urgent situations.

SUSTAINABLE DEVELOPMENT GOALS

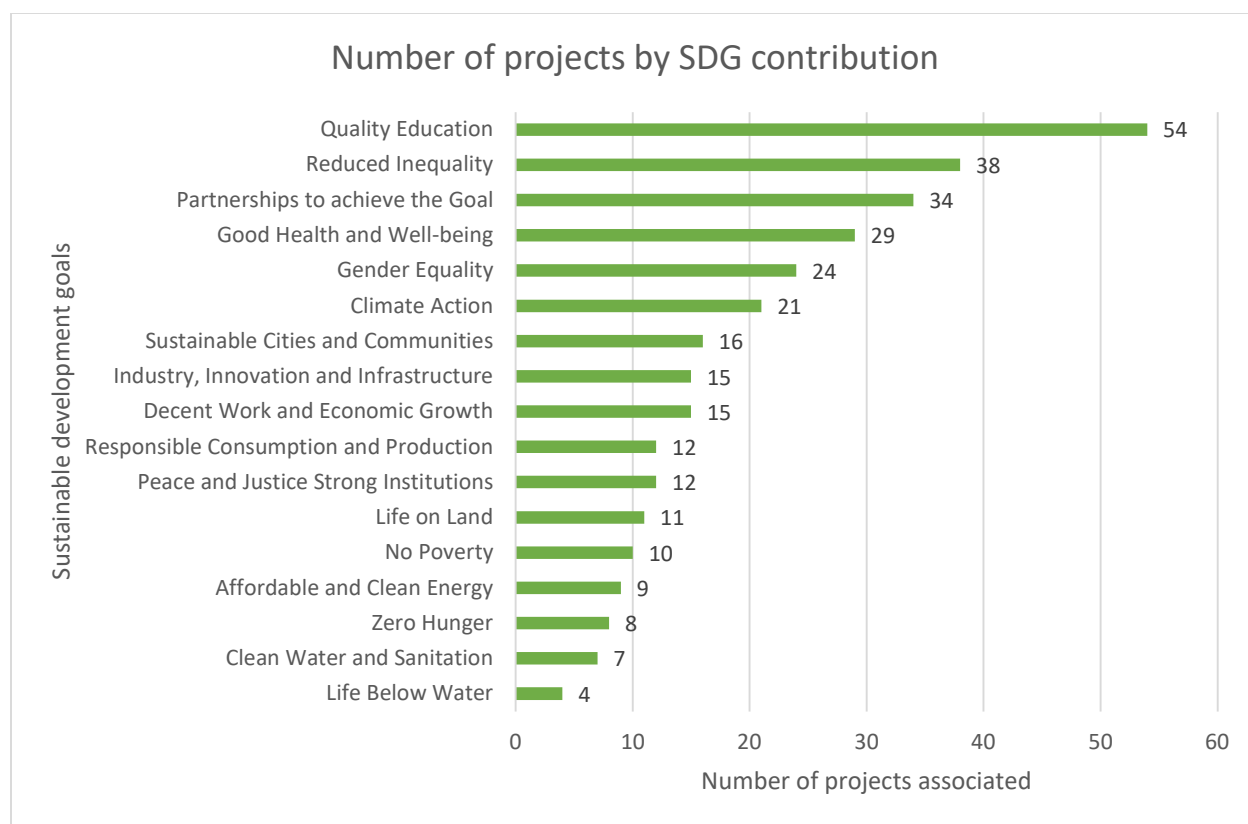
In the second annual report, it was highlighted that Canadian colleges and institutes, under the guidance of the United Nations' Sustainable Development Goals (SDGs), are steadfastly continuing their efforts to advance sustainability through CIGan's Strategic Plan, [Strengthening the System](#). Both international and domestic programs offered by CIGan are linked to at least one of the SDGs, reflecting the organization's commitment to the global agenda. A notable initiative in this regard is the Global Skills Opportunity program, designed to enrich post-secondary students' learning experiences and skills acquisition by providing international exposure to diverse cultures and ideas in non-traditional but significant global markets, and therefore directly contributing to **SDG 4 - Quality Education, SDG 8 - Decent Work and Economic Growth, and SDG 10 - Reduced Inequalities**.



SUSTAINABLE DEVELOPMENT GOALS



In their second annual narrative report, institutions were again asked to indicate the Sustainable Development Goals to which their project contributed or is contributing. The data presented in the table below undeniably illustrates that GSO projects are actively and effectively contributing to the progress of all 17 Sustainable Development Goals (SDGs). These contributions extend far beyond mere nominal impact, as they play a crucial role in driving substantial and meaningful advancements toward achieving each of the SDGs. The comprehensive nature of these contributions showcases the program's remarkable capacity to make a positive difference across a diverse range of critical global challenges:



Support to Institutions, Partnership development and communications

Colleges and Institutes Canada (CICan) and Universities Canada (UC) have undertaken an exceptional collaborative effort to enhance the capacity of post-secondary institutions (PSIs) in offering safe and enriching international mobility experiences and effectively implementing their GSO projects. In addition to facilitating knowledge-sharing events and creating valuable tools and products, CICan and UC have worked closely together to support all PSIs in their partnership development endeavors, outreach initiatives, and promotional efforts. This dedicated collaboration fosters an environment of enhanced cooperation among Canadian PSIs, furthering the delivery of outbound student mobility programming and enabling students to embrace transformative global opportunities.

SUPPORT TO INSTITUTIONS – KNOWLEDGE SHARING AND CAPACITY BUILDING

Promoting a conducive atmosphere that encourages the exchange of knowledge and information constitutes a significant aspect of the program. Through these knowledge-sharing endeavors, institutions can harness invaluable insights, experiences, and best practices contributed by their peers. To support widespread dissemination of valuable insights and best practices, CICan and UC organized a two-part session at the CBIE annual conference, in November 2022, a Cross-Canada GSO

Knowledge-Sharing Tour in March 2023, and coordinated the offering of two training sessions offered by Aléas, a renowned international mobility risk management firm which empowers organizations to safeguard their travelers.

In November 2022, during the CBIE conference in Toronto, GSO conducted a two-part session centered around community resilience, inclusion, and global citizenship in international mobility. The session featured five GSO project leads who shared their experiences and insights, drawing an impressive attendance of over 50 participants in each session. This marked the conclusion of the GSO knowledge-sharing series that began in August 2021. Moreover, GSO organized a networking event during the CBIE conference, facilitating connections among project leads, partners, stakeholders, and conference attendees.



In February 2023, the following two virtual sessions were offered, with an average of 15 attendees per session. These two sessions were the first of five sessions offered by Aléas, in the context of the partnership with GSO.

- [Aléas training \(FRENCH\): Introduction aux troubles de santé mentale – February 10](#)
- [Aléas training session \(ENGLISH\): Safely Accompany Groups – February 15](#)

In March 2023, GSO staff from both CICan and UC travelled to five cities and held one-day in-person knowledge sharing events with GSO project leads and their teams. These events were held on campus at post-secondary institutions in Toronto, Vancouver, Edmonton, Halifax, and Montreal. They offered valuable networking opportunities for universities and colleges, enabling them to exchange their experiences and discuss challenges faced during the implementation of their GSO projects. Participants could learn from one another and provide valuable feedback to the GSO team, contributing to the continuous improvement and future renewal of the GSO program.

