

INTERNATIONAL EDUCATION STRATEGIC PLAN

INTERNATIONAL EDUCATION CENTRE
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A CONSULTATIVE APPROACH

International education will play an important role in the future of Algonquin College and contribute increasingly to the employability of its graduates. Recognizing this, the College set out in early 2013 to develop a strategy for refining and enhancing its international activities.

Gathering Broad Perspective

Development of the first draft of this International Education Strategic Plan was informed by an extensive review of more than 90 relevant documents as well as 48 individual stakeholder interviews conducted by the International Education Centre between January and September 2013. Consultations were also held with Algonquin's Board of Governors and College Leadership Council along with other leading institutions (Centennial and Niagara), while a series of small group roundtable sessions opened the initial discussions to College faculty and staff with previous international experience.

In fall 2013, the Vice President, Academic, released the draft plan to the community and hosted a town hall to review the thinking to date and seek stakeholder feedback. The plan was posted on the International Education Centre website and the town hall session was live-streamed and videotaped to encourage the broadest awareness and input. The President and Vice President also held additional small-group roundtable sessions with stakeholders most affected by the proposed directions.

Seeking feedback from external stakeholders, Algonquin distributed the draft plan to the Ministry of Training, Colleges and Universities; the Department of Foreign Affairs, Trade and Development; the Association of Canadian Community Colleges; Polytechnics Canada; Colleges Ontario; and the Canadian Bureau for International Education.

Substantive and Valuable Discussions

The release of the initial draft report prompted lively discussions, with four specific areas garnering the most comments:

1. the degree to which a country's human rights record is factored by Algonquin when considering countries for potential international partnership;
2. international student preparedness and the support students and employees need in order to be successful in international activities;
3. the College's ability to monitor the quality of programs licensed abroad; and
4. the inclusion of applied research as a strategic advantage. This feedback was extremely valuable, resulting in important changes to the draft now being presented to the College's Board of Governors.

The Vice President, Academic, and the International Education Centre team sincerely thank all those who took the time to provide feedback. Their input has made a qualitative difference to the process.

For additional information, including access to numerous reports and research reviewed as part of this effort, visit www3.algonquincollege.com/international/plan.

EXECUTIVE SUMMARY

SEIZING A GLOBAL OPPORTUNITY

Algonquin has many reasons for promoting international education: its value to Canada and the international community, to individual students and employees, and to the College itself as an institution. International education sparks innovation, supports the local economy, generates revenue, and equips students and employees with the knowledge and skills necessary to engage in what Canada's Governor General calls the "diplomacy of knowledge": collaborating and sharing learning across disciplines and borders¹, which is vital to success in today's global economy.

Opportunities and Challenges

Ongoing change in the world and an evolving post-secondary context require post-secondary institutions to seek out new opportunities. The communities we serve face both growing labour shortages and skills misalignment. Provincial calls for differentiation and entrepreneurial approaches continue to grow, spurred on by rising financial pressures. Shifting demographics are changing the landscape as well. Over the next 10 years, the number of Canadians aged 15 to 29 in Ottawa, Renfrew and Lanark counties will fall by one, 15 and 16 percent, respectively.²

In parallel with all of this, international demand for Canadian accredited technical and vocational education and training (TVET) is growing. Students, employees and employers all recognize the rising need to acquire global skills and experience.

As a community focused polytechnic, Algonquin has a responsibility to contribute to the prosperity of the communities we serve. As such, the College has made a considered decision to pursue engagement over isolation in the international arena, convinced that the greatest opportunity for global prosperity rests with the education of citizens. As leaders in education, Canada, Ontario and Algonquin are well placed to meet the challenges and opportunities that lie ahead.

Mission, Vision and Values Focused

This new International Education Strategic Plan is testament to our collective belief in the power of education to change lives and communities. It is guided by our mission to help passionate men and women find the opportunities they seek, transforming their hopes and dreams into lifelong career success. At the core of the plan is Algonquin's commitment to the values of Caring, Learning, Integrity and Respect, and our vision of being "a global leader in digitally-connected applied education and training".

Three Motivators: Community Prosperity, Employability, College Sustainability

The College has identified three primary motivators for expanding its international education activities:

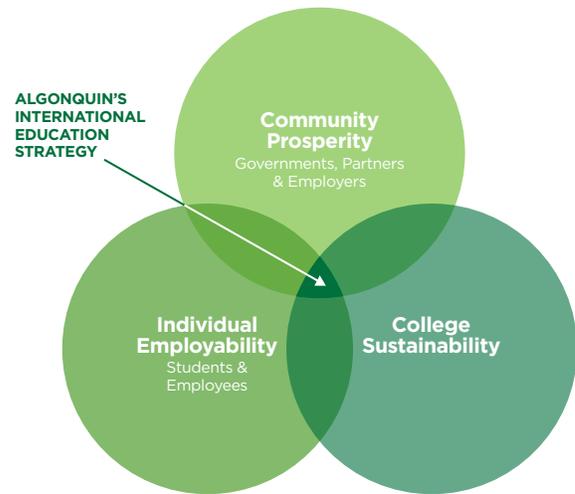
1. To serve as a catalyst for community prosperity through the development of human talent and applied research;
2. To support student and employee employability by providing relevant and rewarding global experiences; and
3. To improve College sustainability by embracing innovation, increasing quality and generating contributions for re-investment in the College.

¹Johnston, D. (2012, Sep. 17). The diplomacy of knowledge. The Globe and Mail. Retrieved from <http://www.theglobeandmail.com/commentary/the-diplomacy-of-knowledge/article546590/>.

²Ontario Ministry of Finance. (2012). Population by five-year age group, 2012-2036 - Reference scenario - Census divisions in Eastern Ontario. Retrieved from <http://www.fin.gov.on.ca/en/economy/demographics/projections/table10east.html>.

This strategy aligns these motivators with key stakeholders: students and employees who understand the importance of acquiring internationally recognized education and training; the communities and partners who have made developing a globally prepared workforce a priority; and, finally, the College itself, which is keenly aware that to remain relevant and financially sustainable it must broaden its reach.

While it would be possible to centre an international strategy on any one of these motivations, Algonquin has determined that its interests—and those of its stakeholders—are best served by focusing on where the three drivers intersect. The College believes linking community prosperity, student and employee employability and College sustainability will create a truly comprehensive international education strategy.



Clear Goals and Objectives

Algonquin’s 2012–17 Strategic Plan established foundational goals for guiding the College’s international activity. These included targets for graduation rate, retention, and student and employer satisfaction as well as for international student recruitment and growth in alternative revenues. This current plan adds a number of operational indicators to create a comprehensive set of measures that deliver community impact.

Strategies Aimed at Creating Focus, Alignment and Scalability

Specifically, this International Education Strategic Plan calls for the College to focus its efforts, making 10 recommendations in three strategic directions:

I. Focus onshore and offshore products and partnerships

1. Align international efforts along two dimensions—onshore and offshore
2. Expand onshore PSE programs, offshore campuses and partnerships, and licensed PSE programs
3. Revise onshore ESL, exchanges, offshore corporate training and offshore development assistance
4. Focus on countries/regions of interest

II. Align people, processes, and knowledge

5. Hire passionate employees committed to the College’s mission, vision, values and international direction and invest in their professional development
6. Strengthen the College’s student preparedness and support processes
7. Internationalize College policies and procedures

III. Develop scalable financial, technical and risk management models

8. Empower International Education Centre for growth and entrepreneurial decision-making
9. Establish oversight, accountability and risk management mechanisms
10. Refine the College’s product development and quality assurance processes

Risk Versus Reward

Increased international activity brings both opportunities and risks, which our analysis suggests, are similar to those faced by other organizations that have sought to expand their horizons beyond the familiarity of national borders. With a high degree of purpose, commitment to shared values and effective accountability mechanisms, this plan confidently confirms that the time is right for the College to seek an expanded role internationally.

The bottom line of Algonquin's new international strategy is its purposeful pursuit of opportunities. For the communities we serve, that pursuit will increase community prosperity and support the development of our most important asset: our citizens. For our students and employees, it will help broaden global perspectives and increase employability. Finally, for the College, increased international activity will open new markets, help balance anticipated decreases in Canadian enrolments, and serve as a catalyst for institutional innovation. With a renewed international effort, Algonquin will take another step toward fulfilling its vision of being a global leader in digitally-connected applied education and training.

