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DU CANADA



CONNECTING CANADIAN STUDENTS AND GRADUATES

WITH CHINA-RELATED CAREERS



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ACKNOWLEDGEMENTS

THIS REPORT HAS BEEN prepared by Erin Williams and Justin Kwan of the Asia Pacific Foundation of Canada (APF Canada).

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EVENT SUMMARY

From June 15 to 21, 2018, the Asia Pacific Foundation of Canada (APF Canada) and Global Affairs Canada's International Education Division co-hosted a series of roundtable discussions—in Montréal, Toronto, and Vancouver—on “Connecting Canadian Students and Graduates with China-Related Careers.”

The overarching purpose was to explore how Canada can better prepare for the coming era of closer engagement with China. The more specific tasks were three-fold:

1. To better understand how outbound mobility programs—study abroad, academic exchanges, internships, and field schools, for example—build the types of China competencies that could be valuable to Canadian youth and their future employers;
2. To identify programs and initiatives that help students build similar competencies in Canada; and
3. To explore how to engage alumni of these programs to possibly connect them with jobs in which they can apply these competencies.

While the mix of participants varied across the three discussions, as a whole participants provided a well-rounded set of perspectives (for a full list of participants, see Appendix A). The participants included:

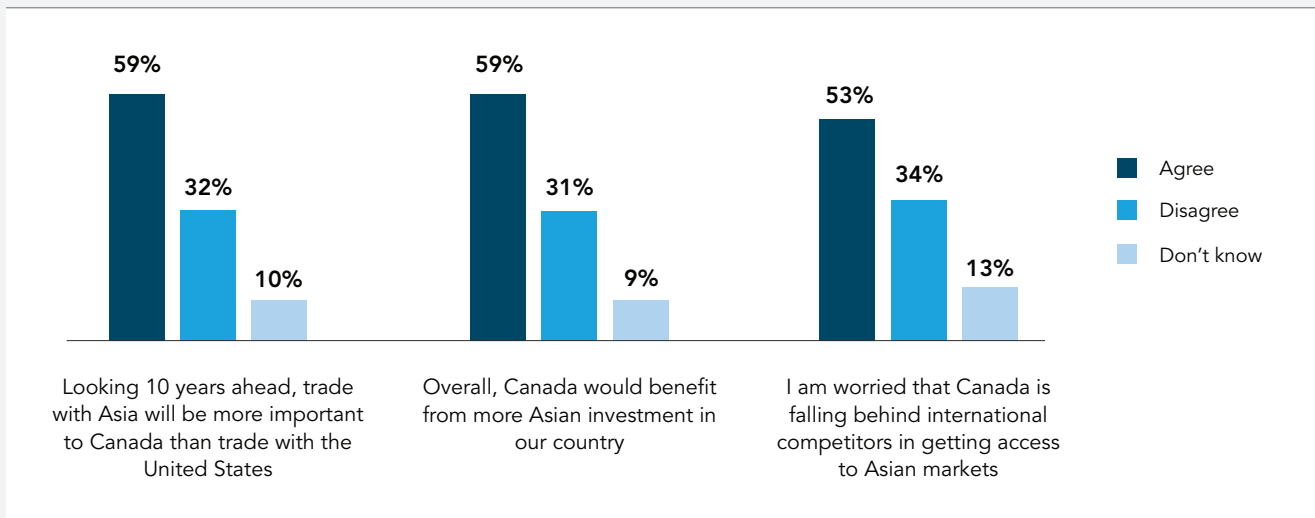
- Those who work in post-secondary education, such as faculty members, directors of programs that focus on Asia, and administrators, including in the area of career education;
- Those whose work engages them directly with China, including employees of the federal government and provincial and municipal governments, and organizations that work with Canadian businesses active in China;
- Representatives of outbound mobility programs in China; and
- Leaders of student clubs and young professionals' networks that focus on China.

The pages that follow provide the background for this roundtable series; a summary of key points that emerged from the discussions; and ideas for possible next steps.

BACKGROUND

CHINA'S RISING ECONOMIC STATUS and rapidly expanding global influence are requiring more—and more types of—stakeholders in Canada to reflect on how this shift will impact their work, now or in the future. There are indications that the Canadian public is increasingly aware of this shift. APF Canada's 2018 National Opinion Poll showed that a majority of Canadians (59 percent) believe that within a decade, Canada's trade with Asia will outweigh its trade with the United States. The poll also found that 81 percent feel the China market holds either great (51 percent) or moderate (30 percent) potential for Canada.¹ However, 53 percent expressed concern that Canada will fall behind its competitors in gaining access to Asian markets. What, then, do we need to do to close that competitiveness gap? And how might outbound mobility and other educational programs equip students with the types of skills that will help them and their future employers succeed in China?

