



# Global Consulting **HANDBOOK**

Pre-departure information for Camosun  
personnel on overseas assignments

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Compiled by the Global Consulting and Partnerships team at  
Camosun College with input from faculty across the college

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# Introduction

You are likely reading this handbook because you are about to take off on an exciting assignment abroad representing Camosun. Our goal is to make your overseas experience as rewarding and effective as possible.

It is recommended that you complete the **Camosun Overseas Personnel Register (COPR)** and email a copy to [global@camosun.ca](mailto:global@camosun.ca) before you leave.

Key to making our international projects successful is having culturally-aware individuals to send on assignments. This handbook attempts to expand on desired traits by outlining effective cross cultural communication skills and by providing context to your role as an educational consultant representing Camosun.

Although this guide can be used as an introduction for rookie travellers, making their first forays into the wonderfully diverse world outside of North America, it can also be used as a refresher for well-travelled jet-setters.

And remember – you are embarking on an unforgettable journey, so expect the unexpected! We hope you make the most of your trip both personally and professionally. Make wise decisions, travel safe, and enjoy your experience!



Graham Knipfel  
Manager, Global Consulting and Partnerships





## Part 1: Travelling Abroad

Health, safety and security are paramount while travelling overseas. International travel requires us to take risks outside of our typical daily routines. Some of these risks are out of the control of Camosun College, but together we can take steps to mitigate risks. In this section of the handbook, we hope to share a few tips and tricks around health and safety, intercultural effectiveness, and managing cultural transition.

You will likely experience cultural disorientation while travelling abroad. Let's start by asking ourselves "what is *normal*"? To Canadians, most of our daily interactions consist of what are perceived as normal events such as making eye contact when saying "good morning," addressing colleagues by their first name, and arriving promptly to meetings. However, all of the actions we go through on a day-to-day basis are learned behaviours.

Culture is made up of patterns of human behaviour—norms, assumptions, beliefs, values—that are constantly in use. Certain principles tend to govern human behaviour; an enormous amount of diversity exists around the world. Socializing is an excellent way to immerse oneself in an unfamiliar culture. Moreover, socializing quite often enhances trust and respect, as relationships are critical in international business and partnership endeavours.

What may appear to be odd in another culture, such as bowing, or having multiple wives, or picking one's nose in a meeting, or holding hands with another straight man, may in fact be perfectly normal in another culture.

One must realize their own cultural biases as well as those of whom they are trying to communicate with. People often have a tendency to judge dissimilar norms to be better or worse in relation to their own.

The belief that one's own ethnic group is inherently superior is called *ethnocentrism*. This is important to understand especially as we are often occupying positions of power while working abroad and we need to be aware of this tendency in order to avoid exploiting that power, even unintentionally. When travelling in a developing country, our biases (intentional or unintentional) can result in less-than-ideal conduct; well-intended gestures may have underpinnings in paternalism or neo-colonial attitudes that we do not wish to perpetuate.

What is important is realizing that most people are brought up knowing only one set of cultural rules in their lifetime. When travelling abroad, you are encouraged to identify the values and assumptions that you bring with you. A successful global consultant is adaptable while maintaining professional integrity.



**Side Note** For a glimpse into issues around ethnocentrism and the so-called “white saviour complex,” check out Barbie Savior on Instagram – a satirical social media account that highlights naïve voluntourism, harmful self-indulgence, and ignorant paternalism with a missionary agenda. The photos, captions and hashtags are hilarious, yet also a good means of promoting conversation around responsibility, values and behaviours while travelling abroad.



*Who needs a formal education to teach in Africa? Not me! All I need is some chalk and a dose of optimism. It's so sad that they don't have enough trained teachers here. I'm not trained either, but I'm from the West, so it all works out.*

Image: @barbiesavior

## Health

When travelling outside of Canada, you should take extra caution about your personal health because every region in the world has its own risks and levels of health care.

Camosun does not make official recommendations on vaccines or medications. We advise you to book an appointment with your doctor and/or travel clinic nurse prior to your trip; your health is your responsibility. If not covered through your benefits plan, Camosun International (CI) will cover additional costs for vaccines and medications you will need for certain countries if you are on a CI assignment.

Precautions should be taken with food and water. A phrase often used is “boil it, cook it, peel it, or leave it!” It is also important to avoid ice cubes and drink only bottled or purified water in developing countries.

If you do get diarrhea, continue hydrating. If you become ill and feel it's worth seeking professional treatment, make sure you go to a reputable medical clinic or hospital. We suggest that you contact CI to get enrolled in Guard.me travel medical insurance; CI will cover this cost if you are on a CI assignment.

You need to take your health seriously as diseases and parasites such as malaria, tuberculosis, HIV, dengue fever, Zika, and hepatitis (to name a few) are more prevalent in many developing countries. Be sure to discuss proper prevention techniques with the travel clinic nurse prior to your departure. For more information, check out the World Health Organization's website.