MAJOR TRENDS AND CHALLENGES

EDUCATION IS HIGHLY VALUED IN THE GLOBAL KNOWLEDGE ECONOMY

World Bank research shows global demand for higher education, especially vocational education, is on the rise.³ Beyond attracting students to this country, institutions like Algonquin have a powerful opportunity to deliver Canadian education and training abroad—making a lasting contribution to the economic and social development of communities both at home and abroad.

The Education Sector is Vast—and Growing

Education is the world's second-largest economic sector, surpassed only by healthcare.⁴ Between 1970 and 2010, primary enrolments rose by nearly 300 million, secondary enrolments by 360 million and post-secondary enrolments by 145 million.⁵

Globally, the number of students enrolled in higher education is forecast to more than double by 2025, with nearly all that growth expected to come from the developing world.⁶ While average growth rates are expected to flatten or decline in Canada due to changing demographics, average annual growth rates are expected to exceed three percent in Africa, the Middle East, Asia, Central America and South America.⁷

Skilled Labour Shortage a Global Phenomenon

The skills shortage is not simply a North American challenge. Across the globe, demand for high-skill labour is growing faster than supply while advanced technologies are placing increased pressure on those with lower-level skill and education. A recent study by the McKinsey Global Institute found these trends gathering force and spreading to China and other developing economies.

Based on current trends in population, education and labour demand, the report projects that by 2020 the global economy could face the following hurdles:

- 40 million fewer workers with post-secondary education than employers will need, or 13 percent of the demand for such workers;
- 45 million too few workers with secondary education in developing economies, or 15 percent of the demand for such workers; and
- 95 million more low-skill workers (i.e., those without college training in advanced economies or without even secondary education in developing economies) than employers will need, or 11 percent oversupply of such workers.⁸

The report goes on to state that while market forces will naturally adjust to mitigate the imbalance, the size of the task will require governments and businesses to work in tandem “to raise educational attainment and provide job-specific training”.

³ World Bank. (2011). Learning for all: Investing in people's knowledge and skills to promote development. Retrieved from http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/Education_Strategy_4_12_2011.pdf.

⁴ Alpen Capital. (2010). GCC Education Industry Report, 2010. Retrieved from <http://www.alpencapital.com/includes/GCC-Education-Industry-Report-September-2010.pdf>.

⁵ World Bank databank.

⁶ Maslen, G. (2012, Feb. 19). Worldwide student numbers forecast to double by 2025. University World News. Retrieved from <http://www.universityworldnews.com/article.php?story=20120216105739999>.

⁷ Maslen, G. (2012, Feb. 19). Worldwide student numbers forecast to double by 2025. University World News. Retrieved from <http://www.universityworldnews.com/article.php?story=20120216105739999>.

⁸ McKinsey Global Institute, (2012). The world at work: Jobs, pay, and skills for 3.5 billion people. Retrieved from http://www.mckinsey.com/insights/employment_and_growth/the_world_at_work.

The Rise of Transnational Education

While most Canadians understand well the idea of domestic or 'onshore' international education (in which students from other countries come to study in Canada), there is also an 'offshore' dimension to the international proposition—referred to as transnational education (TNE).

Increasingly, students who would traditionally have travelled overseas to study for an international qualification are now pursuing foreign degrees in their home countries at local institutions through an array of collaborative arrangements with degree-awarding institutions from major education-exporting countries.

These students may prepare for foreign qualifications in a number of ways. Best understood is the international branch campus model; perhaps less understood—yet more widely practiced—are partner arrangements, which might include the licensing of programs, institution twinning or the credential validation of foreign teaching institutions by Western institutions.

The Canadian government has noted that the country is in a prime position to benefit from these growth opportunities and become a major exporter of knowledge products such as offshore branch campuses, English training, licensed programs and courses, and distance education.⁹

The Case for Welcoming International Students to Canada

For Canada and Ontario, much of the drive to increase international education has to do with jobs and the workforce. Human Resources and Skills Development Canada (HRSDC) expects the Canadian economy to spawn 1.4 million new jobs by 2017 (from a 2008 baseline), with another 4.1 million opening up in the wake of worker retirements. Approximately 70 to 75 percent of those jobs will require post-secondary education.¹⁰

This demographic shift will also have an impact on domestic post-secondary enrolments. By 2020, the population of Canadians aged 18 to 21 will decline by 10 percent. As a result, full-time post-secondary enrolment is expected to fall by 3.8 percent.¹¹

With nearly every sector facing labour shortages over the next decade and with three-quarters of the country's workforce growth expected to come from immigration, a strong international education offering will contribute to Algonquin's financial sustainability and serve as a critical source of talent for our region's economic future.

Canada Poised to Take Advantage of Surge in Students Looking to Study Abroad

In addition to offshore opportunities, Canada is well positioned to take advantage of the anticipated 70% growth in students looking for an overseas education experience. According to the Organisation for Economic Co-operation and Development (OECD), by 2025 the number of students looking to study abroad will climb to 6.4 million, up from 3.7 million in 2009.¹²

⁹ Canadian Bureau for International Education. (2012). A world of learning: Canada's performance and potential in international education. Retrieved from <http://cbie-bcei.ca/wp-content/uploads/2011/11/EN-CBIE-A-World-of-Learning-Canada%E2%80%99s-Performance-and-Potential-in-International-Education-2012-Web-version.pdf>.

¹⁰ Association of Universities and Colleges of Canada. (2011). Trends in higher education: Volume 1 – Enrolment. Retrieved from <http://www.aucc.ca/wp-content/uploads/2011/05/trends-2011-vol1-enrolment-e.pdf>.

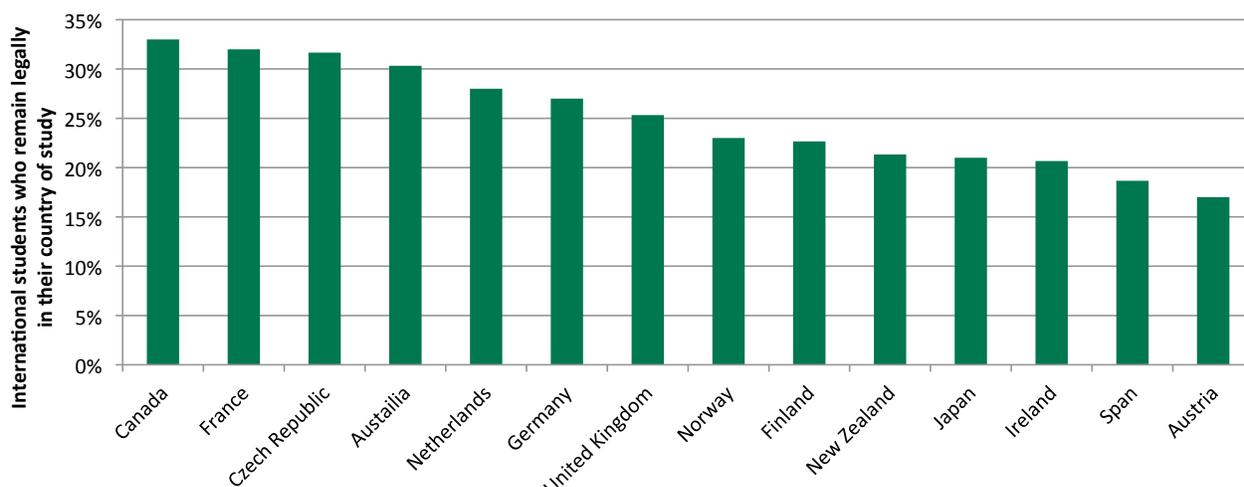
¹¹ Association of Universities and Colleges of Canada. (2011). Trends in higher education: Volume 1 – Enrolment. Retrieved from <http://www.aucc.ca/wp-content/uploads/2011/05/trends-2011-vol1-enrolment-e.pdf>.

¹² Advisory Panel on Canada's International Education Strategy. (2012). International education: A key driver of Canada's future prosperity. Retrieved from <http://www.international.gc.ca/education/report-rapport/strategy-strategie/#list>.

