

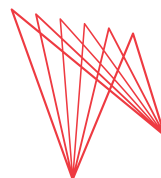
# CANADA'S ASIA CHALLENGE | 2014

Skills and Knowledge for the Next Generation



## CONFERENCE REPORT

October 15-17, 2014  
Calgary, AB  
Hyatt Regency



ASIA PACIFIC  
FOUNDATION  
OF CANADA

FONDATION  
ASIE PACIFIQUE  
DU CANADA

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## ABOUT US

### ABOUT THE ASIA PACIFIC FOUNDATION OF CANADA

Since its creation in 1984, the Asia Pacific Foundation of Canada (APF Canada) has been a leader in research and analysis on Canada's relations with Asia. Our mission is to develop ideas for action by business, governments and Canadians to help them seize the vast opportunities unfolding in Asia. We do this by offering clear, specific and actionable policy advice and leadership based on sound research and analysis. The Foundation's current thematic priorities include trade and investment, energy and the environment and international education. Engaged in research and convening, APF Canada has developed strong ties with policymakers, business leaders, academics, and opinion makers in Canada and throughout the Asia Pacific region.

### RESEARCH THEMES

#### Skills and Competencies

Increasing and enhancing two-way flows of students and providing Canadians with the skills, knowledge and experience to be successful in Asia.

#### Energy and the Environment

Helping Canadians to better understand the changing global energy landscape and the importance of strong Canada-Asia cooperation on a range of issues related to energy and the environment.

#### Asia Now

Providing timely information and analysis on significant developments in global affairs relevant to the Canada-Asia relationship.

#### Trade and Investment

Fostering two-way business flows and fostering understanding of issues related to market access, export capacity and barriers to investment.

### PUBLICATIONS

The Asia Pacific Foundation of Canada has a series of publications that are available via subscription and online.

- Canada-Asia News Service
- Op-Eds
- Task Force Reports
- Canada-Asia Agenda
- Research Reports
- Blog
- National Opinion Polls

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ASIA PACIFIC  
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ASIE PACIFIQUE  
DU CANADA

# CANADA'S ASIA CHALLENGE: SKILLS AND KNOWLEDGE FOR THE NEXT GENERATION

## SUMMARY REPORT

It is a maxim of 21<sup>st</sup> century education that today's students will graduate into a world that will look very different from the one their parents and teachers knew. One of the most profound but least appreciated factors shaping this new world is the phenomenon known commonly as "the rise of Asia." In brief, this refers to the emergence or re-emergence of the region's economic clout, starting with Japan, followed by the four 'tiger economies' of Hong Kong, Singapore, South Korea and Taiwan, and then more recently and dramatically, China, with India and Indonesia not far behind. It also refers to the growing political and diplomatic heft that comes with the significant growth of economic power. Consider, for example:

- Asia accounts for over half the world's population, including three of the world's four most populous countries: China, India and Indonesia.
- China and Japan have the second and third-largest national economies; by some estimates, China's economy could surpass the US economy within a decade.
- Global middle class growth will be heavily concentrated in Asia; within 15 years, an estimated two-thirds of the global middle class will live there. This will shape consumer trends, and thus commercial opportunities for countries like Canada. It will also create new challenges for managing scarce natural resources.
- Key Asian players will be decisive in tackling politically thorny and extremely consequential issues such as climate change, nuclear proliferation, and international trade rules.

### BOX 1. CONFERENCE ADVISORY COMMITTEE



**Eva Busza,**  
Vice President, Research  
and Programs, Asia  
Pacific Foundation of  
Canada



**David Mulroney,**  
Distinguished Senior  
Fellow, Munk School of  
Global Affairs, Former  
Ambassador to China



**Maureen Neglia,**  
Vice President, Global  
Talent, Manulife  
Financial



**Honourable Teresa  
Woo-Paw,**  
Associate Minister,  
Asia Pacific Relations,  
Intergovernmental and  
International Relations,  
Province of Alberta



For Canada, adjusting to this changing world is no small matter. In the 20<sup>th</sup> century, our economic and diplomatic success hinged on our ability to deal with the US and Europe, countries and regions with which we share languages, cultures, history and political ideals. If we want to maintain our international relevance and current standard of living, we will need to learn to work with a new set of actors, many of whom are in Asia. Australia, New Zealand and the US have already launched national-scale initiatives to promote Asia-related knowledge, skills and experience (or “Asia competence,” for short) among their young people. If Canada does not mobilize quickly, it will risk losing relevance and effectiveness vis-à-vis this very dynamic region.