## Safety and Security

It is your decision to travel; if you do, remember that safety is number one. Travelling has inherent risks, particularly in developing countries where safety and security are more tenuous. These risks include muggings, assault (physical and sexual), and violence. CI attempts to mitigate the risks associated with travelling by abiding by the Government of Canada's travel advisories ([travel.gc.ca](http://travel.gc.ca)) and advising that all travel in developing countries be done in daylight hours.

Many safety risks can be minimized by appropriate action by the traveller. Some points to keep in mind to avoid harmful situations:

- In many countries, it is not safe to walk at night
- Use only reputable taxi companies or known drivers
- Always look both ways before crossing the street! Vehicles often drive on the other side of the road and are unpredictable in many countries where pedestrians don't have the right of way
- Do not wear flashy jewelry or clothing
- Keep passport and valuables locked in a hotel safe when available
- Avoid areas with higher crime rates
- Avoid political demonstrations and large gatherings
- Use bank machines in well-lit, public areas
- Do not open maps or travel guides in public places
- Avoid motorcycle taxis
- Do not leave drinks, food, or bags unattended
- Wear seatbelts but if there are none, ask your driver to slow down!



## Case Study #1

### SPACED OUT: A CASE OF MISUNDERSTANDING

A demonstration by a group of Cuban American immigrants in New York City in front of the United Nations building resulted in a confrontation between a Cuban American and police officer that could have been avoided with better cross-cultural communication. The demonstrators had permits for their rally and one of them approached a police officer to ask where they were designated to hold their protest. While he was asking his question, the police officer became uncomfortable with the close distance between them and told him to “get out of my face.”

This expression seemed to be lost in translation and the Cuban American approached the officer even closer in an attempt to understand him better, which the officer felt as even more inappropriate, resulting in the Cuban American’s arrest for threatening the safety of a law enforcement officer.

What both people failed to realize was the culturally appropriate distance for speaking to one another—which is approximately 22 inches in North America and only 15 inches in many Latin American countries. Middle Eastern countries have an even smaller face-to-face distance of 9 to 10 inches.

(Credit: Ferraro)

## A Profile of an Interculturally Effective Person

**Adaptable:** able to cope with stress, culture shock, ongoing challenges; enjoys experiencing new cultures; accepts host’s values without abandoning ideals.

**Modest and respectful:** humble about local knowledge; willing to learn; non-judgmental; avoids drawing attention to oneself; able to listen and reflect.

**Knowledgeable and curious:** desire to learn host culture; knowledgeable of history, geography, social values, customs and socio-economic conditions; local language capacity; empathy and the ability to convey thoughts sensitively.

**Ability to build relationships:** useful socializing and cross cultural management skills; non-presumptuous; true team player, sense of camaraderie.

**Self-aware, patient, and positive:** knowledge of one’s own background, motivations, strengths and weaknesses; accepts different pace or processes.

**Personally organized:** has a positive impact on staff morale; knows to expect the unexpected; arrives prepared, follows up.

**Professionally committed:** wants to contribute to the local community, not solely for personal or institutional gain; clear and realistic awareness of own motivations and expectations; understands bigger picture.

## The 5 Rs of Culture Change

In a new culture and environment, we might become confused and uncertain about differences in customs, values, beliefs, expectations, and social ways of relating. This can lead to feelings of discomfort, known as Culture Shock or Transition Stress.

You may find yourself experiencing some (or all) of these five key changes when you live abroad.

<b>Routines</b>	Our routines can be disrupted. This may include: accessing/making food; transportation; different schedules; shopping; getting water, etc.  This may result in discomfort and/or tiredness.
<b>Reactions</b>	We might recognize we are doing something culturally different but we may not have the “key” to understand the situation. We can also find that we may have confusion and strong reactions to differences in the way people think and behave.  This may result in confusion, uncertainty, defensiveness, or a decrease in confidence.
<b>Roles</b>	Roles change as we move across cultures and our abilities to fulfill these roles change. Sometimes others see us in certain roles even if we do not.  This may result in excitement, enthusiasm, anxiety, sadness or loss of identity.
<b>Relationships</b>	Relationships can grow and deepen but they also take work; we may be challenged to create a new sense of community.  This may result in excitement, satisfaction, loneliness, guilt or frustration.
<b>Reflections</b>	We can grow and develop as we become more culturally aware; these changes can be small or large and can surprise us or our family and friends back home.

Adapted from Kate Berardo, “Framework: The 5Rs of Culture Change,” in Building Cultural Competence: Innovative Activities and Models, eds. K. Berardo and D.K. Deardorff (Sterling, VA: Stylus, 2012), 193-199.