Participation metrics by location are highlighted below:

Knowledge Sharing Session	Number of College/Institute Participants	Number of University Participants
Toronto, March 2 at OCAD ⁶	25	18
Vancouver, March 6 at BCIT ⁷	12	14
Edmonton, March 9 at NorQuest College	8	12
Halifax, March 21 at St. Mary's University	10	2
Montréal, March 23 at l'Université de Montréal	11	6
TOTALS	66	50

A comprehensive report, which presents a detailed summary of best practices related to wraparound services, risk management, and alumni engagement, is available on the [GSO website](#).

COMMUNICATIONS



The success of the Global Skills Opportunity (GSO) program is not only measured by its impact on students' international experiences but also by its ability to effectively communicate the value and benefits of global study and work. Throughout the 2022-2023 reporting period, robust communications and public engagement initiatives, such as GSO themed panels at international fora, were undertaken to advocate for the program and highlight its achievements.

Publications:

A series of impactful opinion pieces written by members of the GSO Advisory Group were published in major daily newspapers, amplifying the importance of global study and the continued funding of the GSO program. **Tabatha Bull**, President and CEO of the Canadian Council for Aboriginal Business, emphasized [the significance of supporting Indigenous students' international experiences through GSO in the Toronto Star on August 1, 2022](#). Advisory Group Chair, **David Johnston**, had [his compelling opinion piece featured in the Ottawa Citizen on November 14, 2022](#), coinciding with the Canadian Bureau of International Education's annual conference. Additionally, **Zabeen Hirji**, executive adviser for the future of work at Deloitte and strategic adviser to the public sector, conveyed [the need for sustained GSO funding beyond 2025](#), with her op-ed published in The Globe and Mail on March 3, 2023.

Furthermore, the GSO program garnered significant media coverage, with fifty-two articles or posts published in various community, campus, national, and international publications, all accessible through the [GSO News Centre](#).

Website and Toolkit:

The [GSO website](#) remained a dynamic hub of information, regularly updated with news, publications, and updates from implementing post-secondary institutions. A new [Events](#) section was introduced to share information about relevant conferences, training opportunities, and information sessions.

⁶ Ontario College of Art & Design University

⁷ British Columbia Institute of Technology

Institutions and partners were encouraged to submit their events via a form on the GSO site, fostering collaboration and knowledge-sharing.

To support institutions in their communications efforts, the comprehensive [digital communications toolkit](#) initially developed in the first year of the pilot was published online and launched. It provided official GSO fonts, logos, graphics, colors, social media assets, videos, and other resources in an easily accessible format. As new marketing materials were developed, they were added to the toolkit and promptly shared with institutions through the GSO newsletter. In this reporting period, exciting additions to the toolkit included a bilingual pop-up banner, an official GSO Certificate of Completion, and a report template. The suite of icons was expanded, and the GSO promotional video received an update.

Social Media:

The GSO's social media presence experienced substantial growth during the reporting period, largely due to the active participation of students engaging in physical mobility experiences. All social media channels consistently gained new followers each month, with LinkedIn seeing a near-doubling of its follower count.

Institutions were encouraged to continue to share with their students the social media guide provided to institutions, which was designed for GSO-participating students to utilize best practices, key messaging, and hashtags while sharing their experiences. The Spotlight series was launched, featuring dynamic posts on Instagram, Twitter, and in the newsletter that highlighted GSO students and projects. These engaging posts gained significant attention, with some reaching thousands of impressions or reaches.

GSO Mascot:

To invigorate the GSO's social media presence and captivate the public's attention, a lively mascot was introduced in the form of a Canadian goose. Symbolizing Canada's distinct identity and travel-



oriented spirit, the mascot resonated with GSO participants, students, parents, and Canadians alike. The mascot, resembling a bird and the flight pattern of a gaggle of geese, brought a touch of excitement to national and international conferences, events, and tours. Two stuffed puppets of the mascot attended these engagements, joyfully posing with students, staff, partners, post-secondary institution representatives, trade ministers, and other mascots.

Newsletter:

The quarterly newsletter, titled [Global Horizons](#), played an integral role in keeping stakeholders informed about the program's progress. Published three times during the reporting period, the newsletter saw an increase in subscribers, reaching 470 by March 2023, up from 420 in March 2022. With a commendable open rate ranging between 23-26%, the newsletter effectively conveyed valuable updates and insights to its audience.

These communications and public engagement efforts were pivotal in advocating for the GSO program, driving awareness, and showcasing the significant impact it has on students' lives. By disseminating compelling narratives and highlighting achievements, the GSO program continues to thrive, empowering a diverse range of Canadian post-secondary students to embrace global opportunities and shape their future success on the global stage.

PROGRAM PARTNERSHIP DEVELOPMENT



The program's success and long-term sustainability heavily depend on strong partnerships. GSO's main objectives are to enhance the student experience, increase program visibility across various sectors, and secure sustainable funding beyond 2025. Building on the work started in the first year of the pilot, significant progress has been made in expanding the partnership portfolio, achieved through close collaboration with UC, leading to successful establishments of the following partnerships:

- 1) [Duolingo](#): This collaboration provides 1,500 GSO students per quarter with one-month complimentary access to the premium subscription, Super Duolingo. Since the signing of this partnership, 208 codes have been claimed by institutions.
- 2) [Aléas](#): A renowned international mobility risk management firm, Aléas shares their tools and best practices with GSO-implementing institutions, offering complimentary training to GSO project teams. They also provide a comprehensive range of training solutions and risk management tools at discounted rates, hosting five training sessions with a cumulative participation of 66 individuals.
- 3) [iCent](#): A leading provider of comprehensive app solutions, iCent collaborates with GSO-implementing institutions, offering access to their complete suite of app solutions at a discounted rate. They also sponsor the GSO Hub, a dynamic platform facilitating knowledge-sharing and partnership development among GSO-implementing institutions nationwide, attracting significant engagement with 427 users having created accounts to date.
- 4) [Guard.Me](#) insurance: In partnership with Guard.Me insurance, GSO offers a comprehensive insurance package exclusively designed for outbound student mobility, catering to the unique

needs of GSO students. GSO students have privileged access to Guard.Me's full suite of coverage options, available at a discounted rate.



In addition, other activities were advanced in close collaboration with UnivCan and include:

- GSO created a channel for international partners to express interest in partnering with Canadian PSI to receive Canadian students abroad. GSO-implementing PSI can search the institutional partnership inventory based on multiple criteria, including specific programs, adapted services and previous experience with Canadian partners. Resources developed:
 - [Investing in Global Skills](#)
 - [Partnership Forms](#)
 - [Institutional Partnership Inventory](#) (available in the GSO hub)
 - [Service Provider Inventory](#) (available in the GSO hub)
- The GSO team engaged in dialogue with GAC and IRCC on services and other programs that have synergies with GSO and build capacity at implementing institutions:
 - GAC – Consular Services
 - [Canadian Consular Services webinar](#)
 - IRCC – [International Experience Canada \(IEC\)](#)
 - [The International Experience Canada](#)
- GSO continued to build on bilateral initiatives, including with Mexico and Costa Rica.
 - Mexico: [Targeted B2B opportunity](#) – 80 + individual meetings between Canadian and Mexican institutions
 - Costa Rica: [Opportunities for Collaboration with Costa Rica Webinar](#). Results: GSO partnerships in Costa Rica grew by a factor of 58% between 2022 and 2023.
- The team attended the following national or international events, which served as a crucial platform to enhance the visibility of CICan's programs and explore potential initiatives that

could aid the successful implementation of Global Skills Opportunity (GSO) projects in the different regions. During these conferences and networking event, CIGan staff had the opportunity to offer a comprehensive overview of GSO's goals, achievements, and the immense possibilities it presents for bolstering partnerships in the different geographical markets. Some conference also featured several GSO projects, further highlighting their significance and impact on the international education landscape.