In response, the Asia Pacific Foundation of Canada (APF Canada) brought together over 200 participants for “Canada’s Asia Challenge: Building Skills and Knowledge for the Next Generation,” the first-ever national conference on building a more Asia-competent Canada. The conference was held in Calgary on October 15-17, 2014, and included stakeholders from the private, public, education and non-government sectors, as well as Canadian students and young professionals. Featured speakers offered their insights and advice based on their experience with programs that have a track record of success in building Asia competence. In addition, the conference benefited from the input of its two major sponsors, the Government of Alberta and Manulife Financial, both standard-bearers in recognizing the value of Asia competence to their respective organizations.

The sections that follow include the background and rationale for the conference, a summary of key insights and ideas that emerged from the discussions, and a plan of action for how we might move Canada toward a more Asia-competent future.



Keynote Address by Steve Roder, Senior Executive Vice President and Chief Financial Officer, Manulife Financial, “Doing Business in Asia and Making Canadian Companies Even Better.”

***Manulife has significantly increased its operations in Asia, growing from 8,000 Asia-based employees in 2010 to about 12,500 today. The massive middle class and emerging silver class are huge business growth opportunities.***

## BACKGROUND: WHY ASIA COMPETENCE?

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Panel Discussion with the Honourable Teresa Woo-Paw, Associate Minister, Asia Pacific Relations, Intergovernmental and International Relations, Province of Alberta, 'Engaging and Communicating with the Public about What is at Stake.'

*We need to have engagement with the people we are making the case to... to understand their interests, their fears, their expectations, their hopes.*

## BACKGROUND: WHY ASIA COMPETENCE?

For the past ten years, APF Canada has been polling Canadian views on Asia, including how they feel about different aspects of Canada-Asia relations. Overall, Canadians seem to acknowledge the significance of Asia's economic and political rise, and many agree that this has implications for Canada's prosperity. But Canadians also express uncertainty or reluctance on how closely – or even whether – to engage our Asian counterparts on things like trade, investment, diplomatic cooperation and people-to-people exchanges (see Box 2). Many of Canada's business, education, government and community leaders find this 'turning away' from Asia a cause for deep concern that Canadians may end up losing out on economic opportunities, diplomatic effectiveness, and other vital areas of global engagement.

### Closing the Asia Competence Gap

APF Canada captured a more concrete measurement of this concern in a 2012 survey of over 350 professionals from the private, public and education sectors whose work connects them in some way to Asia. Sixty percent of those surveyed said it was difficult to find qualified Canadians to fill Asia-related jobs, whereas fewer than half that number (29%) reported no such difficulties. When asked for more information about what they look for in a colleague or employee, respondents listed the following as "important":

- Comfort working in a different/Asian culture (76%)
- Specific knowledge, expertise or skill related to the organization's activities in Asia (69%)
- Knowledge of Asian social, economic and political trends (66%)

### BOX 2. CANADIAN AMBIVALENCE ABOUT ENGAGING ASIA

Even while Asia's importance has been expanding on several dimensions, Canadians' enthusiasm for closer social and economic ties with Asia has fallen from the previous year. According to APF Canada's 2014 National Opinion Poll, this decline was especially pronounced among older Canadians (55 +), but there was little change among Canadians under 40.



Eva Busza, "This conference, and the work that we hope to take forward with your help, was in part inspired in part by the findings of our annual National Opinion Poll... One of our consistent findings [is that] while Canadians acknowledge the importance of Asia to the future – our future – at the same time, many are surprisingly reluctant, nervous to engage with Asia."