Fig. 1 Canadians recognize important trade and investment relationship with Asia



Base: All respondents (n=3,561)

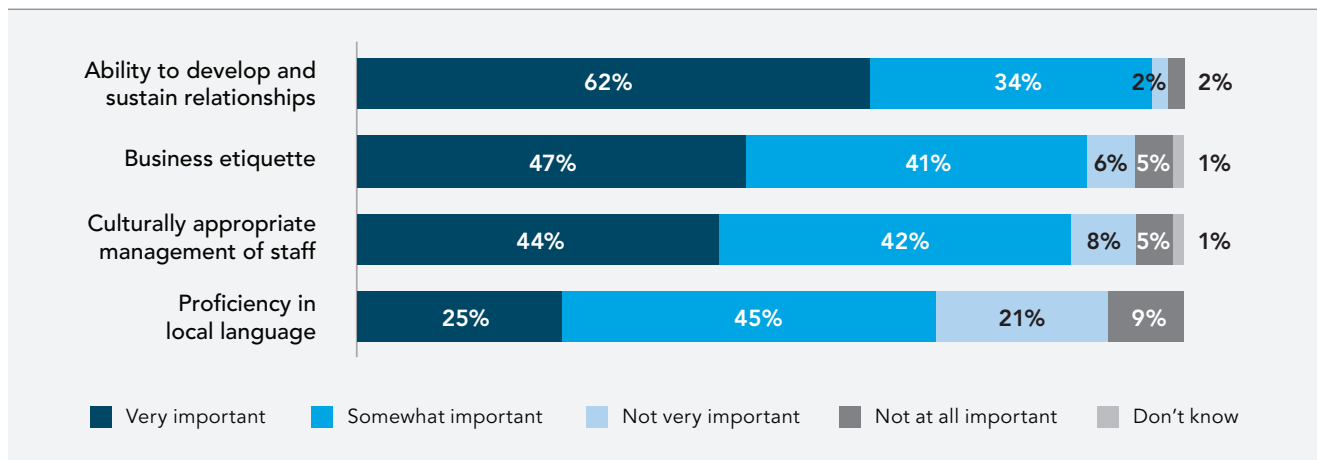
Q7: Do you agree or disagree with each of the following statements about Canada and the global economy?

1. In the same survey, many Canadians reported feeling uncertain or ambivalent about closer Canada-China economic ties. More than half of the survey's respondents said they were wary of certain types of Chinese investment in Canada. In addition, while nearly six in 10 Canadians support a free trade agreement with China, they also report having less-than-positive feelings toward that country.

Although more data is needed to answer these questions fully, recent research provides some preliminary clues.² For example, in 2016, APF Canada conducted a survey of small and medium-sized enterprises (SMEs) in British Columbia that export to Asia. While the survey was not limited to companies doing business in China, such companies were heavily represented (76 percent indicated their businesses were active in China). The results provided insights into some of the skill and knowledge gaps these companies face. What is notable is the prevalence of skills that can be developed only through sustained and meaningful immersion in and observation of Asian cultures. Some of the relevant findings include the following:

- The **ability to develop and sustain relationships with partners** was ranked “important” by 96 percent of respondents, with 62 percent saying it was “very important.”
- Eighty-eight percent said that **an understanding of business etiquette** was either “very important” (47 percent) or “somewhat important” (41 percent). Similarly, 86 percent of the companies said that **culturally appropriate management of staff** was either “very important” (44 percent) or “somewhat important” (42 percent).
- Seventy-nine percent said it was either “very important” (45 percent) or “somewhat important” (34 percent) to have employees who had built a **network of contacts in Asia**.

Fig. 2 The importance of different skills for doing business in Asia



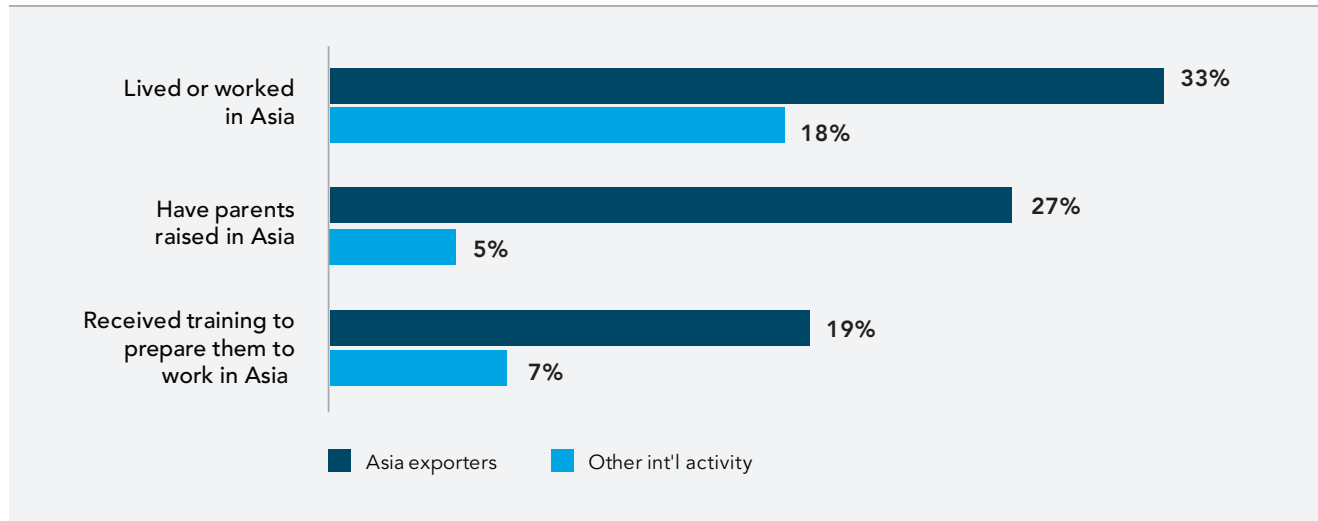
Base: (n = 91)

Q. How important are each of these skills for doing business in Asia?

2. These findings are taken from the May 2016 survey report, *Boosting British Columbia's Exports to Asia: A Survey of BC Businesses*, conducted by APF Canada and funded by the BC Ministry of International Trade. The full report can be accessed at <https://www.asiapacific.ca/surveys/survey-report/boosting-british-columbias-exports-asia-survey-bc-businesses>.

