

# APAIE 2024



PERTH, AUSTRALIA 4-8 MARCH 2024

## #APAIE24

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*Collaborating for sustainable impact: partnerships across the Asia Pacific*

APAIE Perth 4 - 8 March 2024

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Session 6A: Weds 6<sup>th</sup> March, 8:30 – 9:15

**Building Inclusive Global Indigenous Learning Experiences  
between Canada and Australia**

Andrew Champagne  
Colleges and Institutes Canada, Canada

Ada (Kar Wai) Lee  
Kwantlen Polytechnic University, Canada

Simon Davies Burrows  
Edith Cowan University, Australia

Grantley Winmar  
Edith Cowan University, Australia

**Chair**  
Andrew Champagne  
Colleges and Institutes Canada, Canada

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# Building Inclusive Global Indigenous Learning Experiences between Canada and Australia

Edith Cowan University (**Australia**)

Kwantlen Polytechnic University (**Canada**)

Global Skills Opportunity (**Canada**)



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

# Acknowledgement of Country

*The City of Perth (Boorloo) acknowledges the Whadjuk Nyoongar people as the Traditional Owners of the lands and waters where Perth city is situated today, and pay our respect to Elders past and present.*



# Introduction



**Andrew Champagne**

Manager, Mobility Programs  
Colleges and Institutes  
Canada (CICAN)  
Global Skills Opportunity



**Ada Lee**

Manager, Global Learning  
& Partnerships  
KPU



**Grantley Winmar**

Lecturer, Kurongkurl  
Katitjin  
ECU



**Simon Davies Burrows**

Manager, Internationalization  
ECU

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# Session goals/agenda

- Program Overview
- Student Testimonials
- The Indigenous Student Services Perspective
- The Australian Perspective
- 2024 and beyond
- Q&A



# Global Skills Opportunity

## Canada's Outbound Student Mobility Pilot Program



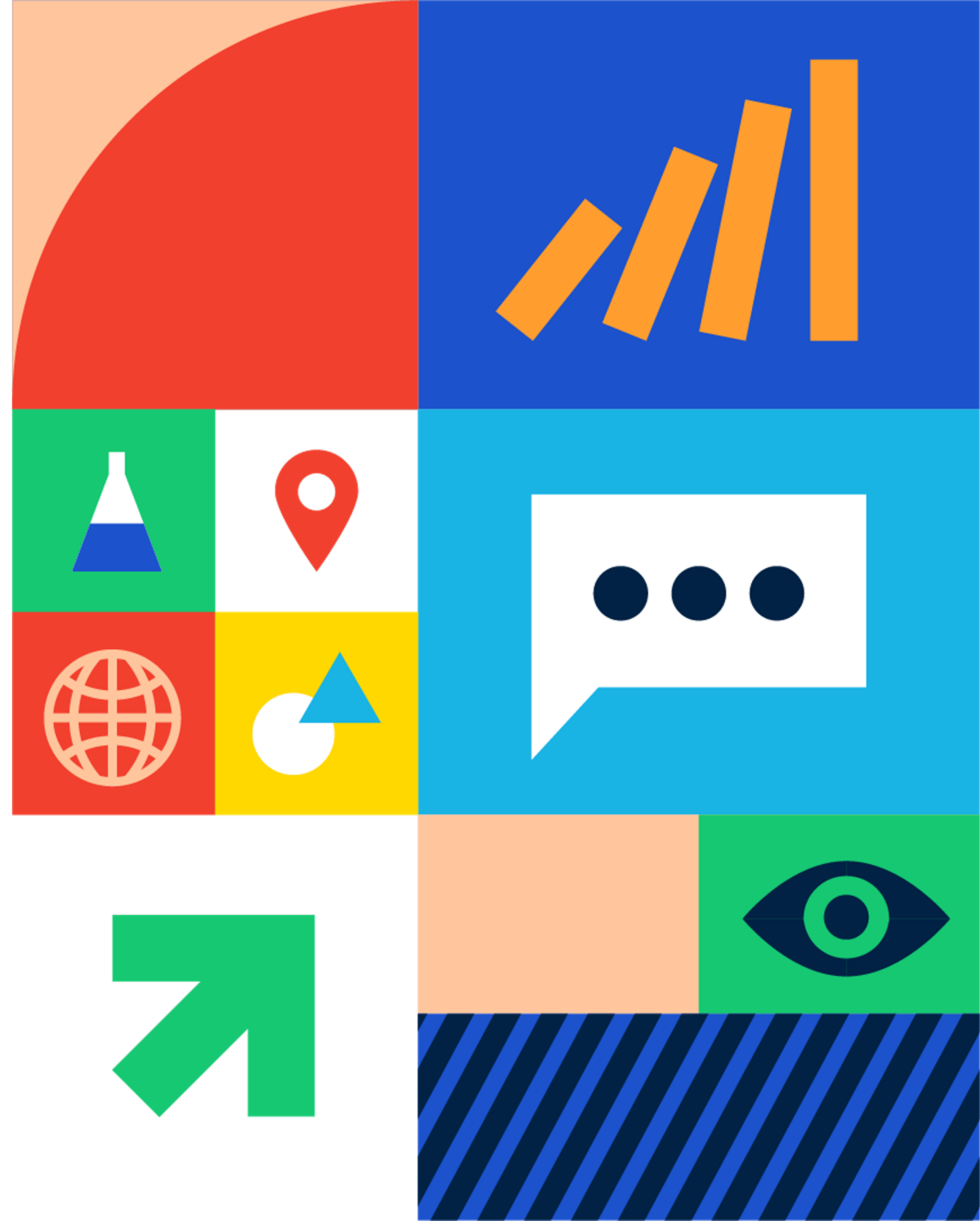
Global  
Skills  
Opportunity

Expérience  
Compétences  
Mondiales

Canada

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

Expérience compétences  
mondiales est financé par le  
Programme pilote de mobilité  
étudiante vers l'étranger du  
Gouvernement du Canada.