## Tips for Communication

### DEVELOP A BROAD PERSPECTIVE

- See the “big picture” and interrelatedness of its parts
- See other cultures outside your own box
- Experience culture—take part in unfamiliar social, community and education events
- Expand your comfort zone
- Make local connections
- Exchange stories

### BALANCE CONTRADICTIONS

- Balance contradictory values, behaviors, and ideas
- Cope with differences to your own way of thinking and behaving
- Use different points of view constructively to achieve synergy

### DEVELOP COGNITIVE COMPLEXITY

- See how cultural traits are part of a larger whole
- Honour flexibility in other’s self-identification
- Understand unique needs and how they fit in to overall operations
- Critically assess your own culture as well as others

### APPRECIATE OTHER PERSPECTIVES

- Be inquisitive, non-judgmental, open-minded
- Be willing to learn, ask questions
- Don’t make quick judgments
- Suppress your ego
- Don’t let go of values, let go of cultural certainty
- Think beyond race and ethnicity (religion, age, body size, sexual orientation, class)

### EMPHASIZE GLOBAL TEAMWORK

- Respect language preferences (i.e. for presentations, materials)
- Emphasize cross-cultural awareness and teamwork
- View projects in a global perspective
- Identify underlying cultural assumptions of diverse people on multicultural teams

### DEVELOP PERCEPTUAL ACUITY

- Be attentive to both verbal and nonverbal communication
- Listen carefully—not just hearing
- Use active listening, derive meaning from social context, and be sensitive to the feelings of others and one’s effect on others.
- See meaning of assumptions embedded in other cultures and your own

## Case Study #2

### A CASE OF MISUNDERSTANDING: HATS OFF FOR TRYING!

The headmaster of a New Hampshire prep school was holding a recruiting event for Taiwanese fathers and their sons when the headmaster handed out green baseball caps as gifts to each of them, featuring the school’s colours. The headmaster noticed that many of the fathers expressed embarrassment at this gesture and none of the recipients chose to wear the hats. After the recruiting visit, none of the Taiwanese boys applied to attend the New Hampshire Prep school.

What the headmaster failed to realize is that there is a Taiwanese expression in which “He wears a green hat” means that a man’s wife or girlfriend is cheating on him. Therefore, the seemingly thoughtful gesture on the headmaster’s part could have been conveyed as an insult to a Taiwanese male. Not understanding the cultural context of this gesture cost the school future international admissions.

(Credit: Ferraro)

## Managing Cultural Transition

Whether you are a seasoned travel veteran or taking your first trip overseas, chances are you will develop some of the symptoms of what many of us call “culture shock” or “cultural disorientation”. Yet, adjustment is complex. Kate Berardo (2012) prefers the term “transition stress” to explore *what* it is, to understand *why* it happens, to recognize *how* it manifests itself, and to suggest *what* travellers can do about it.

Travelling to unfamiliar territory and living within a host culture can bring many ups and downs. Often outsiders will experience stress due to unfamiliarity. A good way to decrease stress levels is through increased interaction with members of the host culture. This adaption then leads to personal growth, in terms of intercultural identity (developing a broader perspective), psychological health (feeling comfortable and mentally healthy in a foreign environment) and functional fitness (the ability to carry out day-to-day activities with ease and a sense of belonging) (Martin, 1994). It is important to remember that everyone has their own reactions and responses to change and that these feelings may come and go.



Although the best coping strategy for culture shock is to make a conscientious effort to adjust by understanding the symptoms and realizing why they exist, the following tips are useful for making your adjustment easier.

**Accept that negative feelings exist**

- It is not a sign of weakness to admit that you feel uncomfortable, tense or confused

**Learn the rules of the host country**

- Attempt to understand how and why people in the host country act certain ways in different situations
- Study behaviour and customs critically but accept that neither yours nor theirs are better than the other

**Get involved in your new culture**

- Take up interests in local music, art, food, or sports. Not only will it keep you busy but you'll probably make some friends as well

**Put an effort into learning the local language(s)**

- Knowing what locals are saying will help you to better understand others for more effective cross cultural communication
- Locals tend to greatly appreciate and enjoy foreigners' attempts to say even a few words or phrases in the host culture's language

**Take good care of yourself**

- Exercise regularly and maintain a healthy diet
- Make sure to get enough sleep at night
- Limit alcohol consumption
- Laugh and find the humour in situations!

**Travel and explore your surroundings**

- Take time to do some sightseeing and visit places of interest
- Open a travel guide, such as a Lonely Planet book

**Make friends with people in your host culture**

- Develop relationships by getting to know the local people, who can be valuable resources for making sense of cross cultural confusion and help you understand the local setting and country
- Will help to better understand cultural norms and practices

**Maintain contact with friends and family back home**

- Keep in touch through e-mail, social media, text messages, and Skype / WhatsApp / phone calls
- Can be good for sorting through problems or getting advice
- You may be required to produce a report, so keep in touch with Camosun International for support and guidance

**Do something that reminds you of home**

- Listen to your favourite music, play an instrument you enjoy, write or draw

**Try not to idealize life back home**

- Try to make the most of your stay abroad with an open mind
- Remember, you will be home eventually—enjoy being somewhere different while it lasts!

(travel.gc.ca, 2016)



## Cross-Cultural Adaptation

Living within the changing mix of customs, religion, dress, food, social norms and expectations can cause different reactions in different people. Adaptation may be viewed subjectively, so that one thinks they have adapted well when others may not think the same. And remember, adaptation can be a roller-coaster.

Managing expectations is key to reducing stress levels, anxiety and frustration. It is helpful to understand that feelings associated with cultural adaptation are natural. A study conducted by the Centre for Intercultural Learning revealed that adjustment to life abroad is easier for persons with previous international travel experience; however, important to note is that people with no travel experience who managed expectations were just as effective in working in new cultures as those with previous international travel experience (Kealey, 2001).