Interestingly, among the companies that export to Asia, only one-third had executive- or management-level staff who had lived or worked in Asia. Less than one-fifth said they had received any training to prepare them to work in Asia.

Fig 3. Training and Asia experience of management teams



Base: Asia exporters (n = 91); Other int'l exporters (n = 55)

Q: Have any of the executives or any members of the management team at your company lived or worked in Asia, received training to prepare them to work in Asia, or have parents that were raised in Asia?

On the one hand, we should be cautious about generalizing BC-based survey results to the rest of Canada. On the other hand, these results provide useful starting points for identifying some of the workplace implications of a closer economic relationship with China (and other Asian trading partners), particularly with respect to training and experience. Moreover, APF Canada interviewed a small number of SMEs in BC and Quebec that are active in China, and these discussions provided additional insights into the challenges such companies face, including:

- Knowing how to acknowledge and deal with a mistake in a way that is culturally acceptable;
- Communicating things that require nuance, and ascertaining that the point is understood by the other side;
- Understanding how decision-making is done in Chinese workplaces, and how this does or does not differ from Canadian workplaces;
- Convincing Canada-based employees to relocate to the company's operations in China;

- Finding employees (in Quebec) who are trilingual and tri-cultural; and
- Overcoming negative perceptions of China in the hiring process, especially with respect to issues like censorship, authoritarian governance, and concerns about intellectual property theft.

With this information as background, participants engaged in focused discussions in which they shared their experiences and observations on where youth engagement of China has been effective, and where there is a need for a different or broadened approach. In addition, participants offered concrete suggestions on possible next steps. These are summarized in the following section.

The summary by no means represents a consensus of views. Rather, it is a compilation of the observations and suggestions offered by participants in all three roundtables. The observations and suggestions laid out here can be the basis for Canadian stakeholders' next steps.

SUMMARY OF DISCUSSIONS

The contributions in these roundtables coalesced around four main issues:

1. Understanding the link between outbound mobility programs and the China competence needs of Canadian employers;
2. Increasing the number of Canadian youth who go to China;
3. Encouraging students and young professionals to build their China competencies while in Canada; and
4. Engaging past participants of China-based and Canada-based learning initiatives about China.

UNDERSTANDING THE LINK BETWEEN OUTBOUND MOBILITY PROGRAMS AND THE CHINA COMPETENCE NEEDS OF CANADIAN EMPLOYERS

Participants provided observations and suggestions focused on both the supply and demand of China competence.

Observations

- We need a better understanding of Canadian employers' activities vis-à-vis China on a broad range of businesses, sectors, and government ministries at different levels (federal, provincial, municipal).
- We also need better tools for understanding how different types of outbound mobility programs support the development of competencies valued by employers. (For examples of the different types of outbound mobility programs in China, see Appendix B.)

- There was some divergence of opinion on how much to emphasize language training. On the one hand, such a skill is indispensable to developing a deep cultural understanding of China. On the other hand, some participants noted that while language is important, negotiation skills (which do not necessarily require a high level of Chinese-language proficiency) are also very important. Cultural understanding and sectoral knowledge of different specialized industries are also needed, and young Canadians must be taught how to translate this knowledge into behaviours, especially into appropriate and effective ways to conduct business in or with China.
- Although the information is anecdotal, there is a well-founded impression that many youths who invest in developing their China competencies have difficulties finding a career in which those competencies can be applied.

Suggestions

- We should collect more information about what China-engaged employers need in terms of skills and knowledge. This information should be translated in a way that is accessible to post-secondary institutions and students.
- Tools for measuring learning and professional development outcomes could be developed and pilot-tested for educational institutions at a variety of levels (secondary, post-secondary, and young professional). The tools should be flexible enough to capture the benefits of different types of programs, such as short-term versus long-term study abroad, field schools, internships, and homestays.



We need a better understanding of Canadian employers' activities vis-à-vis China.

INCREASING THE NUMBER OF CANADIAN YOUTH WHO GO TO CHINA

This point was a major focus of all three discussions. There was broad agreement that the percentage of Canadian students who get on-the-ground study or work experience in China is very disproportionate to China's growing global importance. China has greatly expanded its inbound mobility options, making it easier than ever to find a study abroad or cultural exchange program to fit a wide range of needs and interests.

Participants highlighted some obstacles and factors that could encourage more participation.

Observations

- One obstacle is cost. On the one hand, there is often scholarship money available for China, especially for study abroad, that goes unclaimed. Much of this is provided through programs set up by the Chinese central government or province-to-province arrangements. On the other hand, post-secondary schools and students are often unaware of these scholarships, or lack sufficient information about the host city or institution. One participant also noted that the amount of funding may not be sufficient to overcome the real or perceived financial barriers that students face.
- The issue of accessibility was also raised. Some students may not be competitive for scholarships because of their grade point average (GPA). There are many students who are interested in China and would be motivated to go there, but due to a variety of circumstances, including work commitments and family obligations, may not be able to reach the minimum GPA required to qualify for financial assistance.
- Another obstacle is perceptual: Although China registers on the mental maps of Canadian youth, it is still seen by many students as being “too foreign” and/or not relevant to their future. They need to hear directly from employers and other influencers about the value of China competencies for a variety of careers and sectors. This outreach effort should target students in their first and second years of study in order to give them time to research program options and explore scholarship opportunities. One participant noted that Canadian universities are not doing enough to promote China as an outbound mobility destination.