# Outbound Student Mobility Pilot



## Outbound Student Mobility Pilot (\$95 million total over 5 years)

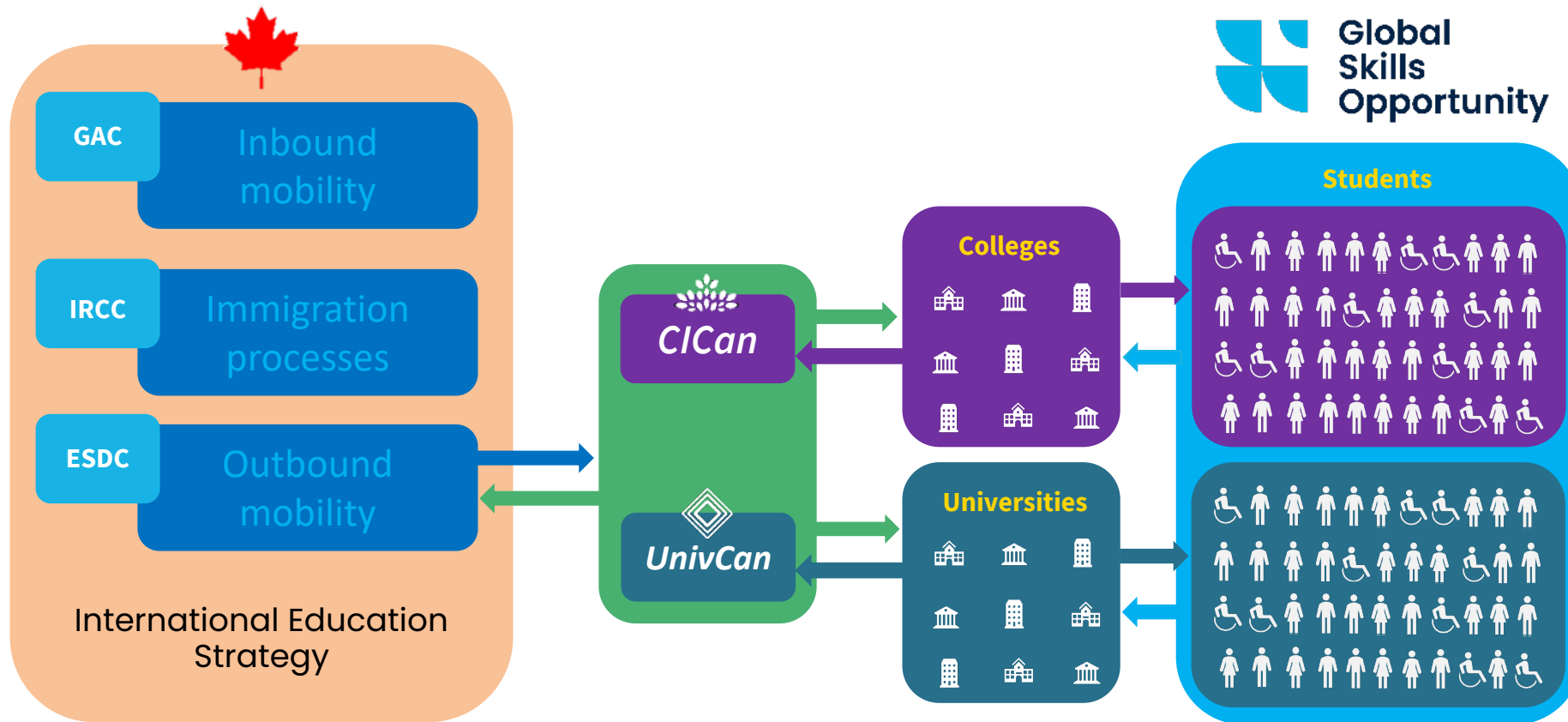
A five-year pilot project will support up to 11,000 college and university undergraduate students to study or work abroad in alignment with larger Government of Canada priorities.

Half of the funds in the pilot will support equal access to international mobility opportunities and market diversification for underrepresented students (e.g. low-income students, Indigenous students, and students with disabilities).





# Roles and Responsibilities



# Program Objectives



## Include

Widen access and equity to participation in outbound student mobility programming

## Diversify

Diversify the destination countries where students choose to study/work abroad

## Innovate

Test innovative approaches to reduce barriers to study/work abroad

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# GSO Progress Dashboard



## **131 PARTICIPATING POST-SECONDARY INSTITUTIONS**

64 universities, 67 colleges, cégeps and polytechnics.



## **151 MOBILITY PROJECTS**

92 at universities, 59 at colleges, cégeps and polytechnics.



**11,000+ POST-SECONDARY STUDENTS** projected to gain global skills through virtual and physical mobility opportunities by 2025.



**75% FROM UNDERREPRESENTED STUDENTS GROUPS** specifically Indigenous students, students with disabilities and those from low socio-economic backgrounds.

Through GSO-funded international study and work experiences, thousands of Canadian post-secondary students are gaining life-long skills they – and Canada – need.

### **TOP FIVE SKILLS GSO ALUMNI REPORT HAVING GAINED AND/OR IMPROVED:**

- Intercultural competencies
- Adaptability
- Communication
- Self-confidence
- Cultural sensitivity skills



**7,421 GSO PARTICIPANTS**



**80% OF STUDENTS TO NON-TRADITIONAL COUNTRIES**



**95% OF STUDENTS REPORTED GAINING INTERCULTURAL COMPETENCIES**

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# Global Indigenous Learning Experience

Program Overview



# Ada Lee

Manager, Global Learning & Partnerships

Kwantlen Polytechnic University

Vancouver, Canada



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# GLOBAL INDIGENOUS LEARNING EXPERIENCE

A PARTNERSHIP BETWEEN

**KWANTLEN POLYTECHNIC UNIVERSITY**

**&**

**EDITH COWAN UNIVERSITY**



# Global Indigenous Learning Experience (GILE)

- A cultural exchange program between ECU and KPU Indigenous students
  - **ECU:** Aboriginal & Torres Island Strait Islanders
  - **KPU:** First Nations, Métis, and Inuit

## Key features:

- non-credit bearing
- 3-4 weeks
- **Virtual**
- \$500CDN/AUD scholarship
- jointly developed by the Indigenous Student Services and International Offices

# Partners since 2011



**Edith Cowan University (ECU)**

Perth, Australia

**Kwantlen Polytechnic University (KPU)**

Vancouver, Canada

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# GILE - Who

## WHO

- **Planning:**

- KPU International Office
- ECU International Office
- Indigenous Student Services at KPU
- Kurongkurl Katitjin

- **Students:**

- 5-8 from each institution

- **Speakers:**

- KPU/ECU professors
- K-12 teachers
- Artist in Residences
- Elders in Residences
- Indigenous graduate student



# GILE - What

## WHAT

**8  
Sessions**

- 1 opening ceremony
- 1 closing ceremony
- 6 themed workshops by each institution
  - History/Identity
  - Language Revitalization
  - Special topics: Indigenous Resurgence & Indigenous Futurisms





# Global Indigenous Learning Experience 2023

## Welcome



adalee2 7mo

### Welcome to the Global Indigenous Learning Experience 2023



[Click here to find the Program Schedule.](#)

You are joining a cohort of 10 students from Kwantlen Polytechnic University (Canada) and Edith Cowan University (Australia) online for the next 3 weeks. Along this journey, you'll hear from speakers, both academics and community members, on select topics to provoke learning, reflections, and connections on Indigeneity.