Growth in this segment brings significant economic benefits. In 2010, international students in Canada spent more than \$7.7 billion on tuition, accommodation and discretionary spending, supporting more than 81,000 jobs and generating more than \$445 million in government revenues.¹³

Of the \$7.7 billion spent by international students, the overwhelming majority—more than \$6.9 billion—is attributed to long-term international students (i.e., the 218,000 students staying in Canada for six months or longer). Short-term students who pursued language training contributed an estimated \$788 million to the Canadian economy in 2010.¹⁴

In addition to the immediate economic benefit, a large number of international students also decide to become landed immigrants following their studies, supplying much needed high skilled talent to local workforces. In 2009, 32 percent of international students studying in Canada choose to stay in the country after they completed their studies—more than any other nation.¹⁵



Source: OECD(2011). Education at a Glance 2011, Table C3.5, available at <http://dx.doi.org/10.1787/888932464543>

Figure 1. Stay rates of international students in selected OECD countries (2008 or 2009)

¹³ Foreign Affairs, Trade and Development Canada. (2012). Economic impact of international education in Canada: An update. Retrieved from <http://www.international.gc.ca/education/report-rapport/economic-impact-economique/index.aspx?view=d>.

¹⁴ Roslyn Kunin & Associates. (2012). Economic impact of international education on Canada: An update. Retrieved from http://www.international.gc.ca/education/assets/pdfs/economic_impact_en.pdf.

¹⁵ OECD. (2010). Education at a glance 2010: OECD indicators. Retrieved from <http://www.oecd.org/edu/skills-beyond-school/45925258.pdf>.

Competition for International Students is Growing

Canada's share of international students has grown consistently since 2009, with the country ranking seventh worldwide—drawing approximately 2.7% of all internationally mobile students.¹⁶ The bulk of Canada's international students currently come from China (28.0%), India (9.8%), South Korea (9.1%), Saudi Arabia (5.6%) and the United States (4.9%).¹⁷

Competition for international students is becoming increasingly fierce. Currently, the United States, United Kingdom, Australia, France, Germany and Japan are the most popular destinations for international students, capturing roughly 55 percent of all enrolments.¹⁸ In addition, other countries are growing their international enrolments at roughly the same pace as Canada (e.g., Japan, Sweden, Norway and Finland), and some that have historically had difficulties attracting international students—the Netherlands, South Korea and the Czech Republic, to name a few—are seeing their enrolment rates grow even faster.¹⁹

Increasing competition may pose challenges for Canada given that some of its traditional attractors are changing—for example, living costs in our larger cities are rising quickly. While other nations have crafted formal international strategies, Canada's federal system places responsibility for developing education strategies in the hands of provincial governments—meaning there is no single, strong, coordinated approach to international education. Canada does, however, retain several strong advantages, including its respected international brand and its college system.

The Strength of Canada's College System is a Key Differentiator

Canada has one of the best post-secondary systems in the world—and its particular strengths include its community college system or, as it is more commonly referred to internationally, its technical and vocational education and training (TVET) system.

Canada's colleges offer applied skills, are closely aligned with industry, and are highly experienced in training older students. The graduation rates of Canadian colleges and polytechnic institutes are in the top tier among all OECD countries.²⁰ This can be attributed partly to the fact that Canada invests more at the college level and has about three times more non-university post-secondary students than most OECD countries—and proportionally more trades/vocational graduates.²¹ The fact that Canada invests more at the college level puts it in an excellent position to meet growing worldwide demand for TVET.

International demand is particularly strong for TVET programs given the system's focus on meeting labour market needs and preparing students for the workforce. Countries with strong TVET systems, such as Germany, have been successful in tackling youth unemployment²², a growing concern in many developing nations.

¹⁶ UNESCO Institute for Statistics. (2012). Global flow of tertiary-level students. Retrieved from www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx.

¹⁷ Canadian Bureau for International Education. (2012). A world of learning: Canada's performance and potential in international education. Retrieved from <http://cbie-bcei.ca/wp-content/uploads/2011/11/EN-CBIE-A-World-of-Learning-Canada%E2%80%99s-Performance-and-Potential-in-International-Education-2012-Web-version.pdf>.

¹⁸ UNESCO Institute for Statistics. (2012). Global flow of tertiary-level students. Retrieved from www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx.

¹⁹ Association of Universities and Colleges of Canada. (2011). Trends in higher education: Volume 1 – Enrolment. Retrieved from <http://www.aucc.ca/wp-content/uploads/2011/05/trends-2011-vol1-enrolment-e.pdf>.

²⁰ Miner, R. (2012). Jobs of the future: Options and opportunities. Retrieved from http://www.minerandminer.ca/data/Jobs_of_the_Future_Final.pdf.

²¹ Association of Universities and Colleges of Canada. (2011). Trends in higher education: Volume 1 – Enrolment. Retrieved from <http://www.aucc.ca/wp-content/uploads/2011/05/trends-2011-vol1-enrolment-e.pdf>.

²² OECD. (2011). Learning for jobs: Summary and policy messages. Retrieved from <http://www.oecd.org/edu/skills-beyond-school/46972427.pdf>.

While vocationally oriented programs remain less internationalized than theory-based university programs, some countries have comparatively large proportions of international students enrolled in TVET programs: New Zealand (where TVET accounts for 34.7% of the international student population), Chile (29.7%), Spain (29.7%), Australia (27%), Belgium (26.2%) and Japan (23.7%).²³

The TVET opportunity is reflected in the fact that over the past five years international enrolment at Canada's community colleges has outpaced the rate of international growth at Canada's universities, with Ontario based institutions driving much of the growth.

Canada is also very strong relative to the international community when it comes to embedding applied research in community colleges and polytechnics. Strong emphasis on using applied research to enhance student learning, strengthen faculty experience, and support the development of local and regional enterprises differentiates Canada from other jurisdictions. Algonquin has a particularly strong record of working with students (more than 2,000 have been engaged over the past five years), engaging faculty (approximately 50 in 2012-13) and collaborating with clients (more than 300 in the past five years). Including applied research in its international offerings will increase Algonquin's attractiveness to students, industry partners and government agencies.

Global Business Speaks English

Today, the global business language is English, with more and more multinational companies mandating English as the common corporate language.²⁴ Considered the fastest-spreading language in human history, English is spoken at a useful level by one out of every four people or some 1.75 billion people worldwide.²⁵

Correspondingly, English language training is in high demand, with the sector forecasted to grow by an average of 25 percent per year from 2012 through 2017, rising from US \$63 billion to US \$193 billion.²⁶ However, much of this growth is expected to be in relatively low-quality, low-cost offerings. Algonquin's opportunity in this field will most likely come from language education linked to post-secondary flow-through or corporate training opportunities.

The Need for Global Skills in a Global Economy

International education makes students more employable and enriches their learning experience. In a survey by the Canadian Bureau for International Education (CBIE), 91 percent of employers identified the importance of cultural and other benefits from study abroad including greater independence, tolerance and adaptability.²⁷

The impact extends beyond students to employees. Infusing a global perspective throughout an organization, including increasing learning opportunities and professionally enriching staff and faculty, can serve as a catalyst for innovation. A global outlook can generate new insights and inspire new concepts—and provide new opportunities to apply them.

For Algonquin, engaging internationally will provide opportunities to diversify, differentiate and enhance its product offerings. The College will have to compete on the world stage, and in doing so will be driven to improve the effectiveness and cost-efficiency of the ways it delivers education.

²³ OECD. (2011). Education at a glance. Chapter C: Access to education, participation and progression. Retrieved from <http://www.oecd.org/education/skills-beyond-school/48631079.pdf>.

²⁴ Neeley, T. (2012, May). Global business speaks English. Harvard Business Review. Retrieved from <http://hbr.org/2012/05/global-business-speaks-english>.

²⁵ Neeley, T. (2012, May). Global business speaks English. Harvard Business Review. Retrieved from <http://hbr.org/2012/05/global-business-speaks-english>.

²⁶ GSV Advisors. (2012). Education sector factbook 2012. Retrieved from <http://gsvadvisors.com/wordpress/wp-content/uploads/2012/04/GSV-EDU-Factbook-Apr-13-2012.pdf>.

²⁷ Association of Canadian Community Colleges. (2010). Internationalizing Canadian colleges and institutes: The first report on international education and mobility. Retrieved from <http://www.accc.ca/ftp/pubs/studies/201006internationalizationreport.pdf>.