Fig. 4 Top countries people think of when hearing the word "Asia"

Millennials 18–24	Millennials 25–34	35+	Total
China 61%	China 74%	China 72%	China 69%
Japan 11%	Japan 8%	Japan 9%	Japan 10%
India 8%	India 3%	India 5%	India 5%
Philippines 2%	Russia 2%	Thailand 2%	Thailand 2%
Thailand 2%	Hong Kong 1%	Vietnam 1%	Vietnam 1%

Base: All respondents: (n = 1,527); Millennials 18-24: (n = 459); Millennials 25-34: (n = 197); 35+: (n = 871)

Q1: When you hear the word "Asia," what is the first country or territory you think of?

- Two of the most widely used outbound mobility programs are the long-standing Canada-China Scholars' Exchange Program, established in 1973, and the Canada Learning Initiative in China, established in 2016. Because both are national in scope and allow for a broad range of study areas, they could be useful case studies for understanding what motivates and enables students to go to China. (For more information on these two programs, see Box 1 and Box 2.) However, we also need a better understanding of why some interested and motivated students begin the process of applying for outbound mobility programs to China, but ultimately withdraw.

BOX 1: CANADA-CHINA SCHOLARS' EXCHANGE PROGRAM

Over the past 45 years, the Canada-China Scholars' Exchange Program (CCSEP) has fostered bilateral ties between Canada and China through academic exchanges. With over 1,000 program participants since 1973, Canadian scholars have brought new perspectives abroad and brought back enhanced knowledge and understanding of China. Scholarships under the CCSEP are awarded for research and/or language studies in China for up to one year. Program participants have travelled to 22 cities across China, the most popular destinations being Beijing, Shanghai, and Nanjing. During their time in China, participants have access to resources within the country, including experts and professional contacts.

The CCSEP has allowed participants to further engage in China-related studies and/or career paths. In a study commissioned by Global Affairs Canada in

2017, it was found that both professional and personal ties were established by the participants in varying capacities. Of the most important relationships, the top four included academic work, personal ties (friends, family, and other alumni), business dealings (industry and government), and professional work in China. Alumni surveyed also showed high engagement with careers in the areas of policy, government, and academic work. Forty-one percent of alumni pursued graduate studies in a field related to China, thereby continuing to acquire and share knowledge about China beyond the scholarship period. Overall, the CCSEP has helped accomplish two main goals: to build a cohort of Canadians with international academic experience, and to foster people-to-people ties and increase the cultural understanding and appreciation between Canada and China.

http://www.scholarships-bourses.gc.ca/scholarships-bourses/non_can/ccsep-peucc.aspx?lang=eng

BOX 2: CANADA LEARNING INITIATIVE IN CHINA

The Canada Learning Initiative in China (CLIC) is a new Canada-wide study abroad initiative that provides subsidized learning opportunities for Canadian students in China. Funded by China's Ministry of Education and Canadian U15 universities (a collective of Canada's leading research-intensive universities), the program seeks to increase the number of Canadian students studying abroad in China. Positioned as a co-ordinated platform for Canadian study in China, CLIC trains qualified Canadian youth and strengthens Canada's relations with China. Already, CLIC has 23 approved summer programs and 94 established exchange programs. Students must be enrolled in one of the nine CLIC member universities to be eligible for funding

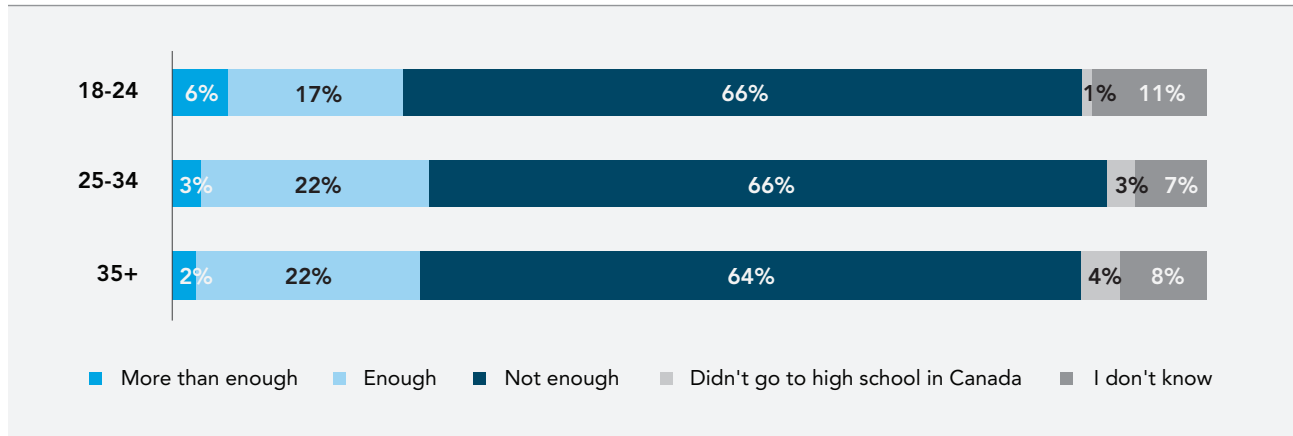
support. The program has guaranteed transfer credit.

Moving forward, CLIC seeks to increase overall student participation through more programs, including short-term exchanges, semester-long studies, research internships, and co-op placements. It is also in the process of developing a CLIC alumni program that can engage students after they return to Canada. The Canadian universities currently participating in the CLIC program include: University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Université Laval, Université de Montréal, University of Ottawa, Queen's University, and University of Saskatchewan.