- EAIE 2022 - Barcelona, Spain
- CBIE 2022 – Toronto, Canada
- APAIE 2023 - Bangkok, Thailand



- The GSO team engaged in dialogue with other government-funded mobility programs from other jurisdictions to share knowledge (learn from the more successful experiences and models), and to explore potential complementary funding for 2-way mobility initiatives.
 - Erasmus+ / CIGan2022
 - [Bridge the Ocean - NSCC](#) GSO project implemented by the Nova Scotia Community College and the New Brunswick Community College with TVET partners in the EU zone, that benefits from GSO and Erasmus+ funding to create joint programming and 2-way mobility.
 - New Colombo Plan / Australia
 - [Global Skills – The Value of Outbound Student Mobility Programs](#)
 - Taith Program / Wales
 - CIGan signed an MOU with Global Wales to promote two-way student mobility initiatives.
 - Turing Scheme / United Kingdom
 - [Dialogue GSO <-> Turing Scheme](#)



Lessons Learned

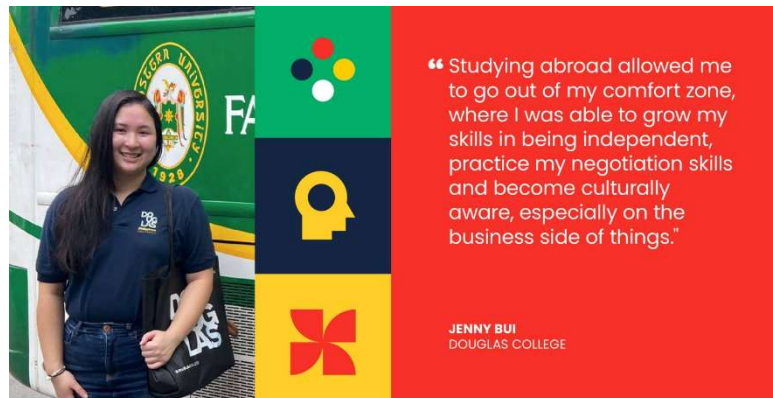
Key highlights and accomplishments

The following section presents a brief overview of the remarkable achievements made by the GSO implementing PSIs in the second year of their projects. These highlights showcase the dedication, innovation, and impact demonstrated by the participating institutions throughout their journey with the Global Skills Opportunity program. We take pride in sharing the successes and progress made in advancing the goals of GSO, fostering international mobility, and enriching the learning experiences of students in diverse and meaningful ways.

- **Dalhousie Agriculture Campus of Dalhousie University** reported that COIL has made a big impact to both project development and student mobility. When developing partnerships and dynamic collaboration with partner institutions, it has been very effective at gauging the interest of faculty and staff at both institutions. COIL brings students into the project at an early stage and allows the partnership to flourish in a very time-efficient and cost-effective way. Dalhousie indicated that this tool will allow the institution, in the future, to better plan and prepare for new physical mobility opportunities for students both outbound and inbound.
- The administrative checklist tool developed at **NorQuest College** emerged as a direct outcome of "lessons learned." Recognizing the complexity of organizing and executing an effective mobility experience involving various individuals across post-secondaries (faculty, registrars, finance, etc.), the college deemed it essential to create a tool that efficiently tracks numerous activities and assigns clear ownership and accountability.
- **Selkirk College** has been continuously improving its support for students participating in the GSO program by working closely with international and institutional partners. Based on valuable feedback from students, staff, and supervisors, they adjust learning outcomes and goals during practicum experiences. Pre-departure orientation and the GSO 100 Moodle course have undergone enhancements to better prepare students. By connecting GSO alumni with future participants, applicants gain a realistic perspective of the 5-week practicum. The college now understands the necessary supports students require on-site to feel connected, safe, and supported during their experience. To ensure students are fully aware, liability, emergency protocol, and risk management documents are reviewed together with students during orientation, providing a clearer understanding before signing. These practices have significantly increased new participants' preparedness for the realities of the practicum.
- **Camosum College** reported witnessing tremendous benefits and positive changes at the college, beyond direct support to our students, which is the main priority of the GSO program. Departments, Schools, and program areas that don't normally collaborate have been able to form strong bonds and relationships all collaborating to strengthen the student experience. Departments, Schools, and program areas that do work together on international student

experiences have also seen a significant boost in productivity and just general excitement around the GSO program and the opportunity to contribute and have a meaningful impact on the students they serve.

- **St. Lawrence College** reported that the GSO program has had a significant impact on the institution's ability to deliver outbound mobility initiatives. The program has enabled students who might not have had the opportunity to study abroad otherwise due to financial constraints. Additionally, the project has resulted in intangible outcomes, such as a transformation of the organizational culture, fostering a strong value for intercultural development and mobility programs. Faculty engagement and leadership in the GSO project have been instrumental in enhancing teaching expertise in mobility programming, advocating for the integration of global and intercultural perspectives into vocational learning outcomes. St. Lawrence College emphasizes the importance of sustained GSO funding to continue building momentum and success across campuses and strengthen global partnerships. A permanent GSO funding program to support all post-secondary institutions is viewed as crucial for ensuring the long-lasting impact of the mobility program.
- **Douglas College** included the following: "On behalf of the students and faculty involved in the Indigenous Global Learning Consortium projects, I would like to express our gratitude to the Government of Canada for their belief in the importance of equity in study abroad. Without the GSO funding, these Indigenous-led programs for Indigenous students to international Indigenous-forward thinking institutions would still have financial barriers that would exclude deserving students. Thank you."



Challenges and considerations

Outbound student mobility, with its inherent complexities and changing circumstances, demands constant adaptation, risk-management, and mitigation strategies. Learning from previous experiences has become pivotal in refining and enhancing the program, ensuring its continued success in providing meaningful global experiences to students. As the landscape of international education evolves, the commitment to learning from challenges and applying insights to future endeavors remains a guiding principle for CIGC and its partners.

Some challenges faced in the 2022-23 fiscal year and lessons-learned include:

- **Thompson Rivers University's** significant lesson this year revolved around marketing program timelines and seminar lengths. Previously, they marketed the project in the fall for a spring departure, leading to program attrition by the actual trip time. Addressing this, they

shortened seminar lengths and delayed application openings until January. As a result, they observed increased student engagement and interest, allowing for a better fit with students' academic programming.