The potential to deliver powerful benefits to students and employees as global knowledge workers, to the College (as a globally competitive post-secondary institution committed to financial sustainability), and to the country as a whole as a player in the global economy makes international education an unequivocal imperative for Algonquin.

International Education Strengthens Relations

According to the World Bank, education is “one of the strongest instruments for reducing poverty and improving health, gender equality, peace, and stability.” In addition to its well-documented social good, educating international students—both here at home and overseas—has the potential to have a positive influence on Canada’s trade, immigration and foreign policy relationships.

The United Kingdom’s International Education strategy notes that:

“International education also helps to strengthen overseas business, research, social and cultural links. People in emerging economies that have learnt English or studied for UK qualifications are more interested in working with, and doing business in, the UK than those who have not. The experience of students in UK education helps to create good relations that will enable successful engagement with the next generation of global leaders.”²⁸

In a September 2012 address, United States Under-Secretary for Public Diplomacy and Public Affairs, Tara Sonenshine, identified similar impacts:

“We cannot afford to not be connected... Study abroad places our best and brightest into direct and meaningful contact with people across the globe... When we have formative experiences with our counterparts abroad, we are more likely to pursue investment projects in each other’s countries—creating mutual prosperity.”²⁹

Recognizing “impact beyond dollars”, the federal government’s National Advisory Panel on Canada’s International Strategy recommended that government agencies and academic institutions make international education a key strategic component of their official plans and policies. It also recommended that education be a central pillar of any official mission undertaken by the Government of Canada to targeted priority countries.³⁰

Governments in Canada see Opportunities in International Education

In January 2014, the federal government unveiled Canada’s International Education Strategy³¹; identifying education as one of the country’s “competitive advantages” and setting a goal to double the number of international students studying in Canada by 2022. The strategy identified five overarching priorities;

- Focusing on Priority Education Markets
- Branding Canada to Maximize Success
- Setting Targets to Attract International Students
- Strengthening Institutional Research and Educational Exchanges, and Leveraging People-to-people Ties
- Supporting Activities and Leveraging Resources to Maximize Results

²⁸ Government of the United Kingdom. (2013). International education: Global growth and prosperity. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/229844/bis-13-1081-international-education-global-growth-and-prosperity.pdf.

²⁹ U.S. Department of State. (2012). The impact of international student exchanges: Changing minds, changing lives. From the Under Secretary: 2012 remarks. Retrieved from <http://www.state.gov/r/remarks/2012/197511.htm>.

³⁰ Advisory Panel on Canada’s International Education Strategy. (2012). International education: A key driver of Canada’s future prosperity. Retrieved from http://www.international.gc.ca/education/assets/pdfs/ies_report_rapport_sei-eng.pdf.

³¹ Government of Canada (2014). Canada’s International Education Strategy. <http://international.gc.ca/global-markets-marches-mondiaux/assets/pdfs/overview-apercu-eng.pdf>.

The federal government's support for transnational education was equally evident when the Minister of International Trade asked Algonquin College to participate in roundtable discussions on trade expansion hosted in both Kuwait and Saudi Arabia.

In Ontario, the signals are more mixed. The 2010 and 2011 Ontario budgets identified international education as a priority, setting ambitious targets for increasing international enrolments at colleges and universities by 50 percent through 2015.³²

More recently, the Government of Ontario approved the College's plans to partner with Saudi Arabia's Technical and Vocational Training Corporation (now re-named Colleges of Excellence) to establish the Algonquin College of Excellence in Jazan, Saudi Arabia. This support runs alongside the province's effort to rebound from the global recession and balance its finances.

In its most recent budget, the Government of Ontario eliminated subsidies for international recruitment and study-abroad scholarships and reduced the level of indirect resources available to support international students (such as operating grants for international non-PhD students). Combined, these reductions will eliminate \$75 million in financial support between 2012 and 2015.³³ Further, the Government of Ontario has also introduced a new international student recovery fee. Reduced financial support from the province and new fees may affect the contribution of post-secondary institutions' international offerings, depending on the business models employed.

Finally, the Government of Ontario seems inclined to move cautiously as opportunities for global expansion arise. While it has recognized the importance of encouraging entrepreneurial activity among academic institutions, it also recognizes the dilemma of supporting work in countries with different socio-economic conditions. In this area, Algonquin has an opportunity to serve as a partner in the development of a new international framework.

Human Rights Considerations when Pursuing International Opportunities

Canadian educational institutions establishing partnerships abroad must be prepared to answer—for themselves and their stakeholders—questions of how to deal with issues of human rights. Algonquin College's framework for determining opportunities for offshore international recruitment and partnership considers the treatment of human rights among a series of critical indicators.

Algonquin believes that education is a powerful, effective force for positive change in any country. It can improve economic and social wellbeing in countries that have demonstrated a real desire to progress—countries that invest in improving education and healthcare, and that promote a stable business environment with growing GDP.

For these reasons, while some feel Algonquin should not partner with countries that do not offer the same human rights protections as Canada, the College is convinced that working with those genuinely invested in change can yield beneficial outcomes. Saudi Arabia and China, for example, are investing heavily in education and have explicit policies encouraging their educational institutions to partner with those in the west.

³² Canadian Bureau for International Education. (2012). A world of learning: Canada's performance and potential in international education. Retrieved from <http://cbie-bcei.ca/wp-content/uploads/2011/11/EN-CBIE-A-World-of-Learning-Canada%E2%80%99s-Performance-and-Potential-in-International-Education-2012-Web-version.pdf>.

³³ Ontario Ministry of Finance. (2012). Addendum to the 2012 Ontario Budget: Report on expense management measures. Retrieved from <http://www.fin.gov.on.ca/en/budget/ontariobudgets/2012/addendum.html#sec4v>.

Program Quality Assurance

Another consideration for organizations taking their offerings overseas is maintaining program quality. While Algonquin has not historically had a framework for auditing offshore program delivery and quality, the College's Program Quality Assurance Administrator and International Education Centre have developed and implemented a template and guidelines for program quality assessments. These assessments are now conducted every year, and review both Algonquin's and its overseas partner's ability to deliver effectively the programming at the partner's location. For programs that do not meet the College's quality standard, the College will create plans to remedy the situation; in cases where positive change cannot be made toward achieving desired program quality standards, Algonquin will withdraw from the partnership.

Student Preparedness and Support

A third key area of concern for some with respect to international education is the College's ability to ensure the preparedness of international students—and support them. International students may place additional burden on faculty and student services, especially as the majority speak English as a second language.

In fact, Algonquin has found international students tend to achieve higher retention and graduation rates than domestic students—and also that, because Canada's population is so diverse, new Canadians (i.e., those who have come to live here from other countries) can be mistaken for foreign students (those who have come only for post-secondary studies). Rather than attempt to distinguish more clearly between groups of students, Algonquin has determined instead that student success must continue to be a primary focus of all areas of the College, including the International Education Centre—that is, it should be considered a pan-College goal.

ALGONQUIN'S CURRENT POSITION

OVER 15 YEARS OF INTERNATIONAL EXPERIENCE

Algonquin is an established provider of international education. In 2012-13, 976 international students from 114 different countries were enrolled in courses at the College's Ottawa Valley campuses. At the same time, another 1,965 international enrolments were registered for language training. Overseas, in September 2013, the doors opened on Algonquin's new campus in Jazan, Saudi Arabia, expanding on a set of existing international partnerships based in China, India, Montenegro and Kuwait. Today, international education is a significant contributor to Algonquin's activities—and bottom line.

Algonquin's Offering Today

The College's onshore international education programs and services include English as a Second Language (ESL) programs, recruiting international students to enrol in post-secondary education (PSE) programs based in Canada, and exchanges that take the form of students or employees going abroad. Its offshore offerings consist of bundled ESL and PSE programs offered in various partnership models, as well as a limited amount of corporate training and development assistance projects.