<http://clicstudyinchina.com/>

- Short-term programs at the high school level give students exposure to China early enough in their academic careers that it can shape their future choices, such as enrolling in Mandarin classes and planning ahead for longer-term programs in China. Some Canadian high schools are pursuing this through twinning relationships between Canadian and Chinese provinces, cities, or schools.

Fig. 5 All groups feel insufficient exposure to Asia in high school education



Base: All respondents: (n = 1,527); Millennials 18-24: (n = 459); Millennials 25-34: (n = 197); 35+: (n = 871)

Q14: In thinking about your high school education, do you think you had enough or not enough exposure to Asia (e.g., history, culture, geography, language, politics, etc.)

- One of the discussions focused on the specific benefits of programs that include a homestay component, such as the Canada-China Young Leaders Program offered by Canada World Youth (for more information, see Appendix B). This is a unique opportunity for cultural immersion because there is a lot of valuable interaction in a home environment that does not necessarily happen in a classroom, workplace, or other situation.

Suggestions

- Students exploring outbound mobility options could be connected with other students or recent graduates who have studied at different host universities or have lived in various Chinese cities (especially cities other than Beijing and Shanghai). These contacts could provide practical information about living in those cities. Similarly, China-bound students could be connected with other Canadians who are currently working in their destination city, such as members of one of the local Canadian chambers of commerce or other companies or organizations, who would be willing to meet with Canadian students and possibly grant an informational interview. Finally, Chinese international student alumni of Canadian post-secondary schools could be enlisted for similar purposes.

- Nevertheless, while connections with other Canadians are useful for building networks, students should be strongly encouraged to spend far more of their time in China with Chinese friends and classmates than with other Canadians.
- Some programs could be (re)designed around fields of study or professional interests, such as sustainability, finance, or education. This would attract students who do not have a specific interest in China, but who are motivated to learn about their academic or professional interests in a vitally important global setting. For some of these students, short-term programs of two or three weeks may spark their interest in getting more China experience.
- One participant cautioned against over-emphasizing the link between going to China and getting a job. Others agreed that one's study abroad experience should be primarily about exploration and enjoyment, not about pressure to convert the experience into a career. At the same time, it was noted that the skills and competencies gained through international experience in China—such as adaptability, a broader world view, and resilience—could be applied in a variety of jobs, including jobs in Canada.
- There is a need for a pan-Canadian organization to disseminate relevant information to students, educational institutions, and educators through a newsletter and/or social media channels.

“*There is often scholarship money available for China...that often goes unclaimed.*”



ENCOURAGING STUDENTS AND YOUNG PROFESSIONALS TO BUILD THEIR CHINA COMPETENCIES WHILE IN CANADA

There are many opportunities for developing China-related skills in Canada. Given the obstacles many students face in going abroad, we should be attentive to supporting such initiatives. This includes, for example, enrolling in Mandarin (or Cantonese) language courses, taking classes that have a focus on China, and other extra- or co-curricular opportunities. (For a list of ideas from other countries, see Appendix C.)

Observations

- Many campuses and communities have a wealth of resources that could be leveraged, with careful thought given to appropriate management and outcomes.
- Almost all Canadian post-secondary institutions host a large number of Chinese international students. However, as one participant noted, Canadian post-secondary institutions in particular tend to frame cultural differences as deficits on the part of the Chinese students. As such, the institutions provide a variety of initiatives to help Chinese students adapt to a Canadian cultural and academic environment, but far fewer initiatives to facilitate learning in the other direction—that is, Canadian students learning about China.

Suggestions

- Canadian post-secondary institutions should be more proactive and systematic in creating cross-cultural learning initiatives to ensure that Canadian students learn about Chinese culture and society.
- A representative of one China-focused student club said the club had organized a speaker series about different business sectors or opportunities in China, as well as a career night event. Such ideas could be expanded to reach more students—for example, to other types of clubs that do not explicitly focus on China, such as those that focus on business and entrepreneurship, science and technology, or politics and international relations. China-oriented professional networks and business councils could be enlisted to partner in such events.
- Another China-focused youth network launched a speaker series featuring members of the Canadian public sector. The network is also implementing a mentorship program for graduate students and young professionals, including members who are interested in China but have not yet had the opportunity to spend time there. These initiatives could also be scaled up (with support) and/or replicated in other parts of Canada.

ENGAGING PAST PARTICIPANTS OF CHINA-BASED AND CANADA-BASED LEARNING INITIATIVES ABOUT CHINA

Canadians who invest in their China competencies, whether in China or Canada, often want opportunities for further professional development related to China, as well as the opportunity to connect with others who have similar experience. China-focused networks can provide a useful meeting place for these individuals.

At present, Canada has a small number of such networks that have been initiated by groups of proactive students, recent graduates, and young professionals. Outbound mobility programs like the Canada-China Scholars' Exchange Program (CCSEP) are a resource of alumni who could be enlisted to help expand and deepen the ecosystem of China-competent Canadians. (For a summary of a survey of CCSEP alumni, see Box 3.)

Observations

- The best window during which to engage alumni of outbound mobility programs in China is roughly three to six months after their return to Canada. At that phase, their experience and language skills are still fresh, and their motivation to take their China interest to the next level is likely to be highest. (See Appendix D.)
- With a few exceptions (e.g., the Canada Learning Initiative in China), there is not currently a robust and centralized mechanism for connecting with either outbound mobility students or other China-engaged students or young professionals.
- A member of a long-standing young professionals network that focuses on China attributed her network's success in part to having struck a good balance in networking events between activities that are focused on professional matters and activities that are more for enjoyment.