- **George-Brown College** reported the following: “The GSO project had a significant positive impact on students, particularly underrepresented individuals, offering them meaningful study or WIL experiences for academic credit and better career preparation. This benefits future Canadian employers by increasing diversity in their talent pool, especially from underrepresented communities. George-Brown College also gained from the project by providing study/WIL experiences to more students, enhancing their global competencies, and contributing to Canada's competitive labor market. Moving forward, GBC strongly recommends including racialized and 2SLGBTQI+ students in the priority classification for the next phase of the GSO program. The college is committed to making anti-racism work a strategic priority across all activities, including global education and partnership initiatives, focusing on increasing awareness, challenging racism, and fostering representation and engagement of Black, Indigenous, racialized, and 2SLGBTQI+ employees and students.”
- **Humber College** learned valuable lessons and enhanced their promotions and recruitment strategies by collaborating with equity-facing groups to effectively reach students. For this project, departments with direct connections to underrepresented groups were involved in the nomination and selection committee for application reviews. To further improve support for underrepresented groups abroad, Humber College plans to conduct an accessibility scan, updating their website and marketing materials to highlight available supports from outbound mobility partners.
- **Kwantlen Polytechnic University (KPU)** learned two valuable lessons: First, the power of campus partnerships greatly influenced their success. Collaborating with various service units and partners for the Global Indigenous Learning Experience boosted student engagement and provided a sense of safety for those accessing services from the International Office. Sharing resources and participating in campus-wide events fostered a collective embrace of outbound mobility and global engagement. Second, on-campus engagement proved highly effective for promotional tactics, surpassing online efforts. In-person events and classroom visits renewed their belief that students respond better to social interactions and word-of-mouth promotions.
- For **New Brunswick Community College**, the college reported the following: “Our student mobility project was one of the first mobility projects that we participated in in several years. We quickly realized that we needed to bolster our risk management protocols and safety measures. This included providing comprehensive health and safety information to students, conducting thorough assessments of partner institutions, and implementing robust emergency response plans. We're building on some of the lessons learned in this mobility experience to ensure a secure and supportive environment for our students in future mobility experiences.”
- Upon their arrival in Malawi on March 11, 2023, the students and faculty from **Vanier College** encountered the impact of cyclone Freddy, one of the most powerful cyclones ever documented, leading to flooding in Southern Malawi. The group faced challenges, including a lack of electricity and difficulties in communication. Nevertheless, the GSO project enabled

them to overcome these barriers, allowing the internship to continue as planned. Despite the tragic events in Malawi, the students' learning experience was enriched, demonstrating their ability to cope in challenging circumstances. The college is now prepared to anticipate and manage such natural disasters in the future, considering the increased changes in weather and climate.



Conclusion

The Global Skills Opportunity (GSO) program has embarked on an extraordinary journey, overcoming challenges and adapting to changing circumstances, as showcased in this report. As we reach the mid-point of the Pilot program, the strides made to date are undeniably impressive, and the outlook is promising, suggesting that not only will the program targets be met, but they will be exceeded.

Throughout this adventure, the GSO program has proven its value by providing life-changing outbound student mobility experiences to countless individuals. By collaborating with diverse institutions and partners, the program has enhanced access for underrepresented students, who otherwise might not have had the opportunity to embark on such transformative journeys. The GSO's emphasis on inclusion and equitable support has been a driving force behind its success, ensuring that all students can participate and thrive.

As we reflect on the experiences shared by various institutions, it becomes evident that outbound mobility contributes far beyond academic enrichment. These experiences nurture intercultural awareness, foster global competencies, and build resilience in students, preparing them to navigate an interconnected world with confidence. The personal growth and expanded perspectives gained through these journeys are invaluable, making a profound impact on the lives of students long after they return home. The program's emphasis on real-world experiences and cultural immersion equips them with practical skills and cross-cultural understanding that are highly sought after by employers in today's global job market. The tangible skills and employment outcomes resulting from these international opportunities not only enhance students' career prospects but also contribute to the development of a skilled and adaptable Canadian workforce.

The significance of outbound mobility experiences extends beyond individual growth. They play a crucial role in futureproofing Canada's post-secondary sector and shaping Canada's future as a global leader. By investing in a diverse pool of talent and fostering international engagement, Canada strengthens its position on the world stage. These experiences cultivate ambassadors who carry Canadian values and perspectives worldwide, promoting cross-cultural understanding and forging



lasting international partnerships. In an increasingly interconnected world, these connections are essential for addressing global challenges collectively.

As we celebrate the progress achieved so far, it is essential to acknowledge the dedication and efforts of all participating institutions and stakeholders. Their unwavering commitment to this program has brought us to this mid-point milestone, and their passion will undoubtedly fuel further success in the years to come.

Looking forward, the journey continues, and we eagerly anticipate what lies ahead. The potential of the Global Skills Opportunity program to shape the future of Canada's global engagement is vast, and with the unwavering support of all involved, we are confident that this program will leave an indelible mark on the Canadian education landscape and on the lives of students across the nation. As we strive to meet and exceed our program targets, we celebrate the collective dedication to empowering tomorrow's global talent through transformative outbound mobility experiences. Together, we are embarking on a journey that will shape a more interconnected, resilient, and prosperous future for Canada and its global partners.



“The best classroom is being able to experience and connect what we have been taught, while being out in the real world.”

ALEXANDRA LECOMPTE
ST. LAWRENCE COLLEGE



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 between April 1, 2022 and of March 31, 2023
Immediate Outcome 1110: 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	1110-#9 Annual number of participants in pilot, disaggregated by target groups and gender	1534 (216 Virtual, 1269 Physical, 49 Hybrid)
		1220 underrepresented students, 314 other students: 1054 female, 450 male, 30 Other gender
	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	1220 (849 female, 347 male, 24 other gender)
		80%
		14% Indigenous Students (219) 14% Students with disabilities (218) 73% Low-income students (1123)
	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	27% (550 students) would NOT have participated without GSO funding: (67% females (369), 31% males (170), 2% other genders (11)) (430 Low-income students, 90 students with a disability, 93 Indigenous students)
	1110-#12 Percentage of participants who are satisfied with activities supported by the Pilot	91% (827 students of the 910 students who had completed their GSO experience)
		467/910 received credit (51%)

	1110-#13 Number of participants who received credit/academic recognition for participating in the pilot	259/910 do not know (28.5%)
	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	1199 students (78%)
		796 females, 352 males, 24 other gender,
		942 (79%) are students for underrepresented groups vs. 257 (21%) 'other' eligible students
Output 1111 Participants from target student groups have received grants to study/work abroad, including with non-traditional countries	1111-#15 Number of students applying for grants, disaggregated by target groups, gender and country (traditional or non-traditional)	1534 (216 Virtual, 1269 Physical, 49 Hybrid)
		1220 underrepresented students, 314 other students: 1054 female, 450 male, 30 Other gender
		1199 students (78%)
		796 females, 352 males, 24 other gender,
		942 (79%) are students for underrepresented groups vs. 257 (21%) 'other' eligible students
	1111-#16 Number of agreements signed between PSIs and partners in non-traditional countries	<i>*This KPI was not measured in the 2022-23 FY for Mobility Projects</i>
	1111-#17 Number of participants by type of experience (work or study), method (virtual or in-person)	WIL = 149
		Academic/Study = 980 Both WIL & Academic/Study = 405
		Virtual = 216
		Physical = 1269 Both = 49
	1111-#18 Number of participants by duration of the mobility	Short Term = 1232

	experience (e.g., short-term (1-4 weeks); medium-term (4-16 weeks); or long-term (16+ weeks))	Medium Term = 226
		Long term = 76
	1111-#19 Amount of funding disbursed as grants for target student groups (i.e., low-income, Indigenous, students with disabilities)	Virtual = 167,849.18 Physical short-term = 2,838,756.10 Physical medium-term = 718,713.68 Physical long-term = 114,913.02 TOTAL direct funding to underrepresented students = \$3,840,231.98
	1111-#20 Number of non-traditional countries engaged in the pilot program	65
	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>
		\$3,326,115.66 (2,810,631.67 for underrepresented groups vs. 515,483.99 for other eligible students)