- Knowledge of the culture where the company/organization operates (63%)
- Knowledge of the language of the country where the company/organization operates (55%)

When asked for recommendations on how we might close this Asia competence gap, the top three recommendations were to:

- 1) Create more opportunities for young Canadians to get on-the-ground experience in Asia (through internships, co-op placements, field schools, study abroad, etc.);
- 2) Lay a broader and more solid foundation of knowledge among Canadian students about Asian societies and economies;
- 3) Produce more Canadians who can speak Asian languages.

### Key Findings from the 2013 Asia Competence Task Force

To get a more detailed understanding of what Canadians are doing well and where we are falling short, APF Canada, working with the Munk School of Global Affairs at the University of Toronto, formed a joint Task Force on Asia Competence in 2013. The task force was co-chaired by David Mulroney, Distinguished Senior Fellow at the Munk School and former Ambassador to China (2009-12), and Janet De Silva, former Dean of Ivey Asia, the University of Western Ontario's Hong Kong campus. Other task force members contributed expertise from business, the public service and K-12 and post-secondary education (see Box 4). They found that

- Canada as a whole is not doing nearly enough to ensure that its young people are equipped with the skills, knowledge and experiences that will make them relevant and competitive in an increasingly Asia-centred world.



## BACKGROUND: WHY ASIA COMPETENCE?



The Honourable Teresa Woo-Paw, Associate Minister, Asia Pacific Relations, Intergovernmental and International Relations, Province of Alberta, presenting an award to Michelle Gong of M.E. LaZerte High School in Edmonton for the China-Alberta Award for Excellence in Chinese.

### BOX 3. CANADA'S HIGH PERFORMERS IN MANDARIN LANGUAGE EDUCATION

Edmonton Public Schools has one of North America's oldest and most recognized K-12 Mandarin bilingual programs, through which graduates become functionally fluent in the world's most widely-spoken native language. There are currently over 3,000 students enrolled from Kindergarten through Grade 12.

The University of British Columbia boasts one of North America's most comprehensive and successful Chinese studies programs. A key ingredient in the success of their language instruction is to separate students into two streams: one for heritage speakers (those who have had prior exposure to Mandarin or other Chinese dialects), and another for those who have had no such exposure (non-heritage).

### BOX 4. MEMBERS OF THE ASIA COMPETENCE TASK FORCE\* (2013)

**Janet De Silva** (co-chair),  
Dean, Ivey Asia (Hong Kong),  
University of Western Ontario

**David Mulroney** (co-chair),  
Distinguished Fellow, Asia  
Pacific Foundation of Canada;  
Distinguished Senior Fellow,  
Munk School of Global Affairs,  
University of Toronto; Former  
Ambassador to China (2009-12)

**Dave McMaster**, Head of  
School, Canadian International  
School of Hong Kong

**Maureen Neglia**, Vice  
President, Global Talent,  
Manulife Financial

**Victor Rabinovitch**, Adjunct  
Professor and Fellow, School  
of Policy Studies, Queen's  
University; President Emeritus,  
Canadian Museum of  
Civilization Corporation

**Michael Stevenson**, President  
Emeritus, Simon Fraser  
University

**Joseph Wong**, Ralph and Roz  
Halbert Professor of Innovation;  
Canada's Research Chair and  
Professor of Political Science,  
University of Toronto; Director,  
Asian Institute, Munk School of  
Global Affairs

\*Titles as of November 5, 2013

- There are some 'islands of progress,' but for the most part, these efforts are too few or too small-scale to have the level of impact that Canada needs. The most encouraging initiatives were found throughout Alberta, with 'honourable mentions' to the Greater Vancouver and Greater Toronto areas.
- Meanwhile, Australia, New Zealand and the US have been increasing the number of young people learning Asian languages, spending time in Asia, and learning about Asian societies and cultures through secondary and even primary school curricula. These programs are a valuable source of best practices and lessons learned for Canada.

In concluding its work, the task force recommended that APF Canada convene stakeholders and supporters from across the country, with a view to

1. Inspiring initiatives within Canada by showcasing best practices;
2. Developing common, clear and consistent messages on why building Asia competence is so important to Canada's future;
3. Connecting like-minded individuals and organizations so they can share ideas and resources, catalyze action and coordinate advocacy.

APF Canada followed through on this recommendation, and, working with several task force members and top sponsors, organized a conference, "Canada's Asia Challenge: Building Skills and Knowledge for the Next Generation" in October 2014.