Suggestions

- It would be useful to have a more centralized means of sharing information about these networks with students before they leave for China. This could be in the form of an online information package that could be shared with universities, colleges, and other mobility programs for further dissemination to participating students.
- At networking events, it is advised to keep speeches relatively short, and to integrate cultural and social activities that help facilitate relationship-building among members.
- Australia and the United States each have an impressive initiative that Canada could consider: the China Matters Young Professionals project and the China Careers Summit, respectively. The former involves Australian young professionals developing their skills in writing, discussing, and debating about issues in China-

Australia relations. The latter is a two-day event, featuring talks and workshops with government agencies and other organizations; the focus is on the big-picture importance of China to the United States, as well as on practical skills for professionals. (For more information and links to these programs, see Appendix C.)

BOX 3: CANADA-CHINA SCHOLARS' EXCHANGE PROGRAM AND ALUMNI ENGAGEMENT

According to a survey conducted of Canada-China Scholars' Exchange Program (CCSEP) alumni, a majority said they maintained their interest in China, with the most popular areas being: 1) participation in cultural events (91 percent), 2) attendance at professional or academic conferences (68 percent), and 3) professional dealings with China (53 percent). Given the wide range of participants' backgrounds, and considering the distribution of alumni across Canada and China, there is an opportunity to profile the stories of these participants and demonstrate to the next generation some possible pathways toward China-related professions. Furthermore, given that the program's alumni are more inclined to be positioned internationally over the course of their careers, the positive responses represent a good opportunity for [Global Affairs Canada] and its missions abroad to transform the scholarship recipients and alumni into program advocates.

A key area of the program moving forward is to further alumni engagement. CCSEP recipients have the potential to serve as both cultural and academic ambassadors for Canada. At the moment, no official alumni program exists. (The Embassy of the People's Republic of China in Ottawa maintains some active links to CCSEP alumni, although not through a formal program.) However, 91 percent of the alumni participants surveyed showed a very strong interest in joining an alumni association. This was noted as particularly positive given that there was no alumni program or service that was described at the time participants joined the program. Further engagement with alumni would help increase interactions with all program participants, thus creating not only a community of Canadian scholars of China, but also a cohort of individuals who are in a position to facilitate business and institutional collaborations between both sides.

CONCLUSIONS & THOUGHTS ON NEXT STEPS

AT THE CONCLUSION of the three roundtable discussions, the co-organizers consolidated the observations and suggestions into three broad types of next steps that stakeholders could consider:

1. Gather more information about the demand for China competencies among various types of Canadian employers, as well as more information about how the learning and professional development outcomes of China-focused education initiatives create the supply that can help meet that demand.
2. Consolidate and centralize information about programs and scholarships for going to China, and networks that encourage China-engaged students and young professionals to build their contacts and to continue to develop and apply their China skills.
3. Fill programming gaps by expanding or building upon existing initiatives or creating new initiatives. This could include tapping into resources that we already have (such as cross-cultural engagement with Chinese international students) and taking inspiration from what other countries are doing to help bridge the gap of China skills and knowledge.

While some of these options require funding resources, other options require a relatively modest financial commitment but a more significant time commitment by one or more stakeholders. Such investments will have an important payoff, as China's importance to Canada is only going to grow in the years ahead.

APF Canada welcomes additional thoughts and suggestions on what has been presented in this report. Please contact one of the report's authors: Erin Williams (erin.williams@asiapacific.ca) or Justin Kwan (justin.kwan@asiapacific.ca).

APPENDIX A

LIST OF ROUNDTABLE PARTICIPANTS

Vancouver Roundtable

1. **FRANCIS ACQUARONE** • *Director, China Market* • BC Ministry of Jobs, Trade and Technology
2. **TONY BOTEHLO** • *Manager* • Career and Volunteer Services, Simon Fraser University
3. **ELSIE CHRISTOPHER** • *Associate Director of Programs* • Jack Austin Centre for Asia Pacific Business Studies, Simon Fraser University
4. **JAMIE EDWARDSON** • *Executive Director* • BC Ministry of Advanced Education, Skills and Training
5. **LAWRENCE GU** • *Dean, International* • British Columbia Institute of Technology
6. **ROB HANLON** • *Assistant Professor* • Thompson Rivers University
7. **LUKE HENDERSON** • *Senior Policy Advisor* • Global Affairs Canada, International Education Division
8. **KIRK HILL** • *Assistant Dean* • Alumni and External Relations, Beedie School of Business, Simon Fraser University
9. **CEN HUANG** • *Executive Director of International Partnerships, Associate Vice-President of International Advancement* • University of Alberta
10. **JUSTIN KWAN** • *Project Specialist* • Asia Pacific Foundation of Canada
11. **BRIAN LEACOCK** • *Instructor* • Gustavson School of Business, University of Victoria
12. **JAMES LEEDER** • *Advisor* • Asia and Latin America, Go Global, University of British Columbia
13. **DOUG LEONG** • *Associate Director* • MBA Careers, Simon Fraser University
14. **VICTOR RAMRAJ** • *Director* • Centre for Asia Pacific Initiatives, University of Victoria
15. **NADIA SCIPIO DEL CAMPO** • *Deputy Director* • Policy, Partnerships and Mobility, International Education and Tourism Division, Global Affairs Canada
16. **KAITLYN SHANNON** • *Manager* • International Research Awards, Mitacs
17. **DARREN TOUCH** • MPPGA student at the University of British Columbia; former Embassy of Canada in Beijing intern
18. **JANE WANG** • *Program Manager, BC Chapter* • Canada China Business Council
19. **ERIN WILLIAMS** • *Program Manager* • Asia Pacific Foundation of Canada
20. **LOTTA YGARTUA** • *Director, BC Chapter* • Canada China Business Council
21. **FEI FEI YUAN** • *Co-president, BizChina Club* • University of British Columbia

Note: Titles and affiliations are at the time of participation in the roundtable discussion.