Annex C – Immediate Outcome 1120

Immediate Outcome	Key Performance Indicators	Results as of March 31, 2022
Immediate Outcome 1120 - Increased knowledge of intercultural competencies and professional networking skills	1120-#22 Percentage of participants who feel the experience significantly enriched their PSE learning	80.8% (55.5% female, 23.7% Male and 1.5% non-binary/third gender/ Gender X)
		735/910 (505 female, 282 Male and 14 non-binary/third gender/ Gender X) 580 target students (403 female, 165 males, 12 non-binary/third gender/Gender x) target group VS 155 "other" (102 female, 51 males, 2 non-binary/third gender/Gender x)
	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)	71.7% (50.9% female, 18.9% Male and 1.9% non-binary/third gender/ Gender X)
		625/910 (425 female, 190 Male and 10 non-binary/third gender/ Gender X) 505 target group (245 female, 151 males, 9 non-binary/third gender/Gender x) VS 120 "other" (80 female, 29 males, 1 non-binary/third gender/Gender x)
	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 on yearly basis 2022-23 for Mobility Projects but was measured in the mid-term evaluation report for all student participants from September 2021 to March 31, 2023.</i>
	1120-#25 Percentage of student pilot participants who report feeling more prepared for the labour market as a result of their mobility experience	69%
		626/910 (418 female, 198 Male and 10 non-binary/third gender/ Gender X) 488 target group (329 female, 150 males, 9 non-binary/third gender/Gender x) VS 138 "other" (89

		female, 48 males, 1 non-binary/third gender/Gender x)
	1120-#26 Percentage of participants reporting satisfaction with mobility experience and supports received for networking, pre-participation, and wraparound supports	91%
		828/910
	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	29% 263/910 students (184 female, 76 male, 3 other gender) 216 underrepresented (152 female, 61 male, 3 other gender) vs. 47 'other students' (32 female, 15 male)
	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 on yearly basis 2022-23 for Mobility Projects but was measured in the mid-term evaluation report for all student participants from September 2021 to March 31, 2023.</i>
	1120-#29 Percentage of participants who report being interested in pursuing an internationally focused career as a result of the mobility experience	77%
		697/910
	1120-#30 Percentage of participants who report feeling more prepared for and/or more interested in pursuing international mobility experiences	66%
		602/910

Output 1121 Participants have received pre/post participation briefings and supports, including international networking skills training, safety briefings and tailored wrap-around supports for students in target group	1121-#31 Number of participants who received pre/post participation supports/training sessions, including safety briefing, disaggregated by target groups	Predeparture = 1551⁸ Indigenous students: 209 Students with disabilities: 196 Low-income students: 642 Other eligible students: 524
		Postparticipation = 1025 Indigenous students: 160 Students with disabilities: 137 Low-income students: 403 Other eligible students: 264
	1121-#32 Number of target students who receive wrap-around supports, disaggregated by target groups	Wrap-around supports = 1526 Indigenous students: 213 Students with disabilities: 193 Low-income students: 614 Other eligible students: 526
	1121-#33 Total dollars provided for non-financial supports to participants	\$ 496,974.38
	1121-#34 Number and types of pre, during and post supports and training sessions provided to participants, including safety briefing	Offered Pre-departure: Safety Briefings - offered by 55/59 projects (93%) Intercultural training - offered by 55/59 projects (93%) Peer support / Mentoring - offered by 21/59 projects (36%) Academic Counselling - offered by 32/59 projects (54%) Professional Networking - offered by 11/59 projects (19%) Language Training - offered by 18/59 projects (31%) Leadership Development - offered by 18/59 projects (31%) Student Wellness services - offered by 36/59 projects (61%)

⁸ 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.

		<p>Community Engagement - offered by 21/59 projects (36%)</p> <p>Career counseling - offered by 9/59 projects (15%)</p>
		<p>Offered during the mobility exp.:</p> <p>Safety Briefings - offered by 44/59 projects (75%)</p> <p>Intercultural training - offered by 52/59 projects (88%)</p> <p>Peer support / Mentoring - offered by 46/59 projects (77%)</p> <p>Academic Counselling - offered by 31/59 projects (53%)</p> <p>Professional Networking - offered by 34/59 projects (58%)</p> <p>Language Training - offered by 21/59 projects (36%)</p> <p>Leadership Development - offered by 26/59 projects (44%)</p> <p>Student Wellness services - offered by 32/59 projects (54%)</p> <p>Community Engagement - offered by 33/59 projects (56%)</p> <p>Career counseling - offered by 12/59 projects (20%)</p>
		<p>Offered POST-participation:</p> <p>Safety Briefings - offered by 7/59 projects (12%)</p> <p>Intercultural training - offered by 24/59 projects (41%)</p> <p>Peer support / Mentoring - offered by 21/59 projects (36%)</p> <p>Academic Counselling - offered by 23/59 projects (39%)</p> <p>Professional Networking - offered by 18/59 projects (31%)</p> <p>Language Training - offered by 1/59 projects (2%)</p> <p>Leadership Development - offered by 14/59 projects (24%)</p> <p>Student Wellness services - offered by 18/59 projects (31%)</p> <p>Community Engagement - offered by 25/59 projects (42%)</p>

		Career counseling - offered by 20/59 projects (34%)
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Annex D – Intermediate Outcome 1200

Intermediate Outcome	Key Performance Indicators	Results as of March 31, 2022
Intermediate Outcome 1200: Strengthened culture of outbound mobility on Canadian PSI campuses and strengthened capacity to deliver outbound mobility programs	1200-#36 Number and percentage of PSIs that offer student outbound opportunities, disaggregated by province and region	49 + 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	Improved Overall capacity to deliver osm programming: 93% (55/59 projects)
		Improved capacity to deliver OSM programming to underrepresented students: 57/59 (97%) Improved capacity to deliver OSM programming to non-traditional destinations: 52/59 (88)%
	1200-#39 Perception of target group students on how their specific needs/expectations were met by the outbound mobility programs	66%
		474/721 target group students reported that their needs were Very well met or Extremely well met

Annex E – Immediate Outcome 1210

Immediate Outcome	Key Performance Indicators	Results as of March 31, 2022
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	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)	332
	1210-#41 Percentage of College administrators who agree that funded projects have strengthened capacity to deliver international mobility programming.	93%
		55/59 project lead
Output 1211: 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	There was no call for proposal in this FY
	1211-#46 Number of proposals that were funded and amount allocated by project	There was no call for proposal in this FY
		0