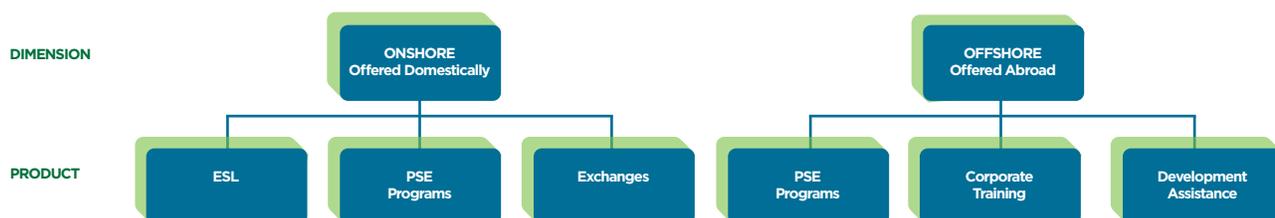


Figure 2. Algonquin's current configuration of products

In 2012-13, Algonquin's activities in these areas generated \$14.4 million in revenues and \$5.3 million in direct expenses, generating \$9.1 million in contributions. The year's contributions were evenly split between the College's International Education Centre and its partner schools and faculties. As Figure 3 shows, since 2008-09 revenues have grown 116% (or an average of 22.3%) annually while, over the same period, expenses have increased 97% (or an average of 19.4%).

	2008-09	2009-10	2010-11	2011-12	2012-13
Revenue	\$6,649,764	\$8,216,927	\$10,620,241	\$12,173,156	\$14,415,010
Expenses	\$2,676,648	\$3,315,381	\$3,508,157	\$3,841,932	\$5,286,188
Contribution	\$3,973,116	\$4,901,546	\$7,112,084	\$8,331,224	\$9,128,822

*Based on Q2 projections.

Figure 3. International education growth history

International student recruitment represents the greatest proportion of Algonquin's current international revenues (77%), followed by ESL programs (15%) and offshore activities (8%). This distribution of revenue is expected to change significantly once the College's Jazan activities come into full operations.

INTERNATIONAL STUDENT RECRUITMENT

Two types of programs make up international student recruitment at Algonquin: ESL programs, and PSE diploma/degree programs.

ESL Enrolment and Flow-through

Algonquin has enrolled 7,575 international ESL students since 2009-10, with 69% enrolling through an agent or sponsor. Interestingly, the number of students referred to the program by an agent increases by ESL level: in 2012, agents contributed to 22% of all Level 1 international ESL student enrolments, 62% of Level 5 enrolments, 75% of Level 7 enrolments and 81% of Level 8. In total, 1,449 or 19% of the international ESL students have attained Level 7 or 8 since 2009-10, making them eligible for admittance to a PSE diploma/degree program.

Of Algonquin's 1,965 international ESL enrolments in 2012-13:

- 321 students (16%) were enrolled in Levels 7 or 8; and
- 146 students (7.5%) flowed through to PSE programs at the College.

A SWOT analysis of the College's onshore ESL activity reveals the following:

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Algonquin is one of the largest ESL providers in Canada • Strong recruitment in Summer 2013 led to 216 new enrolments (including 43 in Levels 7 and 8) 	<ul style="list-style-type: none"> • Limited stakeholder agreement on ESL's strategic value to the College • Low contribution level • High faculty wages compared to competitors • IEC financial statements mix together revenue and expenses from different lines of business making it difficult to fully assess each product line's contribution • Underdeveloped ability to track ESL retention and flow-through to PSE
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Stable demand • Essential component in operating campuses abroad • Alternative models (e.g., Laureate, online, focus on diploma flow-through) 	<ul style="list-style-type: none"> • Multiple private-sector competitors • Small changes in cost structure have a significant impact on contribution

PSE Enrolment and Market Share

In 2012-13, 976 international students enrolled full-time at Algonquin's Ontario campuses, making up 5.6% of the total student body and providing Algonquin with a 4.8% market share of Ontario's 20,371 international college students.³⁴

In 2011-12, Algonquin welcomed 860 international students; these students accounted for 5.2% of the College's total student body and represented a 4.8% market share of Ontario's 17,889 international college students. In 2010-11, Algonquin hosted 780 international students, making up 4.8% of the total student body and accounting for a 5.4% market share of Ontario's 14,576 international college students.

While Algonquin's numbers compare favourably to some competitors, they are below those of other comparably sized institutions including Centennial and Sheridans³⁵. As an example:

- Sheridan grew its international student enrolment 50.8% between 2010-11 and 2011-12; and
- Centennial enrolled 3,505 international students in 2011-12, giving it a 19% share of Ontario's international college students.

³⁴ Colleges Ontario. (2013). Student and graduate profiles: Environmental scan 2013. Retrieved from http://www.collegesontario.org/research/2013_environmental_scan/CO_EnvScan_12_Stu&GradProfiles_WEB.pdf.

³⁵ Data for other Ontario colleges taken from multi-year accountability agreement (MYAA) reports.

A SWOT analysis of the College's onshore international student recruitment reveals the following:

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • PSE programs yield significant financial returns • Algonquin is home to a passionate, dedicated workforce • Location in the nation's capital provides staff easy access to Canadian diplomatic support • Location in the nation's capital provides prospective students easy access to embassy support • Strong and growing applied research activity 	<ul style="list-style-type: none"> • Enrolment is currently below the college system median • Lack of guaranteed international seats in programs limits ability to grow • Funding of support services has lagged behind growth in enrolment, placing pressure on support staff and services • IEC financial statements mix together revenue and expenses from different lines of business making it difficult to fully assess each product line's contribution • Faculty and staff concern over preparedness of and support for international students, and their impact in the classroom
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Growing global TVET demand • A strong 'Canada brand' to be leveraged against competitors from other countries • Move to the Responsibility Centred Management (RCM) model • An engaged federal government • Alternative models (e.g., Laureate, online) • Better use of emerging technologies to facilitate the marketing, recruitment and delivery of programs and services 	<ul style="list-style-type: none"> • Intense competition • Lack of coordinated pan-Canadian recruitment and marketing strategy (versus more coordinated approaches being taken by other countries such as the United Kingdom, Australia, New Zealand and China) • Levelling-off of previously fast growing Chinese, Korean and Saudi Arabian markets • Immature Citizenship and Immigration Canada visa processes in priority markets • International Student Recovery Fee may increase costs • Unpredictable world events

MOBILITY/EXCHANGES

While relatively few Algonquin students participate in traditional foreign exchanges (i.e., going abroad to complete a semester of study at a partner institution), students, faculty and staff do take part in work exchanges, overseas teaching assignments and applied research.

In 2012-13:

- 20 students participated in exchanges facilitated by the International Education Centre;
- 20 faculty participated in exchanges as part of the College's offshore partnerships (e.g., in China);
- 11 College administration and support staff travelled abroad in support of business development; and
- 8 staff from the International Education Centre travelled abroad in support of recruitment and business development.

A SWOT analysis of the College's mobility/exchange activity reveals the following:

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Canada's capital is an attractive destination for exchange students • Interest in exchanges is strong among College employees and students • Other College departments may be better suited to handle responsibilities for student and employee exchanges (e.g., Academic and Administration departments for employee exchanges, Co-op department for student exchanges) 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • No corporate or International Education Centre goals have been set for exchanges • No faculty/staff/admin participated in traditional exchanges • Exchanges are considered a cost centre with limited capacity to generate revenue except from administration fees • IEC financial statements mix together revenue and expenses from different lines of business making it difficult to fully assess each product line's contribution
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Growing international demand for exchange programs • Relatively low cost of establishing reciprocal student and faculty exchange programs with foreign institutions • Significant focus on student exchanges could attract prospective students interested in having a study abroad component to their education • Alternative models (e.g., joining exchange networks, operating for-profit international field trips) 	<p>THREATS</p> <ul style="list-style-type: none"> • Limited revenue opportunity

PSE PROGRAMS ABROAD

Algonquin's PSE programs abroad fall into two basic types of arrangements:

- **Program licensing**, through which Algonquin licenses a program of study and monitors its quality; and
- **Program/campus operations**, in which Algonquin has some form of operational oversight, from program delivery to full campus operations.