## About the Program



### Who we are



GILE participant from 2022

This program is jointly brought to you by KPU and ECU staff from:

- Indigenous Student Services at KPU
- Kurongkurul Katitjin at ECU
- [Office of Global Engagement at KPU](#)
- [International Office at ECU](#)



Add comment

## Session 1: Opening



ryneccender 6mo

### Session Overview

#### Opening Session

**Tuesday, 20 June 2023,**

**9:00-10:30am AWST**

**Monday, June 19, 2023, 6:00-**

**7:30pm PDT**

The session opens with welcome and words from Indigenous Elders of both communities. The second half will be a time for us to get to know each other, and the program.



Add comment

adalee2 5mo

### Opening: Jam Board



## Session 2: Indigenous People in British Columbia



adalee2 5mo

### Speaker 1: Melinda Kachina Bige



<https://www.kpu.ca/arts/indigenous-studies/faculty/melinda-kachina-bige>

I am a Nehiyaw, Dene ts'ekwi from Denesuline lands of Lutsel K'e. I am a faculty member and interim Chair, Indigenous Studies department at Kwantlen Polytechnic University which is located on the land & waters of the Katzie, Kwantlen, Semiahmoo, Tsawwassen, & Musqueam people, where I also grew up. I am

## Session 3: Contemporary Identity



### DISCUSS:

Produce a mind map that explores your own sense of identity and what we can share with others and what remains distinct or Other?



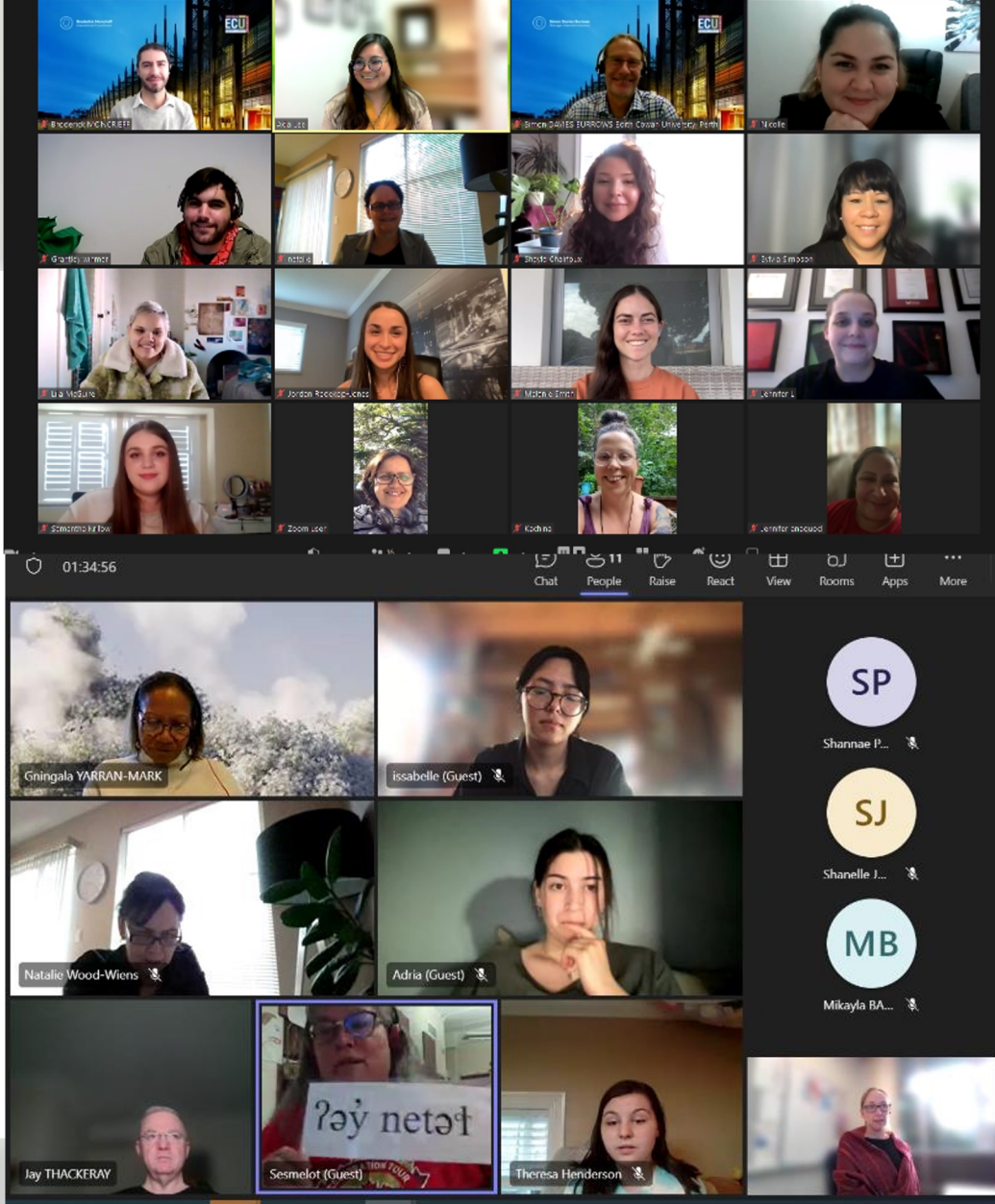
Add comment

Igrimston1 5mo

### Speaker: Grantley Winmar







## WHEN:

### Planning:

- First edition originally for 2020.
- First virtual session in 2022.

