Outbound Student Mobility: The Canadian Policy Experience
A WORD ABOUT “OSM”

Outbound student mobility (writ large)
• Within degree / temporary mobility
• International experience abroad
• International learning opportunity
  – Study abroad
  – Internships/Co-ops/WIL abroad
CANADIAN OVERVIEW
DEGREE & WITHIN-DEGREE MOBILITY

• 3.4% of Canadian PS students were enrolled abroad (2013)

• 97% universities offer international experiences

• 3.1% of full-time undergraduates had an international experience abroad (2012/2013)

• 2.2% had a for-credit experience abroad (2012/2013)

(OECD, 2016; Universities Canada, 2014)
WHY OSM?

“Going abroad to study or train helps people develop their professional, social and intercultural skills and increase their employability.” (EC, 2017)

“Studying abroad is an important cultural and personal experience for students, as well as a way to improve their employability in the globalised sectors of the labour market.” (OECD, 2016)

“In addition, many governments and supranational institutions have shown interest in promoting academic, cultural, social and political ties among countries.” (OECD, 2016)
REGIONAL AND NATIONAL TARGETS

- EHEA (2011): 20% by 2020

- Australia (2014): New Colombo Plan

- G7 Countries: Outward student mobility targets & strategies since 2009
  - except Canada
G7 COUNTRIES

2009: USA ➢ 100,000 Strong initiatives + GSA (2014)
2012: Japan ➢ Go Global Japan: Double OSM by 2020
2012: Italy ➢ EHEA Target (20%)
2013: Germany ➢ 50% target
2013: France ➢ Foster OSM for all (Loi Fioraso)
2013: UK ➢ Outward Mobility Strategy + Double Target
2017: Canada ➢
LEVELS OF ANALYSIS

- Political
- Public Policy
- Institutional
- Students

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JURISDICTIONAL AUTHORITIES

International (fed., Art. 91)

Inbound

Education (prov., Art. 93)
OUR HISTORY

• Study abroad and Student Exchange Programs
  – France/MEC (1926)
  – Germany (1964)

• WIL
  – Great Britain (1954)*
  – France (1956)
  – Germany (1965)
How is OSM public policy made at the jurisdictional level in Canada?
THEORY, CONCEPTS, APPROACHES

- Public policymaking (Lindblom, 1959)
- Pressure groups and policy communities (Pross, 1992)
- Double-loop learning (Argyris, 1976)
- 360-degree look (Knight, 2012)
- Social discourse analysis (Angenot, 1989)
HUB-AND-SPOKE
PUBLIC POLICYMAKING MODEL (HSPPM)
Jurisdictional-level Landscape
ONTARIO

OSM Public-Policymaking Landscape

MAESD

COU

Reports

HEQCO
OUI

MEDG
MRIS

CFS-ON
OGSA
OUS

OCC

IE Sector

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OSM Advocacy Landscape

Gov-Comm Reports

MAESD
OSM Public-Policymaking Landscape

FEDERAL LEVEL

GAC

- FHSS UnivCan
- CBIE CCIE
- BCC CCC
- CASA CFS
- 3 OGDs CMEC
- CIHR NSERC SSHRC
- Mitacs + Reports

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FEDERAL LEVEL

OSM Advocacy Landscape

GAC

UnivCan

Mitacs Chakma Report

CBIE CCIE

CIHR NSERC SSHRC

IRCC

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Background – Methodology – Findings - Discussion 19
Ontario
- No sectoral OSM advocacy
- No province-wide OSM funding
- No province-wide OSM programs
- No gov OSM messaging/signaling
- Developing PSIES

Federal
- Strong sectoral OSM advocacy
- Some Canada-wide OSM funding
- Boutique OSM programs
- Limited gov OSM messaging/signaling
- IES: No OSM

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OSM POLICY COMMUNITIES AND RESULTS

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POLICYMAKING REVISITED

- Desired Result:
  - Agreement
  - Outputs/Outcomes

- Double-loop learning
COMPARISONS

• Developing countries
• EU / ERASMUS
• OECD / USA / AUSTRALIA
Do we want to be a society where 3% of a yearly cohort has an international learning experience abroad?
PEER NATIONS: HOW?

• UK
• France
• Germany
AS EASY AS 1, 2, 3

1. Champion
2. Target
3. Data

Every solution has a problem. OR Every problem has a solution.
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SELECT REFERENCES


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