The following four delivery models are currently used for Algonquin's PSE programs overseas:

- **Single delivery model:** Algonquin licenses a program to an overseas partner for delivery. The College's role is to monitor and audit the quality of the program. This model is currently utilized in the College's PSE programs in Montenegro and India.
- **Joint delivery model:** Algonquin is responsible for delivering one or two programs within a post-secondary institution but does not own the program as a whole. Students in these programs have the option to continue their studies at Algonquin's Canadian campuses while paying international student fees. The joint delivery model is currently utilized in our partnerships in Nanjing and Shenyang, China.
- **Mixed service model:** Algonquin and an overseas partner share responsibility for staff recruitment and program quality. Scalable payment is based on total enrolment. The mixed service model is currently used to govern our Kuwait partnership.
- **Majority owned subsidiary model:** Under this model the college establishes a majority owned, independent limited liability company (LLC) within the foreign country to manage and operate its operation. This model is used in the College's partnership in Jazan, Saudi Arabia.

Each of these models has experienced large variations in their return on investment, from as low as 21 percent to as high as 250 percent. Currently, all four models have low flow-through rates, meaning few students currently choose to complete or extend their studies at Algonquin's Canadian campuses.

A SWOT analysis of the College's offshore PSE program activity reveals the following:

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Algonquin is considered a Canadian leader in PSE abroad • Revenues from PSE abroad are increasing • While only three enrolments were generated via flow-through in 2012, the model can be adjusted to increase effectiveness • Contracts in Saudi Arabia and Kuwait will provide experience with the offshore campus model • Applied research could be promoted as a key differentiator 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Multiple partnership models with varying returns on investment • Need of coordination with other departments to deliver key components of contracts (e.g., Academic Units, Registrar's Office, Marketing, IT, HR) • IEC financial statements mix together revenue and expenses from different lines of business making it difficult to fully assess each product line's contribution • Maturity of the College's international program quality assurance processes
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Growing global demand for TVET programs • A strong 'Canada brand' to be leveraged against competitors from other countries • Few Canadian competitors • Alternative models (e.g., offshore campuses, online, private vs. public) 	<p>THREATS</p> <ul style="list-style-type: none"> • Success rate of traditional/public offshore campus providers is low • Success rate of private for-profit offshore campus providers is high • Private for-profit competitors have significant access to funding • International Student Recovery Fee may increase costs

CORPORATE TRAINING

This type of contract training is typically undertaken for revenue-generation purposes first, then philanthropic purposes second. Because international corporate training is a new line of business for the College, no previous financial data is available. An example of the potential impact such programs could have, however, is provided by the British Columbia Institute of Technology (BCIT), which experienced a 138% return on investment for a six-week contract to deliver training workshops to instructors at a technical college in Chile.³⁶

A SWOT analysis of the College's offshore corporate training activity reveals the following:

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none">• Algonquin already has international campuses• Could be promoted in partnership with applied research	<ul style="list-style-type: none">• Algonquin's corporate training business model is still evolving• The College has limited international corporate training experience• Financial statements are mixed with other International Education Centre lines of business
OPPORTUNITIES	THREATS
<ul style="list-style-type: none">• Growing demand in emerging and evolving countries• A strong 'Canada brand' to be leveraged against competitors from other countries• Good fit with Canadian corporations working abroad• Alternative models (e.g., partnership, online)	<ul style="list-style-type: none">• Low barriers to entry• Intense competition

³⁶ BC Centre for International Education. (2003). *Return on investment analysis of international education*. Retrieved from <http://www.futured.com/documents/ReturnonInvestmentinInternationalEducation.pdf>.

DEVELOPMENT ASSISTANCE TRAINING

Algonquin has supported the development of education and training capacity in emerging nations for nearly a decade. In 2012-13, the College undertook one development assistance contract, working with the Association of Canadian Community Colleges (ACCC) to implement a component of the Education For Employment Project in Tanzania. This project focused on building on institutional capacity in the areas of hospitality programs and advanced teacher training for faculty members at the Dodoma Regional Vocational Training and Service Centre.

Development assistance projects, while generating low levels of contribution, offer significant non-monetary benefits ranging from brand awareness to employee engagement.

A SWOT analysis of the College's development assistance activity reveals the following:

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none">• Contracts are relatively inexpensive to acquire• Increasing international reputation• Our comprehensive set of College programs and experiences provides a high level of expertise in this area• Location in the nation's capital	<ul style="list-style-type: none">• Low contribution level• Algonquin's current organizational structure does not focus on this line of business• Financial statements are mixed with other International Education Centre lines of business• Inability to generate a sufficient amount of media exposure to make these activities work as a brand multiplier
OPPORTUNITIES	THREATS
<ul style="list-style-type: none">• Stable demand in emerging and evolving countries• A strong 'Canada brand' to be leveraged against competitors from other countries• Good fit with Canadian corporations working abroad• Alternative models (e.g., partnership, online)	<ul style="list-style-type: none">• Changes to CIDA and the federal government's foreign aid model• While contracts are inexpensive to acquire, there is worldwide competition for such contracts

OPPORTUNITIES

EVALUATING THE OPPORTUNITIES

Taking the political, economic, social, technological and competitive realities of the global education environment into consideration, the question is then: what are the areas of greatest opportunity for Algonquin?

To remain competitive, Algonquin will need to bring greater scrutiny and rigor to the selection of the markets it pursues. Not all opportunities are equal. With limited resources, which countries should our international recruitment team visit? Which offshore markets should Algonquin invest in? How do human rights, equity, safety, potential socio-economic impact and return on investment factor into the decision-making process?

Zeroing in on the Areas of Greatest Potential

Today, onshore PSE, offshore PSE and international corporate training produce the greatest contribution for the College. ESL has a high cost structure that inhibits its contribution. Its greatest value is in delivering learning-ready students into PSE programs.

The College's experience has shown that contribution varies when programs are offered on an individual basis—suggesting that pursuing fewer, larger arrangements may yield better overall results. While development assistance work does not produce financial returns, it does contribute to the College's international brand awareness, underscoring the importance of looking beyond purely economic measures when evaluating international activities.

International Education has Two Dimensions

Our research has identified two dimensions to international education, both of which are relevant to Algonquin:

- **Domestic/onshore:** Involving the recruitment of international students to Algonquin's Ontario campuses and the delivery of programs and services domestically.
- **Abroad/offshore:** Supporting the development of technical and vocational education and training (TVET) internationally through the delivery of programs and services outside abroad.

Algonquin's Approach to Evaluating International Opportunities

Different considerations come into play when weighing onshore and offshore international education opportunities. This plan introduces a set of analytical frameworks or models for use by decision makers as they set out to determine which opportunities to pursue.

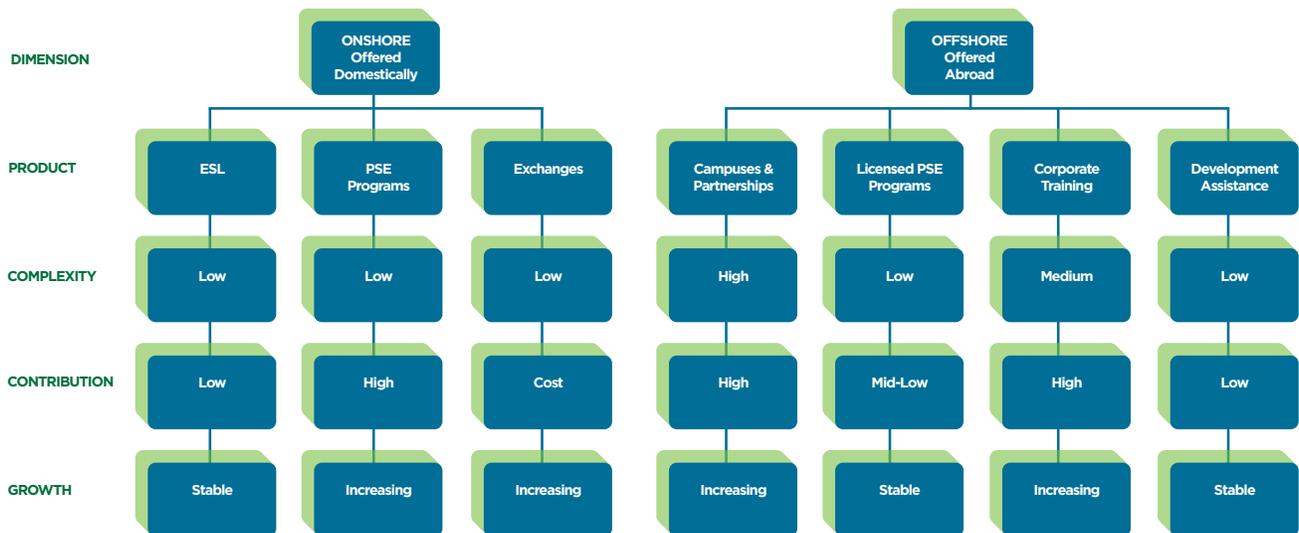


Figure 4. Growth analysis by line of business

ONSHORE INTERNATIONAL RECRUITMENT

To aid in identifying which countries offer the greatest opportunity for international student recruitment, successful institutions have turned to analytical models that weigh a selection of measures to determine ideal environments. Over the course of the past few months, Algonquin has developed its own statistical framework using a series of weighted criteria it believes are indicators of international student recruitment success.