Annex F – Immediate Outcome 1220

Immediate Outcome	Key Performance Indicators	Results as of March 31, 2022
Immediate Outcome 1220: 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	39 institutions out of 49 (80%) participated in knowledge-sharing activities on their own, organized by themselves or other PSIs 187 knowledge-sharing events were organized by one of the 49 lead 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	204 partners under Mobility projects (OSM2021 call), in 52 countries
	1220-#49 Number and percentage of PSIs that provide all required data	100% 59/59
Output 1221: 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	199
	1221-#51 Number and type of knowledge sharing activities held by CICan/UC and number of PSIs participating these activities	1 two-part session at CBIE conference 2 virtual training session on risk management 5 Knowledge-sharing events in the Cross-Country Tour 1 Global Skills Opportunity Information Session, 1 GSO HUB Onboarding session, 2 sessions during the CIGan conference

	1221-#52 Percentage of PSIs that submit annual reports by the established deadline	42/59 (71%)
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Annex G – 2022–23 CICan Project Partnerships

Type	Institution	Country	Name of Partner	Type of Partner
College/ Institute	Kwantlen Polytechnic University	Australia	Edith Cowan University	Post-secondary institution
College/ Institute	Kwantlen Polytechnic University	Australia	Royal Melbourne Institute of Technology	Post-secondary institution
College/ Institute	Kwantlen Polytechnic University	Australia	Swinburne University of Technology	Post-secondary institution
College/ Institute	Thompson Rivers University	Australia	Curtin University of Technology	Post-secondary institution
College/ Institute	Humber College	Austria	IMC Krems	Post-secondary institution
College/ Institute	Nova Scotia Community College	Austria	University of Applied Sciences Upper Austria	Post-secondary institution
College/ Institute	Marine Institute	Barbados	Barbados Community College (BCC)	Post-secondary institution
College/ Institute	Collège Ahuntsic	Belgium	HEAJ	Post-secondary institution
College/ Institute	Collège de Maisonneuve	Belgium	Haute école Bruxelles-Brabant	Post-secondary institution
College/ Institute	Fanshawe College	Belgium	Artevelde University of Applied Sciences	Post-secondary institution
College/ Institute	Kwantlen Polytechnic University	Brazil	Pontifical Catholic University of Minas Gerais	Post-secondary institution
College/ Institute	British Columbia Institute of Technology	China	Dongguan Polytechnic	Post-secondary institution
College/ Institute	British Columbia Institute of Technology	China	Dongguan Polytechnic	Post-secondary institution

College/ Institute	Kwantlen Polytechnic University	Colombia	Calanoa Amazonas	Other
College/ Institute	Algonquin College	Costa Rica	Costa Rica Global Learning Programs	Private sector companies
College/ Institute	Canadore College	Costa Rica	Universidad Castro Carazo	Post-secondary institution
College/ Institute	Cégep de Rimouski	Costa Rica	Maderas Rainforest conservancy	Non-governmental organizations
College/ Institute	Cégep de Trois-Rivières	Costa Rica	Communauté de la Guaria	Non-governmental organizations
College/ Institute	Keyano College	Costa Rica	Global Learning Programs	Private sector companies
College/ Institute	Medicine Hat College	Costa Rica	Costa Rica Global Learning Programs	Private sector companies
College/ Institute	Niagara College	Costa Rica	ProComer Costa Rica	Non-governmental organizations
College/ Institute	Niagara College	Costa Rica	ProComer Costa Rica	Non-governmental organizations
College/ Institute	Portage College	Costa Rica	La Gamba	Private sector companies
College/ Institute	Portage College	Costa Rica	Rancho Margot	Private sector companies
College/ Institute	Red Deer Polytechnic	Costa Rica	CREMA	Non-governmental organizations
College/ Institute	Red Deer Polytechnic	Costa Rica	Turtle Trax	Non-governmental organizations
College/ Institute	Southern Alberta Institute of Technology	Costa Rica	Global Learning Programs	Private sector companies
College/ Institute	St. Lawrence College	Costa Rica	Technologio de Costa Rica (TEC)	Post-secondary institution
College/ Institute	Cégep de Rimouski	Croatia	Université de Zagreb	Post-secondary institution
College/ Institute	Humber College	Croatia	Algebra International School	Post-secondary institution
College/ Institute	Humber College	Croatia	Algebra International School	Post-secondary institution
College/ Institute	Nova Scotia Community College	Croatia	Algebra University College	Post-secondary institution

College/ Institute	Cégep de Trois-Rivières	Cuba	Kubasoy	Non-governmental organizations
College/ Institute	Cégep Marie-Victorin	Cuba	Kosa Travel Cuba	Private sector companies
College/ Institute	Camosun College	Czech Republic	Palacky University	Post-secondary institution
College/ Institute	College of the Rockies	Denmark	VIA University College	Post-secondary institution
College/ Institute	Douglas College	Denmark	Business Academy Aarhus	Post-secondary institution
College/ Institute	George Brown College	Denmark	Copenhagen School of Design and Technology - KEA	Post-secondary institution
College/ Institute	Humber College	Denmark	Business Academy Aarhus	Post-secondary institution
College/ Institute	Humber College	Denmark	KEA	Post-secondary institution
College/ Institute	Humber College	Denmark	UCL	Post-secondary institution
College/ Institute	Humber College	Denmark	Business Academy Aarhus	Post-secondary institution
College/ Institute	Humber College	Denmark	VIA University Denmark	Post-secondary institution
College/ Institute	Red River College	Denmark	VIA University	Post-secondary institution
College/ Institute	Sheridan College	Denmark	Kea Copenhagen School of Design and Technology	Post-secondary institution
College/ Institute	Nova Scotia Community College	Ecuador	Universidad Espiritu Santo	Post-secondary institution
College/ Institute	Fanshawe College	Finland	Laurea University of Applied Sciences	Post-secondary institution
College/ Institute	Humber College	Finland	JAMK	Post-secondary institution
College/ Institute	Nova Scotia Community College	Finland	Lappia Vocational College	Post-secondary institution
College/ Institute	Red River College	Finland	Luksia, Western Uusimaa Municipal Training and Education Consortium	Post-secondary institution
College/ Institute	Red River College	Finland	Turku Vocational Institute	Post-secondary institution
College/ Institute	Cégep de Trois-Rivières	France	AEITPE ReuTeuLeu	Non-governmental organizations

College/ Institute	Cégep de Trois-Rivières	France	ARIFTS	Post-secondary institution
College/ Institute	Cégep de Trois-Rivières	France	IUT de Lyon	Post-secondary institution
College/ Institute	Cégep de Trois-Rivières	France	Lycée Monge	Post-secondary institution
College/ Institute	Cégep Édouard-Montpetit	France	Institut Evering	Post-secondary institution
College/ Institute	Cégep Édouard-Montpetit	France	Institut Supérieur d'Optique	Post-secondary institution
College/ Institute	Cégep Édouard-Montpetit	France	IUT Paul-Sabatier	Post-secondary institution
College/ Institute	Cégep Marie-Victorin	France	Institut départemental de l'enfance et de la famille (IDEF 37)	Policy institutes and agencies
College/ Institute	Cégep Marie-Victorin	France	L'Institut Médico-Éducatif (IME) l'Oasis	Policy institutes and agencies
College/ Institute	Collège Ahuntsic	France	IUT Créteil	Post-secondary institution
College/ Institute	Collège Ahuntsic	France	IUT le Havre	Post-secondary institution
College/ Institute	Collège de Maisonneuve	France	IUT de Dijon	Post-secondary institution
College/ Institute	Collège Montmorency	France	Aïnu	Private sector companies
College/ Institute	Collège Montmorency	France	Capitales tours	Private sector companies
College/ Institute	Collège Montmorency	France	Crèche Babilou Paris Montparnasse	Private sector companies
College/ Institute	Collège Montmorency	France	Crèche Cheval à bascule	Private sector companies
College/ Institute	Collège Montmorency	France	Crèche parentale Les Pious Pious	Private sector companies
College/ Institute	Collège Montmorency	France	Multi-Accueil St-Roch	Private sector companies
College/ Institute	George Brown College	France	ECOLE NATIONALE SUPERIEURE DE PATISSERIE – ENSP	Post-secondary institution
College/ Institute	North Island College	France	Universite Savoie Mont _ Blanc	Post-secondary institution
College/ Institute	Thompson Rivers University	France	University of Lille	Post-secondary institution