## Part 2: International Trade & Development

### A Brief Introduction to Foreign Aid

Broadly speaking, there are three types of aid:

- 1) humanitarian or emergency aid, which is mobilized and dispensed in response to catastrophes—for example, in response to Typhoon Haiyan in The Philippines;
- 2) charity-based aid, which is disbursed by charitable organizations to institutions or people on the ground – such as the Stephen Lewis Foundation and Doctors without Borders (MSF); and lastly,
- 3) systemic aid – payments made directly to governments either through government-to-government transfers (bilateral aid) or transferred via institutions such as the African Development Bank (multilateral aid). There are merits and criticisms of humanitarian and charitable aid, but this handbook will focus mainly on systemic aid and Official Development Assistance (ODA).

The origins of Modern Foreign Aid and ODA date back to the end of World War II when European countries were devastated by the harsh losses of war and the United States decided to fund the Marshall Plan to help in reconstructing the continent.

There are many theories as to why countries disperse aid. Some argue that aid is mutually beneficial and that it is in enlightened self-interest that we should give aid so that the world's economy grows as developing country GDP growth increases demand for goods and services throughout the world (Stiglitz, 2006). In Global Affairs Canada's 2016 Discussion Paper for the International Assistance Review, Marie-Claude Bibeau, Canada's Minister of International Development and La Francophonie, states that Canadians expect their government "to help create a world that is peaceful, prosperous, just and inclusive... a more stable world leads to a better place for Canada and Canadians."

*There are many positive results from aid, as well as many challenges and downfalls, but one thing is clear—there is no "magic bullet" that will work everywhere.*

Others contend that aid is necessary to counter systemic problems because low-income households are continually stuck in a poverty trap with little resources. Aid, therefore is necessary to lift these people out of the poverty trap to improve their well-being (Sachs, 2005). This low-income trap is a result and catalyst of lower education and health conditions, which feed off each other in a downward spiral.





In October of 2015, the World Bank projected for the first time that the number of people living in extreme poverty was expected to have fallen below 10 percent. However, the work is far from over and challenges remain.

Some argue that rich Western countries are morally obligated to help out those in need, particularly people who are dying from easily preventable diseases and conditions (Lewis, 2005; Singer, 2009). This argument also highlights a moral responsibility to atone for colonialism in the past.

Paul Collier (2007) argues that aid should be used as a means to reduce conflict and war in developing countries because poverty is a major factor in conflict.

Yet, there are also foreign aid critics who argue that aid money is mostly ineffective in what it promises to do—provide better livelihoods for the poor. They argue that instead of being reinvested into developing countries' economies and societies, aid money is typically invested into pet projects with little long-term benefit or is syphoned off by corrupt bureaucrats and autocrats (Easterly, 2006).

Easterly and Williamson (2011) point out that from 1960 to 2008, over \$4.6 trillion had been spent on foreign aid, yet a substantial amount of the world remains in poverty.

***The reduction in trade barriers has opened up a world of exchange. According to the WTO, "the result is a more prosperous, peaceful and accountable economic world." In addition to goods and services, relationships and ideas are also flowing more freely around the globe.***

Another criticism of aid is that it may create dependency and moral hazard, meaning that it rewards bad economic practices and keeps developing country leaders in power that should otherwise be replaced. This criticism also adds that development should be undertaken by locals and not as an outside intervention by Western countries who think they know best (Moyo, 2009).

Furthermore, Moyo (2009) argues that Western-led development is inflationary. Aid money leads to increased demand for goods and services—typically a positive impact; however, in a poor environment, there is a limited supply of consumer goods so the prices go up. In order to combat the cycle of inflation, domestic policymakers raise interest rates. Higher interest rates mean it is harder to borrow money and the cycle continues.

Charitable organizations' development projects can also result in unintended negative consequences. For example, a well-known international charity has distributed Super Bowl t-shirts of the losing team to people in developing countries. This program has been bashed by critics who say that it has ruined local clothing distributor businesses by flooding the market with free goods when there was no demonstrated need.

***It is important to approach overseas assignments as peers working side-by-side with international partners toward a common objective. The aim is often to provide technical assistance to meet our partners' institutional goals, helping learners develop relevant skills to find jobs. By doing so we align with our mission—to build a better future for our community with relevant, innovative and applied education.***





Although these criticisms provide insight into what doesn't work in foreign aid, there are also many success stories, such as the Red Cross in emergency response situations; income generating and HIV treatment programs implemented by the Bill and Melinda Gates Foundation; and technical assistance from organizations receiving funding from Global Affairs Canada for the improvement of maternal, newborn and child health.

There are many positive results from aid, as well as many challenges and downfalls, but one thing is clear—there is no “magic bullet” that will work everywhere (Sachs, 2005).