The criteria used to analyze and determine countries of interest include, among other measures:

- Population size, including percentage of the population under the age of 24;
- Gini Index³⁷ and GDP per capita;
- English Proficiency Index;
- UNESCO and Barro-Lee indices for tertiary education;
- Percentage of GDP spent on education;
- Rate of urbanization;
- Ease of doing business;
- Corruption Perception Index;
- Human rights indicators; and
- Safety and security indicators.

The framework and weighted measures used return to the College a ranking of countries and regions best suited for international recruitment. The model is one of multiple sources of information International Education Centre staff have at their disposal from which to make informed decisions.

³⁷ The Gini Index measures how much income is distributed among the citizens of a nation.

OFFSHORE PARTNERSHIPS

The College has established an evaluation framework to guide decision-makers in determining the suitability of offshore partnership opportunities. This framework consists of the following criteria:

1. **Country/regional suitability:** Does the opportunity fit within the College's parameters for safety, corruption, human rights, economic indicators, education policies, English proficiency, local customs and practices, partnership quality, and market opportunity?
2. **Alignment with the College values, mission and vision:** Does the opportunity fit within the College's values of caring, learning, integrity and respect? Does the opportunity align with our mission and vision?
3. **Opportunity for student and employee success:** Does the opportunity benefit our students and/or employees—past, current and future?
4. **Return on investment:** Does the opportunity return to the College an appropriate return, whether financial or otherwise, given the identified level of risk?
5. **Local, federal and provincial government support:** Does the opportunity have strong local, federal and provincial government support?

In addition, once engaged offshore, the College has a requirement to continuously remain aware of and mitigate the associated level of risk. This ongoing risk assessment includes monitoring of:

- Conflict and corruption within the country or in neighbouring countries;
- Changing government policy/direction;
- Legal and financial complexity;
- Cultural sensitivity and fit; and
- Market awareness.

In the end, these opportunities and risks are similar to the ones faced by every global organization, and they confirm the need for the College to have in place effective contingency planning. Increased international activity brings with it both increased opportunity and risk. For our students and employees, this opportunity will help broaden global perspectives and increase employability. For the countries, regions and cities we serve, it will increase community prosperity and support the development of their most important asset: their citizens. Finally, for the College, increased international activity will open new markets, help balance anticipated decreases in Canadian enrolments, and serve as a catalyst for institutional innovation.

STRATEGIC DIRECTION

A THREEFOLD APPROACH

Algonquin's 2012-17 Strategic Plan sets out clear goals and priorities for the College's international activities. With expanded offerings, Algonquin will attract more international students to its campuses and more partners to develop offshore campuses and programs. More students and employees will have opportunities to work abroad. And the College will be better able to support the economic and social development of the communities it serves.

Context

This new strategic direction takes into account a fast-changing educational environment. Shifts in domestic demographics require bold and innovative new approaches. The provincial government's call for increased differentiation and self-sufficiency necessitates a more entrepreneurial approach. The surge in global demand for high quality, technical and vocational education and training combined with Algonquin's growing reputation and experience provides the College with significant opportunity to expand, both onshore and offshore.

Mission, Vision and Values

Guiding the College's international growth are its renewed mission, vision and values: a belief in the power of education to transform hopes and dreams into lifelong career success and of Algonquin to be a global leader in digitally-connected applied education and training.

Primary Motivators and Target Audiences

The College has identified three primary motivators for expanding its operations internationally:

1. To serve as a catalyst for community social and economic prosperity through the development of human talent and applied research;
2. To support student and employee employability by providing relevant and rewarding global experiences; and
3. To improve College sustainability by embracing innovation, increasing quality, and generating contributions for re-investment in the College.

While it would be possible to centre an international strategy on any one of these motivations, Algonquin has determined that its interests—and those of its stakeholders—are best served by focusing on where the three drivers intersect. The College believes that linking community prosperity, student and employee employability and College sustainability together will create a truly comprehensive international education strategy.

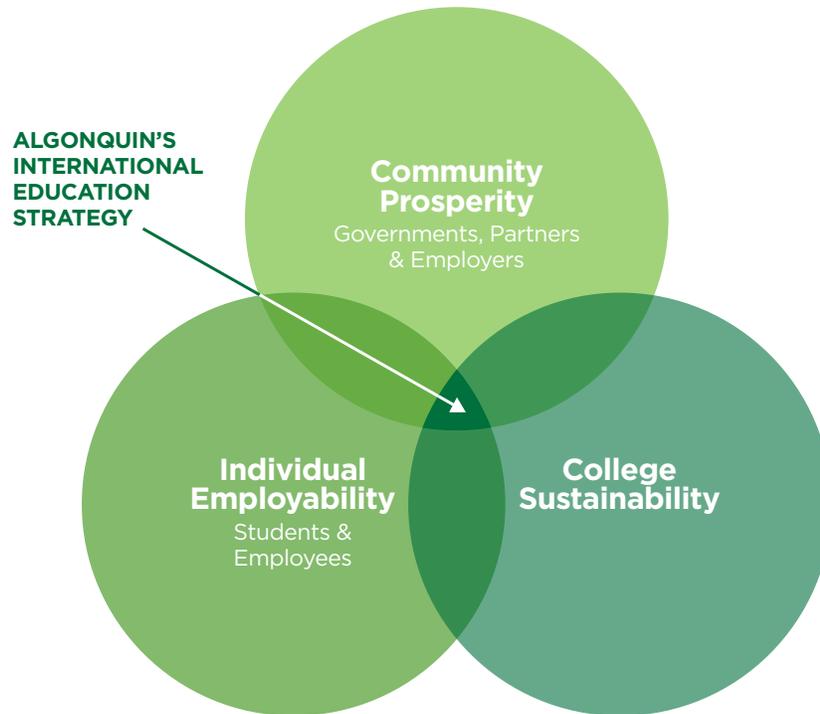


Figure 5. Three primary motivators for Algonquin’s International Education Strategy

Measurable Goals

This plan aligns with the College’s goals of increasing full-time enrolment from the current level of 976 to 1,400 international students (excluding ESL programs) and growing international-related revenue from \$14.4 million to \$20.9 million by 2017. To further drive the success of the International Education Strategy, this plan calls for the use of a broader set of indicators, moving the College toward a mix of output, outcome and community impact measures.

COMMUNITY PROSPERITY	INDIVIDUAL EMPLOYABILITY	COLLEGE SUSTAINABILITY
Graduation and employment rates	Number of international students studying at Algonquin	Likelihood to recommend Algonquin College
Employer/partner satisfaction	Student satisfaction and employee engagement	Quality of international programs
	Number of students and employees participating in foreign opportunities	Dollars raised in alternative revenues

Figure 6. Proposed measures for Algonquin’s International Education Strategy

RECOMMENDATIONS

FOCUS, ALIGNMENT AND SCALABILITY

Based on the College's assessment of opportunities and risks, and emerging from the selected strategic objectives, the following recommendations identify strategies and tactics for Algonquin to focus its international efforts.

1. FOCUS ON ONSHORE AND OFFSHORE PRODUCTS AND PARTNERSHIPS

Recommendation 1: Align international efforts along two dimensions—onshore and offshore

Algonquin's International Education Centre should continue to address both the onshore and offshore aspects of the international education opportunity.