# INSIGHTS AND IDEAS FROM THE “CANADA’S ASIA CHALLENGE” CONFERENCE

The themes and topics that animated the “Canada’s Asia Challenge” conference were those that had been identified through the work of the Asia Competence Task Force, as well as through post-task force consultations with stakeholders and practitioners. These themes and topics included:

- Getting good advice on ‘going national’: lessons from Australia, New Zealand and the US
- Getting good advice on what matters in Asia
- Engaging and communicating with the public about what is at stake
- Broadening Canada’s Asia awareness through primary and secondary school curricula
- Leveraging ‘internationalization’ of higher education to deepen exposure to Asia
- Identifying and supporting Asia competence priorities for Canadian industry
- Starting and sustaining Asian language programs
- Filling the Asia gap in international mobility
- Linking STEM (science, technology, engineering and math) programs to opportunities in Asia
- Connecting with Asia in and beyond the classroom: focus on secondary schools
- Building Asia competence in universities and colleges: understanding and incorporating industry needs
- Developing Asia competence for the Canadian public service

From these discussions, consensus emerged around five main points, which in turn gave rise to a series of important recommendations.

### **We need to update our profile of what Asia-competent Canadians look like.**

Our image of what the Asia-competent young Canadian looks like needs to reflect the increasingly integrated nature of work – integrated not only across countries and markets, but also across skill sets and fields of study. Twenty years ago, a post-secondary student might choose *either* to become a country or regional expert or to pursue a professional or technical degree like business or engineering. Now, however, the ‘perfect blend’ is someone who has some level of experience and competence in both.

For example, a mining engineer who is assigned to a project in Mongolia will increase that project’s chances of success if she is also adept at managing sensitive cultural matters on the ground. Employees of a financial services firm that does business in Indonesia will boost the company’s chances of success if they know not only how to design financial products, but also how to make those products compliant





Panel discussion: Getting good advice on 'going national': Lessons from Australia, New Zealand and the U.S. Fromt left to right: David Mulroney, Jenny McGregor, Jeff Johnstone, Bob Davis.

with Islamic principles. And a Japan expert seeking employment with the Canadian public service should expect to be able to use his Japan knowledge in bureaucratic and technical matters.

Of course, as conference participants made clear, there is one very important caveat: Canadian businesses that have their sights set on doing business in Asia often do not prioritize Asia competencies in their hiring practices. Canadian public service offices are not much different. While it is true that companies like Manulife are developing and implementing a strategy to attract and nurture 'Asia talent,' this is the exception, not the rule. If we want young Canadians to invest the time, effort and money into building their Asia skill sets, then we will need to demonstrate that there are links between the competencies they are investing in now, and the opportunities that will await them in the future.

**Recommendation #1:** Take a deeper dive into how Canadians working in a wide range of occupations use their Asia competence in their work. Share this information so that we can develop a more targeted plan for building Asia competence at the secondary and post-secondary levels.

**We need to do a better job of leveraging the Asia competence opportunities and resources we already have.**

The good news for young Canadians is that our colleges and universities have a wealth of on- and off-campus resources for building Asia competence. The bad news is that these resources are extremely underutilized, or their value to participants (and to Canada as a whole) is not well understood or not well publicized.



## INSIGHTS AND IDEAS FROM THE “CANADA’S ASIA CHALLENGE” CONFERENCE

**Off-campus:** International experience is heavily touted as a ‘must have’ for students entering the job market. As a result, many Canadian universities and colleges have made education abroad an institutional priority. But Canada has a long way to go; currently, only about 3% of our post-secondary students participate in these programs, and only a small fraction go to Asia. (Most choose Australia, the US, the UK and France.) Those who do get study or work experience in Asia are almost universal in describing it as a positive experience. Yet, despite such endorsements, we are not likely to see a jump in the participation rate until we are able to demonstrate that what young people learn from these experiences has some transferability to life and work skills that will help them – and a potential employer – after graduation.