Montreal Roundtable

1. **STÉPHANIE FAUCHER** • *Chargée de projet* • Développement de carrière chez LOJIQ, Les Offices Jeunesse internationaux du Québec
2. **CATHERINE GENDREAU** • *Conseillère au Pupitre Chine* • Direction Asie-Pacifique, Ministère des Relations Internationales et Francophonie
3. **CINDY HO** • *President* • Young Chinese Professionals Association
4. **JUSTIN KWAN** • *Project Specialist* • Asia Pacific Foundation of Canada
5. **JEAN MICHEL MONTSION** • *Professor of Canadian Studies* • York University; *Distinguished Fellow* • Asia Pacific Foundation of Canada
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7. **TATIANA NESVIGINSKY** • *Program Manager* • International Education Division, Global Affairs Canada
8. **MIKE POWER** • *Vice-president* • Programming and Operations, Canada World Youth
9. **NADIA SCIPIO DEL CAMPO** • *Deputy Director* • Policy, Partnerships and Mobility, International Education and Tourism Division, Global Affairs Canada
10. **SHAWN STEIL** • *Executive Director* • Greater China Division, Global Affairs Canada
11. **JUAN WANG** • *Associate Professor of Political Science* • McGill University
12. **ERIN WILLIAMS** • *Program Manager* • Asia Pacific Foundation of Canada
13. **CLAIRE YU** • *Business Development Director, Asia* • Foreign Investments, Montreal International
14. **CLAIRE ZHANG** • *Program Director* • Canada China Business Council, Quebec Chapter

Toronto Roundtable

1. **AILEEN DONG** • *Assistant Director* • Master of Finance Program in China, Queen's University
2. **VINITHA GENGATHARAN** • *Director* • Waterloo International, University of Waterloo
3. **LUKE HENDERSON** • *Senior Policy Advisor* • International Education Division, Global Affairs Canada
4. **ANGELA JAMES** • *Director* • Centre for International Management, Queen's University
5. **HEATHER KINCAIDE** • *Associate Director, International* • Queen's University; Canada-China Scholars' Exchange Program Alumna
6. **JUSTIN KWAN** • *Project Specialist* • Asia Pacific Foundation of Canada
7. **PHILIP LANDON** • *Vice-president* • Governance and Programs, Universities Canada
8. **HOWARD LIN** • *Professor of Global Management Studies* • Ryerson University
9. **VIRGINIA MACCHIAVELLO** • *Director* • International Education, Centennial College
10. **JEAN MICHEL MONTSION** • *Professor of Canadian Studies* • York University; *Distinguished Fellow* • APF Canada
11. **RUMYA NITHIANANTHAN** • *Vice President of Communications* • Canada China Young Professionals Network
12. **JULIA PAN** • *Adjunct Professor* • Department of Leadership, Higher and Adult Education, Ontario Institute for Studies in Education/University of Toronto
13. **XIN QIN** • *Senior Program Officer* • Asia and the Middle East, Colleges and Institutes Canada
14. **NADIA SCIPIO DEL CAMPO** • *Deputy Director* • Policy, Partnerships and Mobility, International Education Division, Global Affairs Canada
15. **YANY SIEK** • *Vice President of Education* • Canada China Young Professionals Network
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17. **MICHAEL WANG** • *Director* • RBC Wealth Management/Private Banking
18. **ERIN WILLIAMS** • *Program Manager* • Asia Pacific Foundation of Canada
19. **JOSEPH WONG** • *Associate Vice-president and Vice-provost* • International Student Experience, University of Toronto
20. **BEN YANG** • *Director* • Global Engagement, Laurier International, Wilfred Laurier University

APPENDIX B

EXAMPLES OF OUTBOUND MOBILITY PROGRAMS IN CHINA

Dual degree and joint degree programs

A program of study whereby partner institutions in different countries offer two degrees (one from each institution) or one degree awarded on behalf of both institutions.

Exchange programs

A program of study whereby partner institutions establish a reciprocal agreement that enables students to pay tuition at their home institution and to register and study at the host partner institution with credit transferred back to the home institution. The typical duration of an exchange is one or two semesters. The most established Canada-China exchange program is the Canada-China Scholars' Exchange Program between the Government of Canada and the Government of the People's Republic of China. It offers short-term scholarships to Canadians wishing to study abroad in China. Scholarships are awarded for studies, research, language studies, or a combination of studies and language studies at participating Chinese institutions.

Homestay program

A housing arrangement aimed at increasing participants' cultural and linguistic competencies by living in the home of a local resident, often a family. Canada World Youth has a new study abroad program in China—the China-Canada Young Leaders Program—that includes a one-month homestay (http://canadaworldyouth.org/our_programs/china-canada-young-leaders-program/).

Internship abroad

A work placement abroad, usually in a semi-professional capacity. Internships may be credit or non-credit, and paid or unpaid.

Language exchange

A short- or long-term exchange program that focuses on foreign language learning through immersion in the host country. Overseas language study programs occur where the target language is the native language spoken by everyone.