### Sessions:

- **6:00-7:30pm Vancouver Time**
- **9:00-10:30am Perth Time**
- **July**

# GILE - WHY

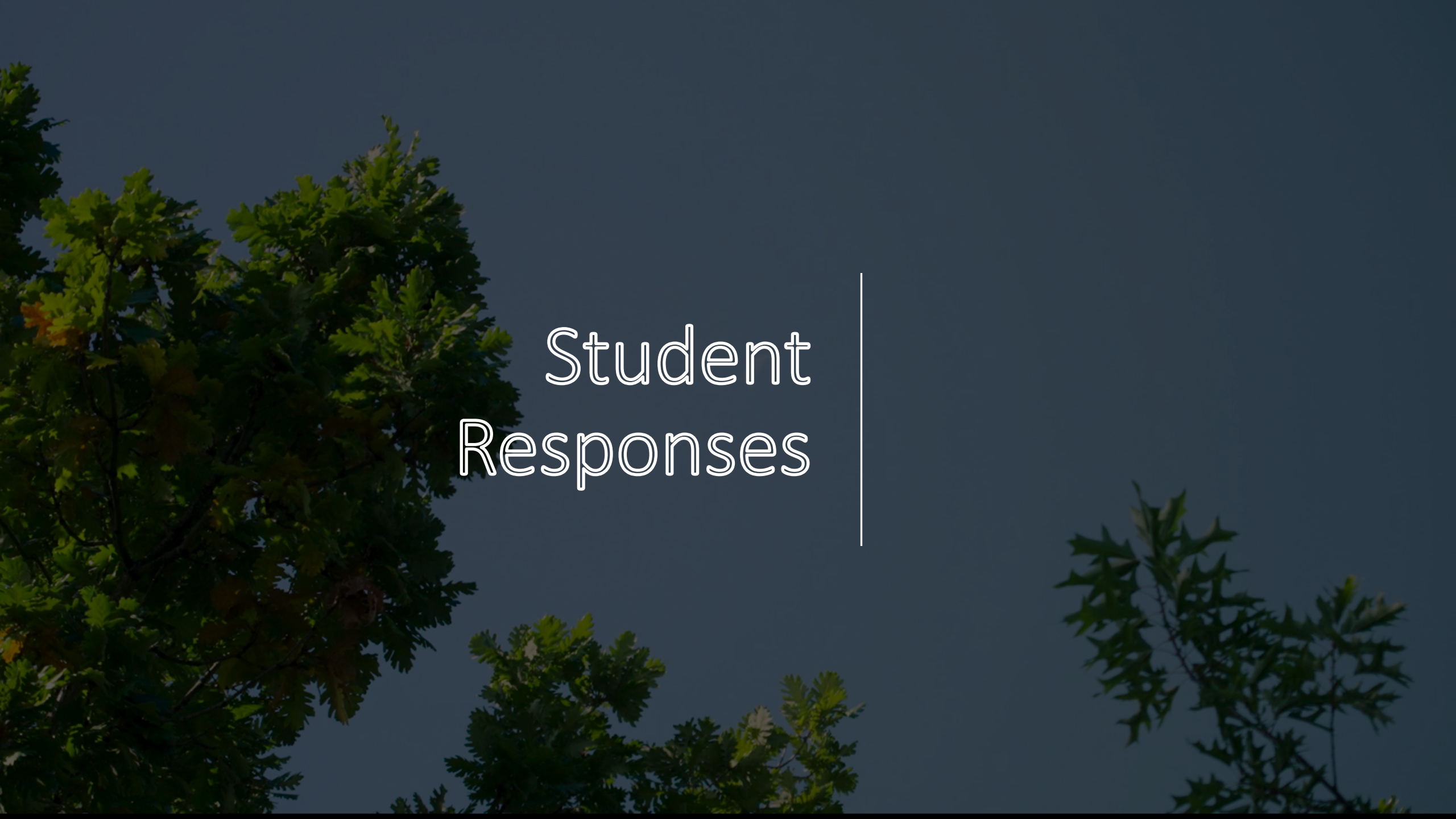
## WHY

- **increase participation in global learning experiences for underrepresented students**
  - decolonizing global learning programs
  - tailoring a culturally appropriate program for low-barrier & low-risk participation
  - creating more nimble peer-to-peer learning and engagement global experiences
  - increase number of virtual exchange options

# Program Design Considerations

- **How do we ensure students attend these sessions?**
  - scheduling and ease of access
  - non-credit bearing = flexible program
- **How do we encourage reflective learning?**
  - creating intimate and safe spaces online
  - encouraging the idea of a shared journey of learning
  - less focus on traditional Western academic style of learning
- **What does a true and equal partnership look like? Who is speaking?**
  - clear roles in program design and planning
  - true collaboration: minding yourself + listening + team mindset





# Student Responses

---

Describe what surprised you the most about this experience, about each other, each country, each culture?

The shared experiences we have as First Nations Peoples

surprised that there were so many women!

**shared trauma**

how much has been lost, but also reclaimed

Shared experiences!

how similar our experiences are.

How moved I was by the maintained connection to country, ancestors, each other

Commonalities

**To learn from each other!**

how comfortable we all felt in sharing from the start



# How can you best describe this experience to others who were not part of it?

great way to experience different cultures and to learn more about our own.

Comfort in talking to others who understand exactly how you are feeling

opportunity to connect and find strength in collective Indigenous knowledge & power

It is a must-do!  
Great life experience!

A sharing of information around our experiences, history and cultures. Also a great opportunity to reflect on your own experiences as an Indigenous person

not long enough, we only scratched the surface but incredibly amazing

It was incredibly eye opening and very special :)

Amazing opportunity

Take the opportunity to enroll in an exchange program

Interesting

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Consider the people you met along your journey. Using one word, what did you learn or takeaway from them?





Would you be interested in a physical mobility format of this experience? (vote with the button/circle available!)