College/ Institute	Camosun College	Germany	Heilbronn University of Applied Sciences	Post-secondary institution
College/ Institute	Camosun College	Germany	Technische Hochschule Ingolstadt - THI	Post-secondary institution
College/ Institute	Cégep de Trois-Rivières	Germany	BWS Germanlingua	Post-secondary institution
College/ Institute	Fanshawe College	Germany	Ravensburg	Post-secondary institution
College/ Institute	George Brown College	Germany	CEPA Customized Educational Programs Abroad GmbH	Private sector companies
College/ Institute	Georgian College	Germany	University of Applied Sciences Kaiserslautern	Post-secondary institution
College/ Institute	Thompson Rivers University	Germany	Harz University of Applied Sciences	Post-secondary institution
College/ Institute	Marine Institute	Grenada	T. A. Marryshow Community College (TAMCC)	Post-secondary institution
College/ Institute	Collège Boréal	Guatemala	ARCAS	Non-governmental organizations
College/ Institute	Durham College	Guatemala	Escuela Oficial Rural Mixta Aldea Ojo de Agua	Other
College/ Institute	Durham College	Guatemala	Escuela Oficial Rural Mixta Aldea San Felipe Chenla	Other
College/ Institute	Durham College	Guatemala	Instituto Nacional de Educacion Basica de Telesecundaria	Other
College/ Institute	Sheridan College	Hong Kong	Hong Kong Baptist University	Post-secondary institution
College/ Institute	Humber College	India	Parul University	Post-secondary institution
College/ Institute	Algonquin College	Ireland	Munster Technological University - Tralee	Post-secondary institution
College/ Institute	Cambrian College	Ireland	Munster Technological University	Post-secondary institution
College/ Institute	Cambrian College	Ireland	South East Technological University	Post-secondary institution

College/ Institute	College of the Rockies	Ireland	Technical University of Shannon Midlands	Post-secondary institution
College/ Institute	Fanshawe College	Ireland	Limerick Institute of Technology	Post-secondary institution
College/ Institute	Georgian College	Ireland	Atlantic Technological University	Post-secondary institution
College/ Institute	Langara College	Ireland	Technological University of Dublin	Post-secondary institution
College/ Institute	St. Lawrence College	Ireland	Technological University of the Shannon	Post-secondary institution
College/ Institute	Cégep de Trois-Rivières	Italy	Language in Italy	Post-secondary institution
College/ Institute	Collège de Maisonneuve	Italy	Accademia Italiana	Other
College/ Institute	George Brown College	Italy	Scuola Internazionale di Cucina Italiana (ALMA)	Post-secondary institution
College/ Institute	Humber College	Italy	Florence University of the Arts	Post-secondary institution
College/ Institute	Mohawk College	Italy	CUOA Business School	Post-secondary institution
College/ Institute	Saskatchewan Polytechnic	Italy	CAST Alimenti - La Scuola dei mestieri del gusto	Post-secondary institution
College/ Institute	NorQuest College	Jamaica	University of West Indies	Post-secondary institution
College/ Institute	Red River College	Jamaica	Montego Bay Community College	Post-secondary institution
College/ Institute	Camosun College	Japan	Josai International University	Post-secondary institution
College/ Institute	Camosun College	Japan	Kansai Gaidai	Post-secondary institution
College/ Institute	Camosun College	Japan	Ritsumeikan University	Post-secondary institution
College/ Institute	Camosun College	Japan	Shitennoji University	Post-secondary institution
College/ Institute	Douglas College	Japan	Kyoto University of Foreign Studies	Post-secondary institution
College/ Institute	Douglas College	Japan	Rikkyo University	Post-secondary institution
College/ Institute	Humber College	Japan	Kansai University	Post-secondary institution

College/ Institute	Kwantlen Polytechnic University	Japan	Nagoya Gakuin University	Post-secondary institution
College/ Institute	Kwantlen Polytechnic University	Japan	Ryukoku University	Post-secondary institution
College/ Institute	Thompson Rivers University	Japan	Kanagawa University	Post-secondary institution
College/ Institute	College of the Rockies	Kenya	Dedan Kimathi University of Technology	Post-secondary institution
College/ Institute	Dalhousie Agricultural Campus of Dalhousie University	Kenya	Meru University of Science and Technology	Post-secondary institution
College/ Institute	Dalhousie Agricultural Campus of Dalhousie University	Kenya	Pwani University	Post-secondary institution
College/ Institute	Sheridan College	Kenya	Riara University	Post-secondary institution
College/ Institute	Camosun College	Korea, South	Hallym University	Post-secondary institution
College/ Institute	Douglas College	Korea, South	Dankook University	Post-secondary institution
College/ Institute	Kwantlen Polytechnic University	Korea, South	Hankuk University of Foreign Studies	Post-secondary institution
College/ Institute	Medicine Hat College	Korea, South	Ewha University	Post-secondary institution
College/ Institute	Cégep Marie-Victorin	Lebanon	Azzi et Osta	Private sector companies
College/ Institute	Vanier College	Malawi	Kamuzu University of Health Sciences	Post-secondary institution
College/ Institute	Canadore College	Mexico	Universidad Aeronáutica en Querétaro	Post-secondary institution
College/ Institute	Cégep Marie-Victorin	Mexico	Fundacion Voluntades Sin Fronteras	Non-governmental organizations
College/ Institute	North Island College	Mexico	Politecnica de Santa Rosa de Juarequi	Post-secondary institution
College/ Institute	Northern Lights College	Mexico	Politecnica santa Rosa	Post-secondary institution
College/ Institute	Saskatchewan Polytechnic	Mexico	Autonomous University of Yucatan	Post-secondary institution