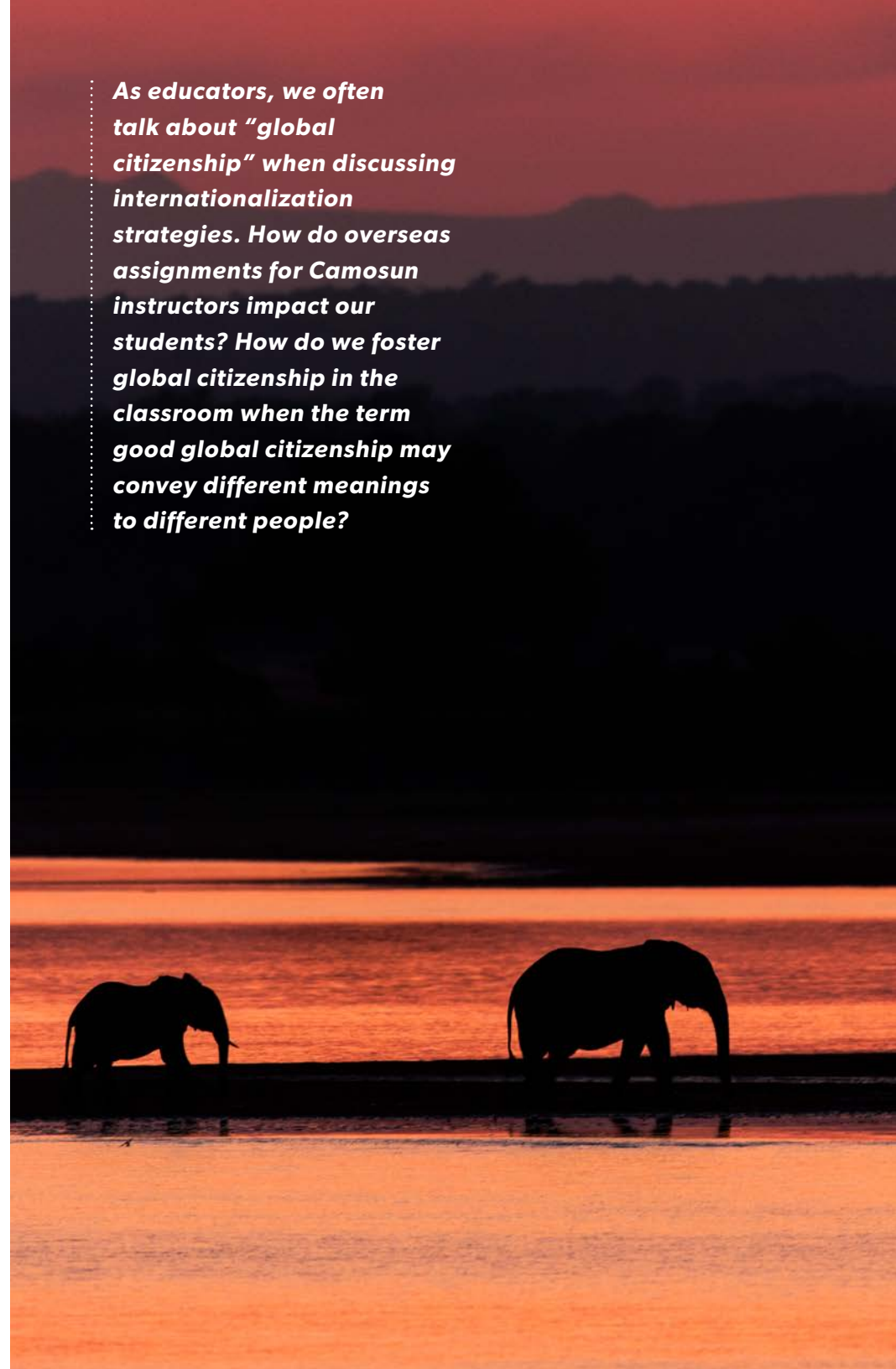
The argument is often made that rich nations send so much money to developing countries but there is little to show for it. What is absent from this argument, however, is that no G7 country has ever met its commitment to allocate 0.7% of its Gross National Product (GNP) to foreign aid until very recently: Britain met its target in 2015 and has enshrined in law that it will commit to spending 0.7% of gross national income on foreign aid every year.



National security is also a factor. Policy strategists have long recognized that assisting in strategic areas—ending the slave trade, supporting countries in their independence from empire, and providing humanitarian relief after natural disasters—is a way of hedging against future negative impacts and spillovers of conflict.

In 2015, United Nations member countries launched a new agenda to eradicate extreme poverty: the Sustainable Development Goals (SDGs). This agenda is a plan of action for people, planet and prosperity. It is the greatest global challenge we now find ourselves in as a stakeholder.

*As educators, we often talk about “global citizenship” when discussing internationalization strategies. How do overseas assignments for Camosun instructors impact our students? How do we foster global citizenship in the classroom when the term good global citizenship may convey different meanings to different people?*





## A Bit of Background: International Trade

International trade has been documented by historians to have taken place in ancient China with people living in Southern Asia and Africa, and spreading all the way up to Europe. Over the centuries, many trading hubs from spices and silk in Africa and the Middle East became the commerce centre of the world for the exchange of goods.