# Our Shared Journey: Internationalization & Indigenization

The Australian Context



# Simon Davies Burrows

Manager, Internationalization  
Edith Cowan University  
Perth, Australia





# Edith Cowan University



Established in 1991  
3 WA Campuses + ECU Sri Lanka



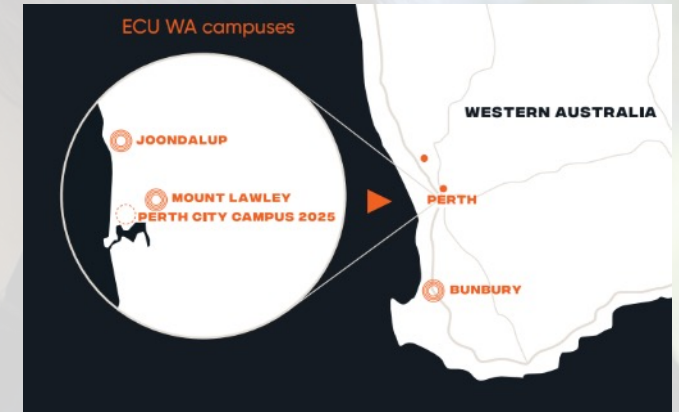
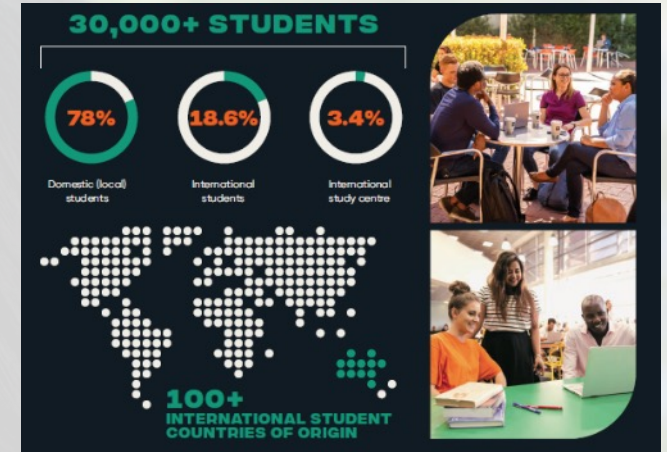
Named after the 1<sup>st</sup> woman elected in  
the Australian Parliament  
**EDITH DIRCKSEY COWAN**



8 schools with over 250 course  
offerings on three campuses in  
WA



Over 30,000 students  
6,000 international students





# Strategic Plan – Goal 3 Internationalisation



- 10. International recovery and growth
- 11. Global relationships
- 12. Strengthening offshore delivery
- 13. International partnerships for research students
- 14. An internationalised student experience.

***ECU will increase participation in inbound and outbound student mobility activities that provide international experiences and promote global citizenship***



# Internationalisation – Why is it important?



## Internationalisation (Learning Abroad) Outcomes

- Academic
- Intercultural competence and global citizenship
- Personal and Social Development
- Career Direction

....

## Employability

- Intercultural Skills
- Flexibility & adaptability
- Curiosity
- Confidence and
- Self-awareness
- Team work

From Potts, D. (2016), *Outcomes of Learning Abroad Programs*, International Education Association of Australia

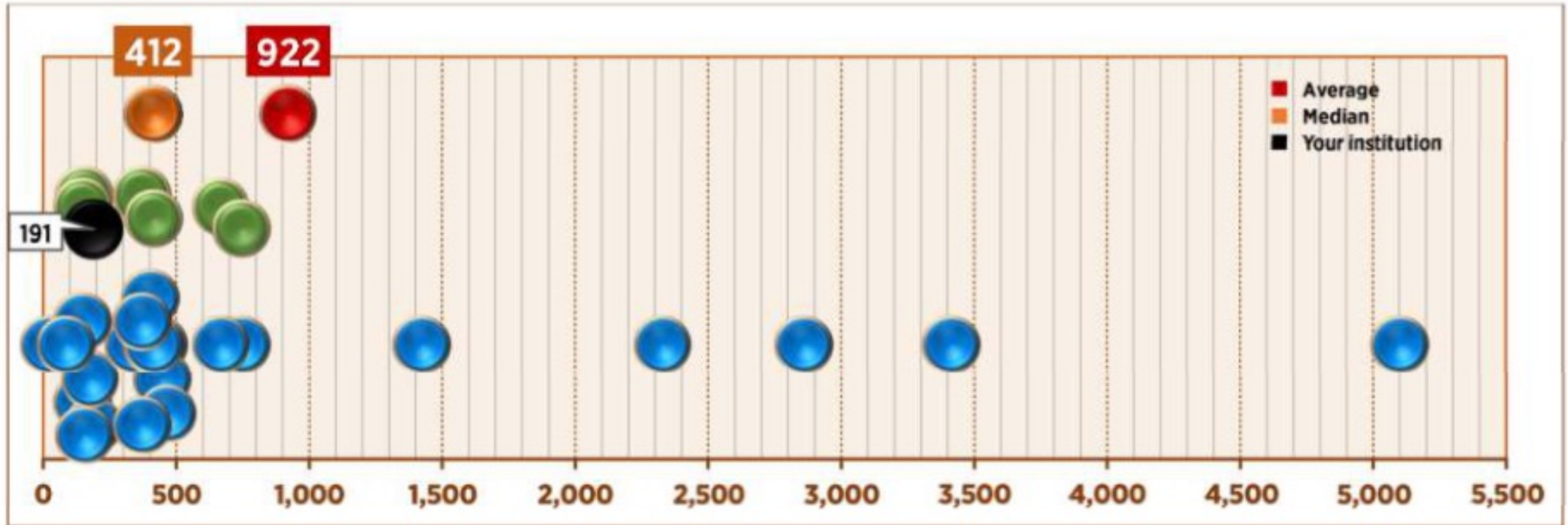
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# Internationalisation – Outbound Learning Abroad Performance – ECU