College/ Institute	Sault College	Mexico	Universidad Tecnologica de Cancun	Post-secondary institution
College/ Institute	Sheridan College	Mexico	University of Monterrey	Post-secondary institution
College/ Institute	Sheridan College	Mexico	Veracruz University (Universidad Veracruzana)	Post-secondary institution
College/ Institute	Cégep de Rimouski	Morocco	ministère de la santé du maroc	National and/or local governments
College/ Institute	Cégep de Sherbrooke	Morocco	ISMAGI	Post-secondary institution
College/ Institute	Cégep de Trois-Rivières	Morocco	Starway Marrakech	Private sector companies
College/ Institute	Vanier College	Namibia	Cheetah Conservation Fund	Non-governmental organizations
College/ Institute	Dalhousie Agricultural Campus of Dalhousie University	Netherlands	Aeres University of Applied Sciences	Post-secondary institution
College/ Institute	Douglas College	Netherlands	Hanze University of Applied Sciences	Post-secondary institution
College/ Institute	Fanshawe College	Netherlands	HU University of Applied Sciences	Post-secondary institution
College/ Institute	Kwantlen Polytechnic University	Netherlands	Amsterdam University of Applied Sciences	Post-secondary institution
College/ Institute	NorQuest College	Netherlands	Curio Institute Netherlands	Post-secondary institution
College/ Institute	Nova Scotia Community College	Netherlands	Hanze University of Applied Sciences	Post-secondary institution
College/ Institute	Sheridan College	Netherlands	Saxion University of Applied Sciences	Post-secondary institution
College/ Institute	Camosun College	New Zealand	Ara Institute	Post-secondary institution
College/ Institute	Humber College	New Zealand	Otago Polytechnic	Post-secondary institution
College/ Institute	Medicine Hat College	New Zealand	Otago Polytechnic	Post-secondary institution
College/ Institute	Mohawk College	New Zealand	Vicky Young	Post-secondary institution

College/ Institute	Camosun College	Norway	University of Agder	Post-secondary institution
College/ Institute	Northern Alberta Institute of Technology (NAIT)	Peru	Light Up the World	Non-governmental organizations
College/ Institute	Northern Lights College	Peru	Light up the world	Non-governmental organizations
College/ Institute	Nova Scotia Community College	Peru	Instituto del Sur	Post-secondary institution
College/ Institute	Douglas College	Philippines	Far Eastern University	Post-secondary institution
College/ Institute	Northern Lights College	Philippines	de la salle dasmarinas	Post-secondary institution
College/ Institute	Nova Scotia Community College	Saint Kitts And Nevis	Clarency Fitzroy Bryant College	Post-secondary institution
College/ Institute	Red Deer Polytechnic	Saint Lucia	Girls of A Feather	Non-governmental organizations
College/ Institute	Red Deer Polytechnic	Saint Lucia	Helen's Daughters	Non-governmental organizations
College/ Institute	Humber College	Scotland	Robert Gordon University	Post-secondary institution
College/ Institute	Cégep de Sherbrooke	Senegal	École nationale des arts	Post-secondary institution
College/ Institute	Cégep Marie-Victorin	Senegal	SYTO	Non-governmental organizations
College/ Institute	Dalhousie Agricultural Campus of Dalhousie University	South Africa	Rhodes University	Post-secondary institution
College/ Institute	George Brown College	South Africa	EDU Africa	Private sector companies
College/ Institute	Douglas College	Spain	University of Alcala	Post-secondary institution
College/ Institute	Fanshawe College	Spain	Cesine University	Post-secondary institution
College/ Institute	George Brown College	Spain	Absolute Internship	Private sector companies
College/ Institute	Saskatchewan Polytechnic	Spain	Tknika	Post-secondary institution
College/ Institute	Sheridan College	Spain	LaSalle University	Post-secondary institution
College/ Institute	Thompson Rivers University	Spain	CPA Salduie	Post-secondary institution

College/ Institute	Cégep Édouard-Montpetit	Sweden	Ville de Longueuil - Bureau de la mairesse	National and/or local governments
College/ Institute	Cégep Édouard-Montpetit	Switzerland	Ambassade du Canada en Suisse	National and/or local governments
College/ Institute	Douglas College	Switzerland	Swiss Federal Sports Institute (Bern University of Applied Sciences)	Post-secondary institution
College/ Institute	Fanshawe College	Switzerland	Bern University of Applied Sciences	Post-secondary institution
College/ Institute	Sheridan College	Switzerland	University of Applied Sciences and Arts Northwestern Switzerland	Post-secondary institution
College/ Institute	Nova Scotia Community College	Tanzania	VETA Hotel & Tourism Training Institute	Post-secondary institution
College/ Institute	Cégep de Trois-Rivières	Togo	Association cultivons la terre de nos aïeux (ACTA)	Non-governmental organizations
College/ Institute	Collège Boréal	Tunisia	Ecole nationale d'architecture et d'urbanisme	Post-secondary institution
College/ Institute	Collège Boréal	Tunisia	Institut supérieur des études technologiques de Medenine	Post-secondary institution
College/ Institute	Collège de Maisonneuve	Tunisia	ISSET de Sidi Bouzid	Post-secondary institution
College/ Institute	Selkirk College	Uganda	Buiga Sunrise Center	Non-governmental organizations
College/ Institute	Cambrian College	United Arab Emirates	University of Wollongong in Dubai	Post-secondary institution
College/ Institute	NorQuest College	United Arab Emirates	Canadian University Dubai (CUD)	Post-secondary institution
College/ Institute	Douglas College	United Kingdom	University of Wales Trinity St. David	Post-secondary institution
College/ Institute	Humber College	United Kingdom	Salford University	Post-secondary institution
College/ Institute	Humber College	United Kingdom	South East Technological University	Post-secondary institution

College/ Institute	Humber College	United Kingdom	South West College	Post-secondary institution
College/ Institute	Humber College	United Kingdom	Nottingham Trent University	Post-secondary institution
College/ Institute	Kwantlen Polytechnic University	United Kingdom	University for the Creative Arts	Post-secondary institution
College/ Institute	Saskatchewan Polytechnic	United Kingdom	Cardiff and Vale College	Post-secondary institution
College/ Institute	Saskatchewan Polytechnic	United Kingdom	London Metropolitan University	Post-secondary institution
College/ Institute	Sheridan College	United Kingdom	Manchester Metropolitan University	Post-secondary institution
College/ Institute	Cégep Édouard-Montpetit	United States	Helicopter Association International	Private sector companies
College/ Institute	Collège Montmorency	United States	National Model United Nations (NMUN)	Non-governmental organizations
College/ Institute	Dalhousie Agricultural Campus of Dalhousie University	United States	New Mexico State University	Post-secondary institution
College/ Institute	Douglas College	United States	Northern Arizona University	Post-secondary institution
College/ Institute	Douglas College	United States	University of Hawaii, Manoa	Post-secondary institution
College/ Institute	Douglas College	United States	University of California, Berkeley	Post-secondary institution
College/ Institute	Humber College	United States	Kaua'i Community College	Post-secondary institution
College/ Institute	Humber College	United States	Kaua'i Community College	Post-secondary institution
College/ Institute	North Island College	United States	Kapiolani Community College	Post-secondary institution
College/ Institute	Northern Lights College	United States	Kapi'olani Community College in Honolulu	Post-secondary institution

College/ Institute	Northern Lights College	United States	face to face	Non-governmental organizations
College/ Institute	Saskatchewan Indian Institute of Technologies (SIIT)	United States	Institute of American Indian Art (IAIA)	Post-secondary institution
College/ Institute	Saskatchewan Polytechnic	United States	Shell	Private sector companies
College/ Institute	Cégep de Sherbrooke	Vietnam	Université d'Hanoï	Post-secondary institution
College/ Institute	Cégep Marie-Victorin	Vietnam	Le Nguyen Travel	Private sector companies
College/ Institute	Nova Scotia Community College	Vietnam	Tra Vinh University	Post-secondary institution
College/ Institute	Thompson Rivers University	Vietnam	Vietnam National University	Post-secondary institution

Annex H – GSO Digital Toolkit

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



COLLEGES & INSTITUTES CANADA | COLLÈGES & INSTITUTS CANADA