However, in the past fifty years or so, the amount of global trade has risen to astonishing new levels. This is due largely to the establishment of a multilateral trading system, first created as the General Agreement on Tariffs and Trade (GATT). After a series of "rounds," or trade negotiations, the World Trade Organization (WTO) was created in 1992 and now boasts a membership of 161 countries.

The reduction in trade barriers (tariffs, regulatory hurdles, and discriminatory policies) has opened up a world of exchange. In 2000, world trade was 22 times the level that it was in 1950. According to the WTO (2015), "the result is a more prosperous, peaceful and accountable economic world."

In addition to goods and services, relationships and ideas are also flowing more freely around the globe.

The theoretical underpinnings of the WTO were largely driven by world leaders in the aftermath of WWII, much like foreign aid, in an attempt to avoid the domino effects of countries retaliating against each other's moves of closing their borders to goods and services in an attempt to grow local industries. In this regard, international trade is a function of liberalization, in that financial structures, communication, assets and people can circulate throughout the world economy without state-imposed controls (Scholte, 2005).

***Camosun International invests in comprehensive internationalization efforts to move toward full integration of intercultural dimensions into teaching, outreach, innovation and research, and service functions at the college. In the 21st century, it is expected that we are globally engaged.***

There are many proponents and dissidents of increased world trade. Proponents argue that trade leads to greater efficiencies, targeted specialization on which countries have comparative advantages, and more competition (leading to lower prices for consumers and greater productivity and innovation). Opponents of increased global trade policies argue that free trade agreements allow large multinational corporations to wipe out local businesses, exploit workers and the environment, and result in a downward spiral of standards.

At present, increased liberalization is becoming contentious and political. This is a noteworthy topic in an era of Brexits, Trumps and Trans-Pacific Partnerships; the news is often full of negative symptoms of anti-globalization movements. Troublingly, segments of our global community are turning increasingly protectionist and even xenophobic.

Proponents contend that with greater trade and openness, we are better off collectively. The WTO lists 10 reasons why trade benefits everyone:

1. The system helps promote peace
2. Disputes are handled constructively
3. Rules make life easier for all
4. Freer trade cuts the cost of living
5. It provides more choice of products and qualities
6. Trade raises incomes
7. Trade stimulates economic growth
8. The basic principles make life more efficient
9. Governments are shielded from lobbying
10. The system encourages good government

The education sector intersects realms of both aid and trade. Where multi-sector approaches to development are apparent – with industry, educators, and NGOs as active participants – and local systems are used, sustainable community development is the expected result.





## The Role of Canadian Colleges

International education is the two-way flow of students, faculty and ideas through study, internships, exchanges, consultancies, research, and secondments.

As an export, international education is a major component of Canada's international trade. According to our federal government, Canada derives over \$8 billion annually from international student expenditures, including tuition and living expenses, which have created over 86,000 jobs.

British Columbia's International Education Strategy (2012) recognizes that "a smaller world means bigger opportunities to learn, to work in the global economy and to live as citizens in the global village." The province of BC envisions "a high quality international education system... that fosters social benefits and economic prosperity".

Recruiting international students remains Camosun International's primary *raison d'être*. We currently welcome over 1,500 international students from nearly 70 different countries each year. International students provide a critical source of revenue for Camosun College, generate additional seats, and allow our domestic students and instructors to be more "plugged in" to the global community and better positioned to succeed.

Camosun International invests in comprehensive internationalization efforts to move toward full integration of intercultural dimensions into teaching, outreach, innovation and research, and service functions at the college. In the 21<sup>st</sup> century, it is expected that we are globally engaged, beyond just international student recruitment.

Although Camosun's Global Consulting and Partnership portfolio also includes short-term customized programs in Victoria, this pre-departure handbook is geared toward

preparing Camosun personnel (staff, faculty/instructors, managers, and contractors) to work on projects overseas.

These projects serve dual purposes: (1) to serve the global community by utilizing our expertise; and (2) to provide greater mobility options for students and employees to gain meaningful professional experiences abroad. Development projects operate on a cost-recovery basis whereas contract training is designed to be profitable, which should all contribute to fostering global citizenship at Camosun (CI operates several of both types of projects).

As educators, we often talk about "global citizenship" when discussing internationalization strategies. How do overseas assignments for Camosun instructors impact our students? How do we foster global citizenship in the classroom when the term *good global citizenship* may convey different meanings to different people? Oxfam's definition may be helpful in post-secondary education: "Global Citizenship is about understanding the need to tackle injustice and inequality, and having the desire and ability to work actively to do so. It is about valuing the Earth as precious and unique, and safeguarding the future for those coming after us. Global Citizenship is a way of thinking and behaving. It is an outlook on life, a belief that we can make a difference". We should recognize that this definition comes with cultural baggage, though, given that it attempts to define values (Rennick and Desjardins, 2013).

There will continue to be ambiguity and tension between theory and practice. Plainly summarized, it is important for those of us working for a Canadian college to approach overseas assignments as peers working side-by-side with international partners toward a common objective. The aim is often to provide technical assistance to meet our partners' institutional goals, helping learners develop relevant skills to find jobs. By doing so we align with our mission—to build a better future for our community with relevant, innovative and applied education.