Number of Learning Abroad experiences across the sector - 2022

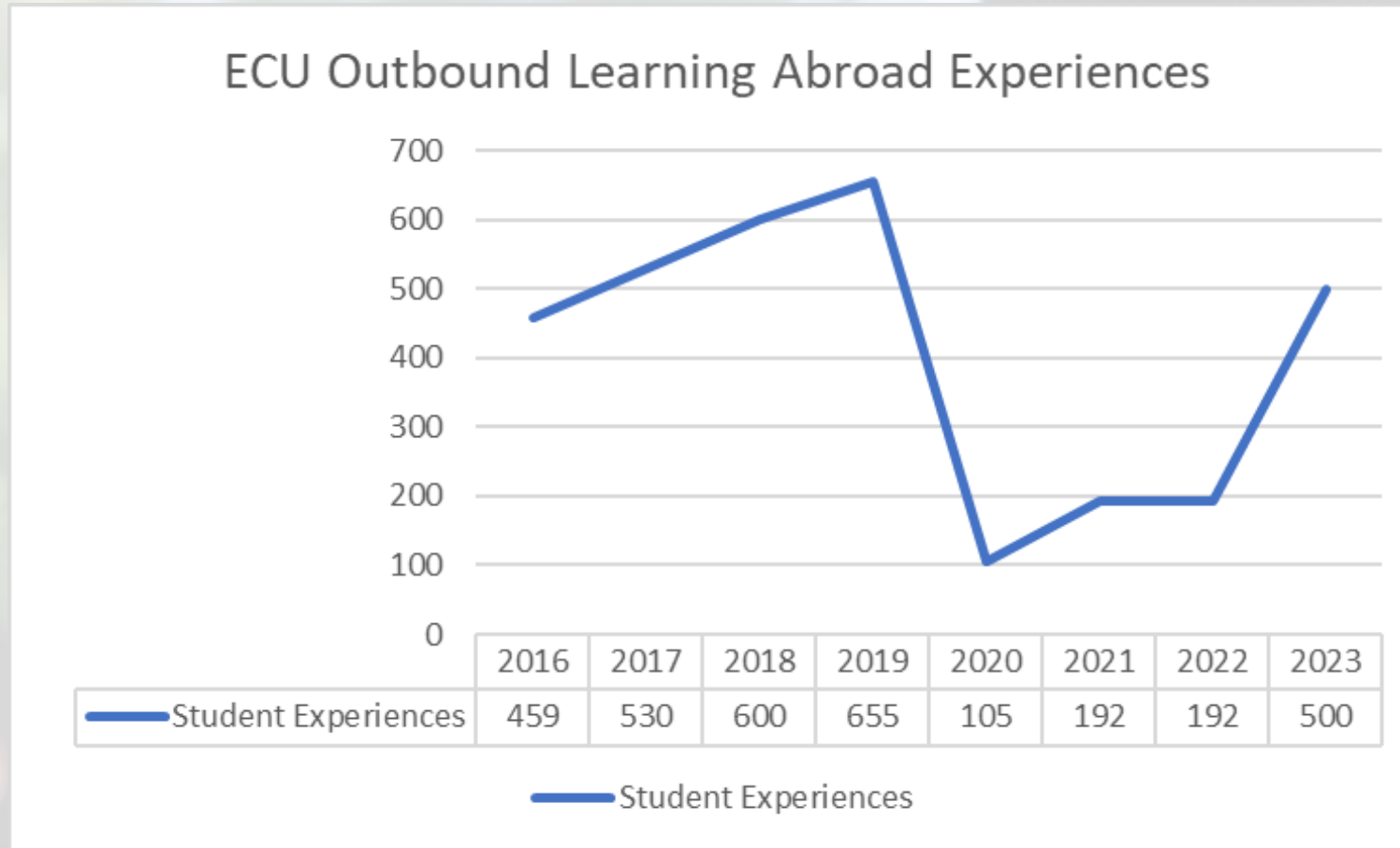


Australian Universities International Directors Forum Learning Abroad Benchmarking Survey 2022 (in 2023)

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# Internationalisation – ECU performance





# Internationalisation – Outbound Learning Abroad Participation type – ECU

Percentage of students by experience type (All students)

Experience Type %	Average 2022	Median 2022	YOUR INSTITUTION 2022
1 Enrolled classes at a host university (fee-exempt at the host university i.e., exchange program)	25%	19%	6%
2 Enrolled classes at a host university (fee-paying Study Abroad basis program or other program)	8%	1%	0%
3 Conference or international competition	4%	3%	9%
4 Coursework dual degree	0%	0%	0%
5 Faculty-led study tour	29%	27%	45%
6 Internship, work-integrated learning (WIL) or other practical placement or project	18%	18%	37%
7 Other study tour	1%	0%	0%
8 Research experience	4%	0%	2%
9 Volunteering, service learning or community engagement experience	1%	0%	0%
10 Other	6%	0%	1%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

On average, universities reported a level of accuracy of 8.5 out of 10. Research experience and volunteering received 7.6 and 7.2 respectively.

Australian Universities International  
Directors Forum Learning Abroad  
Benchmarking Survey 2022 (in 2023)

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Australian Universities International Directors Forum Learning Abroad Benchmarking Survey 2022 (in 2023)

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# Increasing Indigenous student participation

## Aboriginal and Torres Strait Islander Plan

*Objective 6: Expand high-quality international student experiences for Aboriginal and Torres Strait Islander students.*

## Equity and Inclusion Plan

*Objective 8: Increase equity student access and participation in international mobility activities.*

ECU wants to lift Aboriginal and Torres Strait Islander participation in Learning Abroad to:

- Provide a global context to their educational experience and future/career ambitions
- Foster empowering connections with other First Nations peoples to explore shared histories, contemporary challenges and opportunities for thriving Indigenous futures at home and abroad.
- Expand student awareness of global issues (e.g. UN SDG's)
- Provide global networking opportunities for our students

# Internationalisation – Indigenous student participation

Participation Rate in Learning Abroad by Category (Domestic students only)

Delivery Mode	Aggregate 2022	Average 2022	Median 2022	YOUR INSTITUTION 2022
A. Aboriginal and Torres Strait Islander. (n=20)	8%	9%	9%	22%
B. First in family to university. (n=15)	9%	7%	6%	Not available
C. Low Socio-Economic Status (SES). (n=18)	7%	6%	5%	Not available
D. Located in regional or remote areas. (n=18)	5%	7%	8%	1%
E. Students with a disability. (n=19)	12%	13%	9%	2%

n = number of universities reporting this item

Australian Universities International Directors Forum Learning Abroad Benchmarking Survey 2022 (in 2023)

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Thank you for attending this session

Contact me

***Simon DAVIES BURROWS***

*Manager Internationalisation*

*Edith Cowan University*

*Email: [s.daviesburrows@ecu.edu.au](mailto:s.daviesburrows@ecu.edu.au)*

**LinkedIn:** [www.linkedin.com/in/simon-davies-burrows-ieaa-sf](https://www.linkedin.com/in/simon-davies-burrows-ieaa-sf)





# Our Shared Journey: Decolonization & Indigenization

The Indigenous Student Services  
Perspective



# Grantley Winmar

Lecturer

Kurongkurl Katitjin

Edith Cowan University (ECU)



Kurongkurl Katitjin  
Edith Cowan University

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# Acknowledgement of Country

I acknowledge the Whadjuk people of the Noongar nation as the Traditional Custodians of this country, skyways and waterways where we gather.