Leadership delegation

A short-term program whereby students and/or professionals engage in informal and unofficial contacts with a country's academics, non-governmental organizations, and other civil society leaders to build relationships and encourage new ways of thinking. Delegates normally have the opportunity to participate in a variety of activities including workshops, lectures, site visits, and cultural activities.

Overseas branch campus

A campus of an educational institution established in a country outside of the institution's main location. Educational offerings at the branch campus are usually targeted at local students in that location and often offer separate certificate, diploma, or degree programs. Centennial College in Ontario has a branch campus in Suzhou, China, that welcomes its Canada-enrolled students to study.

Research abroad

A research project carried out by a student (usually at the graduate level) in a country outside of the home institution's location. The Mitacs Globalink program (<https://www.mitacs.ca/en/programs/globalink>) offers \$6,000 for a 12- to 24-week research project in one of its partner countries, which includes not only Mainland China, but also the Hong Kong Special Administrative Region and Taiwan. This funding is open to senior undergraduate and graduate students and postdoctoral fellows in any discipline.

Short-term study abroad

A short-term program that takes students abroad for usually less than one month in duration. Some examples include summer study abroad (for-credit courses between May and August), field schools, and community-engaged learning programs (which involve community partners or organizations working directly with students on projects of interest to the community).

Teaching English as a second language

A short- or long-term opportunity for native English speakers to teach English in China. Teachers may be placed in elementary or secondary schools and often (but not always) have various Teaching English as a Foreign Language (TEFL) or Teaching English to Speakers of Other Languages (TESOL) certifications for teaching English.

APPENDIX C

CHINA YOUTH AND ALUMNI ENGAGEMENT IDEAS FROM OTHER COUNTRIES

1. China Careers Summit

<https://www.chinacareerssummit.org/>

The US-China Strong Foundation, in co-operation with the Sigur Center for Asian Studies in the Elliott School of International Affairs at George Washington University, holds a China Careers Summit (CCS) for students with a background in China studies. The CCS provides practical information and guidance on a vast range of China-related jobs through talks, panels, and site visits. The CCS invites representatives from six government agencies and over 20 organizations representing various sectors, and provides training sessions on practical skills such as cross-cultural communications and networking.

2. US-China Alumni Ambassador Network

<http://100kstrong.org/initiatives/alumni-network/>

The soon-to-be-launched US-China Alumni Ambassador Network builds on the US-China Strong Foundation's Student Ambassador program, which mobilizes young leaders. The network will connect American and Chinese peers and encourage sharing of experiences and collaboration on projects. The Foundation will also provide networking events, webinars, job postings, mentorship, and other activities to secure the long-term engagement of American and Chinese students and sustain ties between the two countries' next generation of leaders.

3. American Mandarin Society

<http://www.mandarinsociety.org/>

The American Mandarin Society (AMS) helps members retain Chinese-language skills obtained from study or work experience in Greater China. AMS's 2,000-plus members from various backgrounds are encouraged to continue to enhance their language skills, networks, and cultural engagement by providing networking and mentoring forums for Chinese-speaking Americans across the United States. It also offers fellowship programs, learning guides, online Chinese-language learning tools, and weekly newsletters to continuously engage its members.

4. Project Pengyou

<http://projectpengyou.org/>

Project Pengyou (which means “friend” in Mandarin) is a flagship initiative of the Golden Bridges Foundation that fosters US-China youth partnerships and leadership. Project Pengyou provides leadership training sessions, supports campus chapters, and encourages members to visit local elementary and middle schools to spark interest in China. Additionally, Project Pengyou provides the online platform ProjectPengyou.org, which crowdsources China-related jobs, events, and networking opportunities among its members.

5. China Matters Young Professionals Project

<http://chinamatters.org.au/>

An Australian not-for-profit organization, China Matters supports youth engagement of China through its Young Professionals project. The project fosters dialogue among young Australians who share an interest in China, especially pertaining to business, foreign policy, and security. The Young Professionals project provides a platform for young Australians to debate, publish, and hold national meetings on issues regarding Australia-China relations.

APPENDIX D

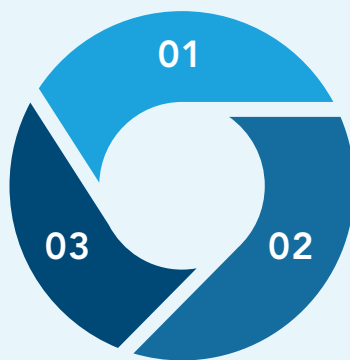
THE CYCLE OF BUILDING CHINA COMPETENCE

In some ways, the process of becoming China competent is linear, with students—and later, professionals—incrementally deepening and expanding on their China-related skills, knowledge, and experiences. In other ways, the path is more cyclical, especially when thinking about building a wider ecosystem of China-competent Canadians, and how productive linkages between members of this cohort can add value to individuals.

The cyclical aspect is premised on alumni of China outbound mobility programs, or other mid-career China-experienced professionals, giving back by sharing their knowledge, their contacts, and their guidance with a new generation of China-engaged students and young professionals. A rough depiction of this cycle can be found below.

Develop an interest in China

- Take China-focused courses, language classes, cultural exchanges, arts, etc.
- Deepen exposure through meaningful interaction with Chinese people in Canada.
- Explore opportunities to go to China, including by contacting alumni of various programs.



Build on China skills after return, assist next generation

- Connect with China-engaged professionals and networks.
- Get involved with initiatives to interest the next generation, including through mentorship.

Connect in China

- Start to build a network of Chinese friends and colleagues and other China-connected Canadians.
- Seek advice from China-based professionals.