We must also be entrepreneurial in today's world of post-secondary education. In addition to providing opportunities for professional development in order to enrich our college community with a vibrant exchange of ideas, expanding Camosun's Global Consulting and Partnerships portfolio increases college revenues from non-traditional sources. As such, business development for international partnerships and projects is ongoing.

It is noteworthy that overseas development work used to be the domain of large land grant and research universities; however, as noted in *International Educator*, emerging market countries are seeking help not from "elite universities" but from "vocational and technical schools that can produce skilled workers."

***The education sector intersects realms of both aid and trade. Where multi-sector approaches to development are apparent and local systems are used, sustainable community development is the expected result.***





## The Impact of Offshore Partnerships

Increased onshore and offshore initiatives bring both opportunity and risk; with due diligence and risk mitigation, we are committed to productive business development, effective management and sound oversight.

When Camosun builds partnerships with institutions in other countries, students gain study abroad links, faculty bring international perspectives to their courses, and our graduates become better prepared to work in a global economy. Other benefits include: greater cultural diversity as we welcome visiting instructors and administrators; financial support for further educational services; increased international opportunities for our domestic students and instructors; and increased linkages with partner networks and sectors around the world which feed continued growth.

Offshore initiatives are symbiotic in nature, delivering monetary returns to ensure the college's financial sustainability, increasing learning opportunities for students and enhancing professional development and engagement of employees. Examples of how offshore partnerships impact other areas at Camosun:

### Marketing and Admissions

Expanded presence enhances the Camosun brand and establishes new relationships and multi-pronged business development (e.g. agents who work in student recruitment as well as contract training).

### Excellence in Teaching and Learning

Overseas assignments provide employee outbound mobility, enhances instructional skills and applied research, and broadens understanding of different learners.

### Study Abroad

Increased and strengthened overseas institutional relationships by means of projects spring-boarding into student exchanges and field schools. Outbound mobility helps learners discover the world and themselves, acting as a catalyst to Camosun's lifelong learning mantra.

### Advancement and Foundation

A profile of a college which contributes to the global community's betterment is seen as effective and worthy.

## Building Capacity Across Sectors

What is the value addition of Canadian colleges working with overseas partners? Canada is often viewed as unique given that there is not a national education model; rather, colleges and institutes employ various strategies to contribute to economic development based on region and industry within Canada. There have been many improvements in aid effectiveness / international development in the last decade or so—and there is a role for Canadian colleges to continue to contribute.

By increasing ownership of development outcomes in a locally-led, demand-driven approach, Canadian colleges are increasingly recognized as effective development actors. For example, Canadian colleges can support:

- Academic, technical and vocational program development working with institutions and industry to undertake occupational analyses and develop programs based on employer needs
- Program Advisory Committee development to ensure effective gathering of Labour Market Information
- Development of competency based education and training (CBET) curricula
- Development and implementation of specialized community development and corporate social responsibility (CSR) tools
- Management and leadership training to support organizational growth and transition strategies
- Sharing strategies in applied research and innovation to meet needs of small and medium size enterprises
- Implementation of prior learning assessment processes with institutions to promote accessible learning
- Training instructors in TVET pedagogical methods, equipment and modern tool use, and facilitating Instructional Skills Workshops
- Incorporation of entrepreneurship, environmental sustainability initiatives and gender mainstreaming into curricula and student services.

Technology transfer, skill development, and increased investment in crucial human capital in developing countries creates more and better jobs, which improves livelihoods and contributes to a more prosperous, peaceful global community. We are one piece of a large puzzle.

Camosun supports capacity building in a variety of sectors, effectively delivery practical solutions to real world challenges. We draw upon expertise from all our Schools and Centres to meet the skills needs in sectors such as construction, extractives, marine, renewable energy, advanced technology, sports and exercise, education, health care, and tourism and hospitality.

## Terms and acronyms

International partnerships are notorious for acronyms and buzz words; this is by no means an exhaustive list, but here are a few terms worth understanding (or at least Googling!):

### Results-Based Management (RBM)

### Competency-Based Education and Training (CBET)

### Technical and Vocational Education and Training (TVET)

### Developing a Curriculum (DACUM)

### Global Affairs Canada (GAC)

formerly Dept of Foreign Affairs, Trade and Development (DFATD)

formerly Dept of Foreign Affairs and International Trade (DFAIT)

along with the former Canadian International Development Agency (CIDA)

### Colleges and Institutes Canada (CICan)

formerly the Association of Canadian Community Colleges (ACCC)