I pay my respects to Noongar Elders past and present; I acknowledge the power of their wisdom and advice.





# KURONGKURL KATITJIN

Centre for Indigenous Australian  
Education and Research

## Kurongkurl Katitjin

Kurongkurl Katitjin, pronounced *koor-ong-kurl cut-it-chin*, Kurongkurl Katitjin is a Noongar phrase meaning “coming together to learn”.

Our purpose is to transform lives and enrich society through meaningful community *engagement*, innovative *student support*, high quality *teaching*, impactful *research* and *cultural leadership*.

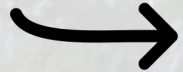
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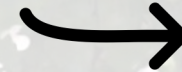


# My role across GILE

In 2022 As a **Student Success Officer** operating out of Kurongkurl Katitjin at ECU I undertook the role as facilitator alongside colleagues from both ECU and KPU.

- 
- Promoting the program to students (F2F, email, Student Newsletter and phone)
  - Liaising with academics
  - Facilitating during the 4 weeks
  - Checking in with students

In 2023 I was honored to come back into the program, this time to participate as a **presenter**.

- 
- Session 2: Contemporary Identity



# Personal reflections

- Having worked on both sides of the program these are some personal reflections:

## Challenges

- As the program is run during our semester break, that does have challenges for recruitment.
- Covid-19
- The general challenges associated with online experiences

# Personal reflections

- ...By in large the highlights far outweighed the challenges

## Highlights

- Meeting amazing people From KPU
- Hearing powerful narratives from First Nations academics
- Promoting cross-cultural exchange opportunities for Indigenous students with peers globally
- Learning the unique differences but also the similarities for First Nations peoples in both Australia and Canada
- The student testimonies during the concluding ceremony



# Snapshots from the sessions

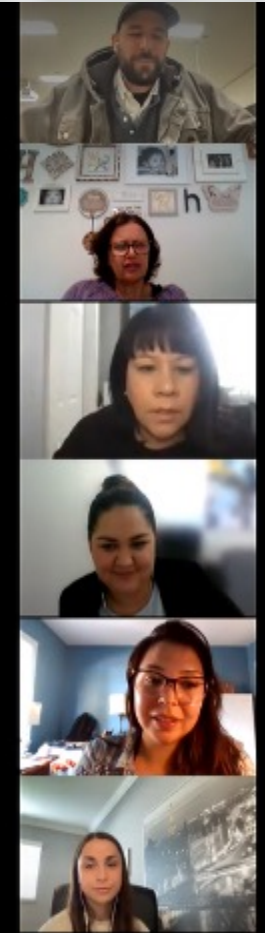


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# Snapshots from the sessions

- Windja noonook koorliny?
- Ngany kaarlak koorliny





# Snapshot from the sessions

## Indigenous Futurism & Science Fiction

Grace Dillon

Ashinaabe

Dillon, G. (Ed.). (2012). *Walking the clouds: An anthology of Indigenous science fiction*. University of Arizona Press.

- (i) Indigenous futurism & Indigenous science fiction are analogous
- (ii) multi-media movement: art, literature, comics, games & more



Dylan Mooney "Resisting Conquest"

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# What do our students think about the program



*"I am more enriched and humbled as a result of being exposed to amazing humans who are all seeking to stand in our own TRUTH, a truth defined by being, knowing and growing in our Ancestral ways not diminished by time and circumstance. I hope these opportunities will continue to grow and take shape in order to learn from one another"*