Recommendation 2: Expand onshore PSE programs, offshore campuses and partnerships, and licensed PSE programs

- Onshore PSE programs: Believing that all students benefit from an international perspective, this plan recommends setting a long-term goal of having international students make up 10 percent of total enrolment. Increased investment, improved country focus and continued work in developing programs of interest to the international students have the capacity to significantly grow international recruitment.
- Offshore campuses and partnerships: Building on its experience, Algonquin has a unique opportunity to become a global leader in the export of Ontario education. This plan calls for the College to target efforts at ensuring its Saudi Arabia and Kuwait expansion plans are successful for all stakeholders: governments, local partners, employees, students and the communities we serve. Once the model is refined and tested, the College should seek to scale the effort more broadly.
- Offshore licensed PSE programs: Global demand for TVET programs and courses is growing. This plan recommends taking advantage of licensed PSE programs' low risk and stable contribution levels to establish a dedicated team focused on sales, product development and quality assurance.

Recommendation 3: Revise onshore ESL, exchanges, offshore corporate training and offshore development assistance

- ESL: Low contributions and flow-through of students to the College's PSE programs indicate a need to revise the goals and operating model of the ESL program. To enhance the results of onshore ESL training, it is recommended the College reorganize the program to take greater advantage of international student recruitment activities and concentrate on improved flow-through of ESL grads into PSE programs.
- Exchanges: Demand for international exchanges is expected to rise over the coming years as both students and employees recognize the importance of gaining global experience. This plan calls for Algonquin to review the manner in which it supports foreign exchanges, establishing firm College-level targets and transferring responsibility from the International Education Centre to more appropriate departments.
- Corporate training: While the opportunity for expansion in corporate training is significant, this plan recommends focusing on corporate training opportunities aligned with the campuses and partnership focus.
- Development assistance training: The College remains committed to supporting the social, economic and environmental development of emerging nations. This plan recommends maintaining efforts aimed at developing individual and organizational core competencies when assisted through external funding and community fundraising.

Recommendation 4: Focus on countries/regions of interest

Based on the analytical framework detailed in the previous section, this plan recommends Algonquin focus its onshore international student recruitment and offshore campuses and partnerships work in the following countries:

Onshore international student recruitment

REGION	COUNTRIES
Africa	Primary: Nigeria Secondary: Cameroon, Zimbabwe
Asia	Primary: China, India, Indonesia, Korea, Vietnam Secondary: Malaysia
Europe	Primary: Russia, Turkey, Ukraine Secondary: Kazakhstan
Middle East	Primary: Kuwait, Libya, Saudi Arabia Secondary: Egypt, Morocco
North America	Primary: United States
Latin America and the Caribbean	Primary: Brazil, Colombia, Mexico, Peru Secondary: Chile, Costa Rica

Figure 7. Onshore international student recruitment priority markets

Offshore campuses and partnerships

REGION	COUNTRIES
Asia	Primary: Vietnam, China Secondary: Malaysia
Middle East	Primary: Saudi Arabia, Kuwait Secondary: Qatar
Latin America and the Caribbean	Primary: Brazil, Colombia, Peru

Figure 8. Offshore campuses and partnerships priority markets

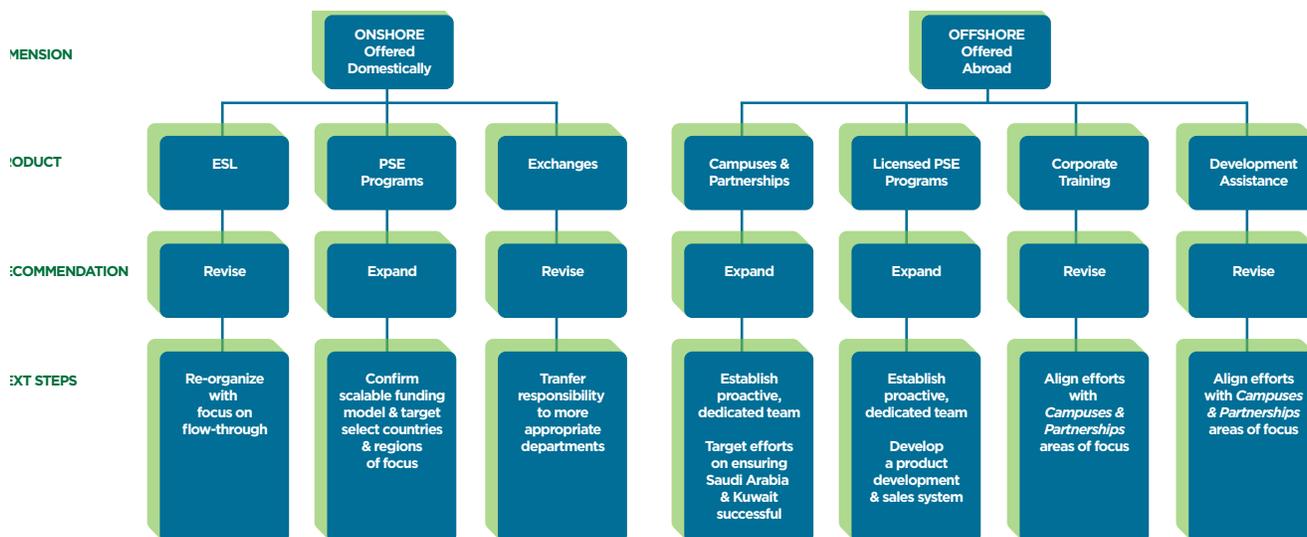


Figure 9. Recommendations at a glance

2. ALIGN OUR PEOPLE, PROCESSES AND KNOWLEDGE

Recommendation 5: Hire passionate employees committed to the College’s mission, vision, values and international direction—and invest in their professional development

To take full advantage of the global opportunities facing the College, Algonquin must become skilled at finding, hiring and keeping an internationally adept workforce. In partnership with the International Education Centre and the College’s various faculties, schools and departments, Human Resources will develop partnerships, practices and procedures aimed at creating a competitive advantage in the hiring of employees aligned with the College’s international direction.

To serve our growing international student body we will further invest in the professional development of employees, helping them develop the skills required to thrive in today’s global workforce. Equally, we will develop internationally accessible, College-wide services that will permit our clients to find the information and services they need effectively and efficiently, regardless of their location.

Recommendation 6: Strengthen our student preparedness and support processes

Students adjusting to life in a new city, climate, culture and learning style may require additional support from Algonquin faculty, staff and services. With student success a pan-College priority, Algonquin will ensure that all students—domestic and international alike—have access to the supports they need to achieve their learning goals.

Recommendation 7: Internationalize College policies and procedures

As we expand internationally, Board of Governors and College-level policies and procedures will be reviewed and updated to ensure they accommodate the realities associated with our international activities.

3. DEVELOP SCALABLE ACADEMIC, FINANCIAL AND RISK MANAGEMENT MODELS

Recommendation 8: Empower the International Education Centre for growth and entrepreneurial decision-making

To ensure measurable success, this plan recommends that International Education Centre work to review and, where appropriate, establish modern business practices that encourage growth and entrepreneurial decision-making, including:

- Replacing the current 'floating' contribution model with a 'set' contribution percentage;
- Participating in a responsibility-centered management model pilot; and
- Investigating alternative management/employee performance incentive models.

Recommendation 9: Establish oversight, accountability and risk management mechanisms

As the international effort expands, so too must the College's oversight mechanisms. This plan recommends the College invest in updating its existing practices and procedures covering governance, strategic planning, auditing and risk management. This effort includes:

- Annually reviewing international sector best practices, focusing first on the areas of governance and risk management;
- Integrating international risk management oversight into the College's existing risk-management practices; and
- Putting in place improved accounting practices so that the performance of the College's different lines of business can be assessed more precisely and strategically.

Recommendation 10: Refine the College's international product development and quality assurance processes

Critical to the College's ability to remain competitive is its ability to offer high-quality, internationally relevant, labour-market-driven products and services. This plan calls for the College to refine its product development practices to ensure Algonquin has the appropriate product-mix required to attract international students—and to uphold the annual assessment process that ensure the quality of programs delivered offshore.

NEXT STEPS

IMPLEMENTATION

Once finalized, the International Education Centre will begin to communicate its new direction more broadly, setting in motion implementation efforts that will move the College closer to its vision of being “a global leader in digitally-connected applied education and training”.

For additional information, including access to numerous reports and research reviewed as part of this effort, visit www3.algonquincollege.com/international/plan.