### Canadian Bureau of International Education (CBIE)

### Sustainable Development Goals (SDGs)

### Corporate Social Responsibility (CSR)

### Gender Equality

### Climate Change and “Green Skills”

### Demand-driven

### Environmental Sustainability

### Pluralism

## Useful web links

**Global Affairs Canada** ([international.gc.ca](http://international.gc.ca))

**Registration of Canadians Abroad** ([travel.gc.ca](http://travel.gc.ca))

**Camosun Global Consulting and Partnerships** ([camosun.ca/global](http://camosun.ca/global))

## Appendix 1: Suggested Packing List

### CARRY-ON LUGGAGE (1 SMALL ROLLING, 1 SIDE BAG OR PURSE)

- ☐ Toiletry/Pharmacy bag
  - ☐ Advil
  - ☐ Pepto
  - ☐ Imodium
  - ☐ Malarone
  - ☐ Cipro (or other anti-biotic)
  - ☐ Gravel
  - ☐ Sinutab
  - ☐ tampons / pads
  - ☐ Fisherman's Friend or Halls
  - ☐ deodorant, make-up
  - ☐ toothbrush
- ☐ Small ziploc bag
  - ☐ toothpaste
  - ☐ hand sanitizer
  - ☐ Wet Ones
- ☐ Blazer or suit jacket
- ☐ Dress pants
- ☐ extra dress shirt
- ☐ sweater / warm shirt
- ☐ extra pair of underwear
- ☐ compressible down jacket (for winter trips)
- ☐ Electronics stuff sack
  - ☐ phone charger
  - ☐ laptop charger
  - ☐ plug converter
- ☐ Envelopes for receipts
- ☐ Notebook
- ☐ Pen
- ☐ Flash drive
- ☐ Business Cards (in card case)
- ☐ Laptop
- ☐ Headphones
- ☐ Camera (if required)
- ☐ Magazine or book
- ☐ Binder for work (proposals, meeting schedule, etc)
- ☐ Sunglasses and reading glasses (with case)
- ☐ Travel wallet
  - ☐ passport
  - ☐ cash (foreign currency, USD)
  - ☐ hotel confirmation numbers
  - ☐ flight itinerary
  - ☐ membership cards (eg Aeroplan)
  - ☐ vaccination record book (ie yellow fever)
  - ☐ emergency contact info
  - ☐ copy of medical insurance
  - ☐ business cards

### TO WEAR ON PLANE

- ☐ jeans and belt
- ☐ airplane shirt (long sleeve with pocket)
- ☐ dress shoes (or walking shoes if preferred)
- ☐ pocket wallet
  - ☐ credit cards
  - ☐ debit card
  - ☐ Cash
  - ☐ medical insurance card
  - ☐ drivers license and/or staff ID
  - ☐ business cards
  - ☐ provincial care card



## CHECK-IN LUGGAGE (1 MEDIUM OR LARGE SUITCASE)

- ☐ Name tag
- ☐ Phrasebook, map, travel guide
- ☐ *First aid & supply kit*
  - ☐ alcohol swabs
  - ☐ insect repellent wipes
  - ☐ bandaids
  - ☐ Benadryl topical analgesic
  - ☐ first aid tape
  - ☐ flashlight (fresh batteries)
  - ☐ tweezers
  - ☐ scissors
  - ☐ Gastrolyte powder sachets
  - ☐ gauze
  - ☐ gloves
  - ☐ swiss army knife
  - ☐ solarcaine
  - ☐ small duct tape
- ☐ sandals / flip flops
- ☐ running shoes
- ☐ undershirts
- ☐ socks
- ☐ underwear
- ☐ collared short-sleeve shirt / top
- ☐ blazer or suit jacket(s)
- ☐ dress pants / dress skirts
- ☐ ties
- ☐ dress shirts / blouses
- ☐ jeans or kakis
- ☐ rain jacket
- ☐ casual long sleeve breathable shirt
- ☐ shorts
- ☐ hat
- ☐ t-shirts
- ☐ small backpack if necessary
- ☐ extra plastic bag
- ☐ laundry detergent & dirty laundry stuff sack
- ☐ granola bars
- ☐ promo material / brochures
- ☐ gifts
- ☐ *Toiletry bag*
  - ☐ nail clippers
  - ☐ hair product
  - ☐ razor
  - ☐ ziploc bag with
  - ☐ shaving cream, sun screen, bug repellent
  - ☐ floss
  - ☐ q-tips
  - ☐ pro biotics



## Appendix 2: Recommended Checklist

- ☐ Complete travel request (for Dean/Director or VP approval)
- ☐ Check passport for expiry date and empty pages
- ☐ Visit Travel Clinic (vaccinations, medications, etc)
- ☐ Submit a travel advance (via payment voucher) if needed
- ☐ Entry visa (if required)
- ☐ Book flights, hotels and airport transfer
- ☐ Enroll in Guard.me travel insurance through CI
- ☐ Make sure your credit/debit PIN is four digits and inform bank of travel plans
- ☐ Get roaming package (talk, text, data) - optional
- ☐ Set-up voicemail and e-mail "Out of Office" messages
- ☐ Leave travel plan with spouse/partner/friend/relative
- ☐ Take out US dollars and/or appropriate currency
- ☐ Read current travel advisory on travel.gc.ca
- ☐ Complete travel.gc.ca Registration of Canadians Abroad
- ☐ Read tips and information in guide books or websites
- ☐ Print flight itinerary and hotel information
- ☐ Complete Camosun Overseas Personnel Register (COPR) and email a signed copy to [global@camosun.ca](mailto:global@camosun.ca)
- ☐ Please keep boarding passes and submit to the Manager upon return

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