*- Student 2022 GILE*

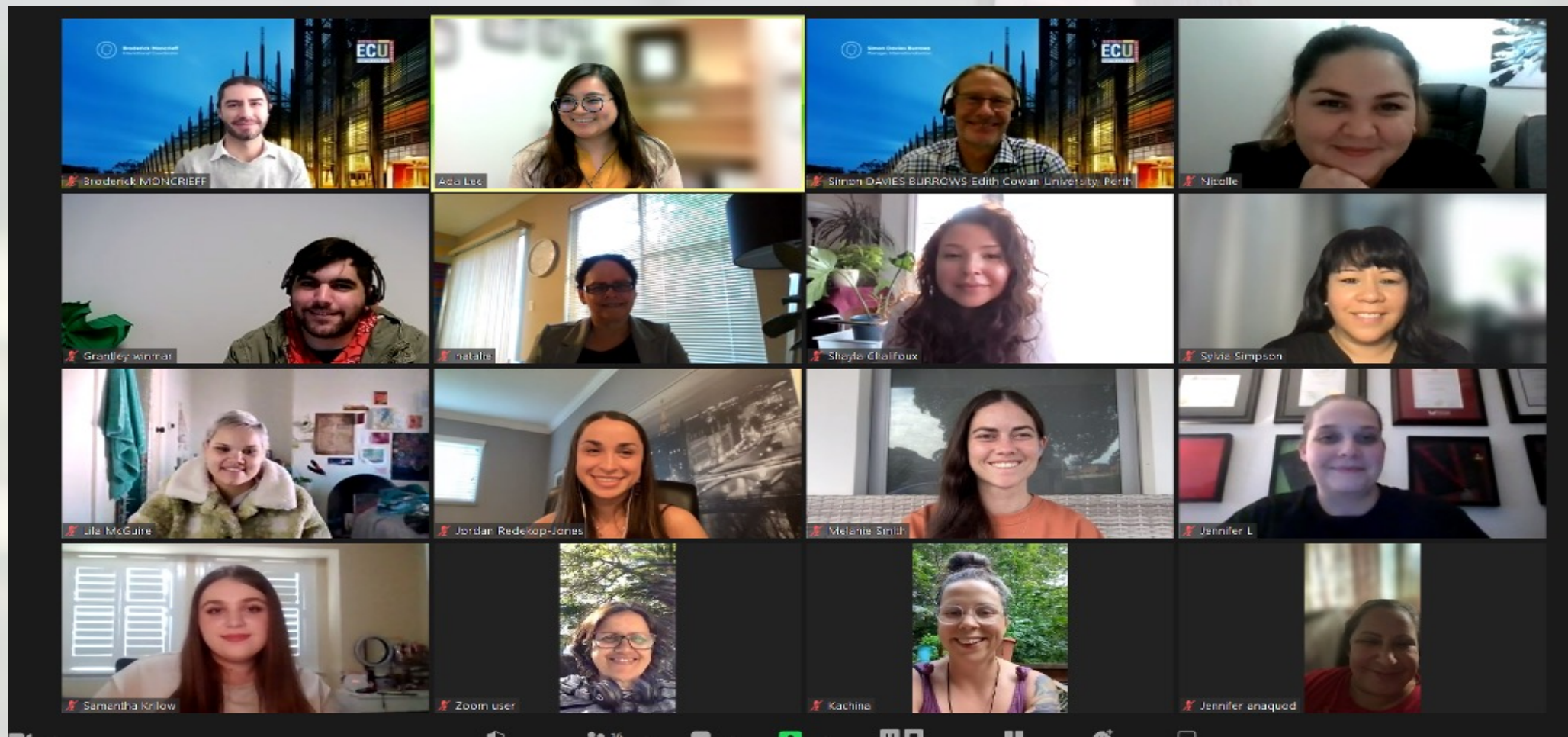


*"The program format was well put together that promoted a 2-way learning environment focused on the opportunity to 'cross fertilize' across space and time for First Peoples"*

*- Student 2022 GILE*



# What do students say?





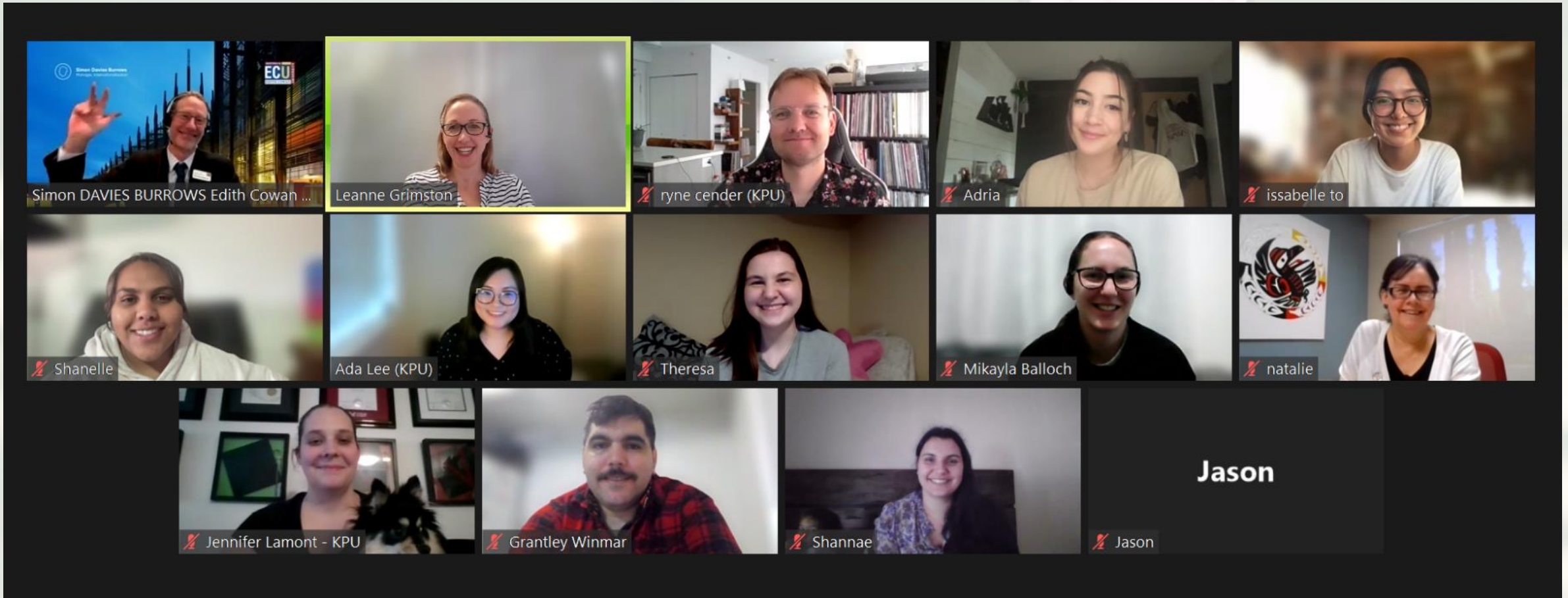
# Increasing Indigenous student participation

Braden Hill





# What do students say?





2024  
and beyond

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# 2024

## Hybrid format

- Virtual Exchange + in-person mobility

## Funding

- \$5000CDN/\$5500 AUD

## Schedule:

- June-July 2024
- 3 weeks online - standalone components
- 2 weeks in-person
  - KPU to ECU - 1 week
  - ECU to KPU - 1 week
  - In-person closing session
  - Staff chaperone

# 2024

## Considerations

- *2025: end of GSO funding?*
  - *External funding or institutional funding?*
- *Sustainability of funding?*
- *For credit?*



# Special thanks

## KPU Indigenous Services for Students

- Natalie Wood-Wiens
- Gayle Bedard
- Jennifer Lamont

## Kurongkurl Katitjin

- Braden Hill
- Tracey Lee Taraia
- Dan McAullay
- Shannae Pattrick

## Kurongkurl Katitjin

- Thiago Rocha

## ECU International

- Brod Moncreiff
- Leanne Grimston

## KPU International

- Zainab Al-koubaisi
- Ryne Cender
- Daria Ursol
- Carole St Laurent
- Dr Steve Cardwell

## Instructors

- Melinda Bige & Brandon Gabriel
- Sian Bennett
- Jennifer Anaquod
- Fern Gabriel
- Clint Bracknell

## Elder-in-Residences

- Elder Lekeyten & Cheryl
- Elder Nan Roma Winmar



Q&A

---



# Follow up questions?

**Find us at  
our booths!**



**Global  
Skills  
Opportunity**

**Expérience  
Compétences  
Mondiales**





# Thank you!



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