One way to do this is to identify and promote international experience programs in Asia that have an emphasis on real-world applicability. As one participant suggested, we can encourage this by devoting more energy to providing the appropriate mentorship to students before they leave for Asia, while there are there, and after they return. Faculty members and study abroad offices are certainly in a good position to play this role, but they are not the only ones who have something to offer; Canadian business people with Asia experience, Asia-focused community organizations, and international students could all offer information and perspectives that would enrich the experience and link the students to valuable networks, either here in Canada or in Asia.



**On-campus:** For the vast majority of post-secondary students who will not have the opportunity to get study or work experience in Asia, Canadian campuses offer ample opportunities to learn about Asian cultures and national perspectives, and the region’s most dynamic economies and societies. Internationally themed coursework is one way to do this, and interacting with international students from Asia is another. According to the Canadian Bureau for International Education (CBIE), more than half of Canada’s international students come from Asia, including many who come from strategically important Asian countries such as China, India and South Korea. Moreover, nearly every post-secondary campus in the country hosts students from these countries. Yet, very little is being done to actively encourage Canadian students to take advantage of the opportunity to learn from their Asian classmates. In fact, recent focus groups and on-the-ground observations suggest that Canadian students can come away from their higher education feeling even less comfortable and less inclined to interact with peers from Asia.

Some Canadian campuses are experimenting with ways to facilitate more two-way cultural learning. For example, a course at Thompson Rivers University has made cross-cultural group work a core component of the learning requirements. In other words, the learning outcomes are not just from the group project itself, but also from the conscious process of learning to work and communicate as a multi-national/

multi-cultural team. UBC has introduced co-curricular initiatives to facilitate dialogue about politically and culturally sensitive issues with and among that school's sizable population of Asian international students and Canadian students (including newcomers from Asia).

Such initiatives should be applauded and encouraged, but of course we need to do more than that. If there were mechanisms for sharing such ideas, resources and lessons learned, other campuses would not have to start from scratch in thinking about how to make better use of the Asia competence resources at their disposal.

**Recommendation #2:** Create vibrant networks to link, both virtually and in person, Asia competence practitioners who are leading the pack. Actively seek input from Asia specialists outside the education field so that the Asia competence programming offered in Canada is closely connected to the work and life contexts students will encounter in their professional lives. Whenever possible, work to support relevant initiatives, such as the Canadian Bureau of International Education's (CBIE) efforts to make a policy case for significantly increasing the number of Canadian students who get international experience.

### **We need to generate curiosity and excitement about Asia among Canadians at the K-12 level.**

Although they are still few in number, Canada has some impressive high-school-level programs that are creating a more worldly and globally-engaged population. For example, the Calgary Board of Education (CBE) has introduced an international certificate program that incentivizes students to incorporate foreign language study, courses with international content, and globally-oriented experience into their high school studies. So far, over 1,000 CBE students have benefitted, and CBE students have participated in the annual International Youth Leadership Summit in Beijing, which gives them a chance to strengthen their inter-cultural competence while engaging with peers in China. Calgary's international certificate program served as a model for a similar – and very popular – certificate program in the Ottawa-Carleton District School Board, which in turn is serving as a model for others.



The Global Ideas Institute, a joint initiative by the University of Toronto Schools (UTS) and the Asian Institute at the Munk School of Global Affairs, is another program that does an admirable job of cultivating globally-oriented leadership skills among young Canadians. Since the program's inception a few years ago, UTS students have worked with volunteer mentors from the University of Toronto to “cut their teeth on a real world problem” such as child malnutrition in India, and they do so in a way that combines research and collaboration skills and cultural understanding. Teams present their proposals to and receive feedback from a diverse group of University of Toronto faculty.

Examples from outside of Canada include the cross-curriculum ‘Asia literacy’ priority introduced in Australia, and New Zealand's efforts to create more ‘Asia-aware’ schools by embedding Asia content into all areas of the curriculum. The US-based National Consortium for Teaching about Asia (NCTAsia) focuses on high-quality training of high

## INSIGHTS AND IDEAS FROM THE “CANADA’S ASIA CHALLENGE” CONFERENCE

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school teachers by using the Asia expertise at local or regional universities, and might be a model especially well-suited to Canada’s decentralized education landscape (see Box 5).

**Recommendation #3:** Showcase these programs as best practices, with a view to validating their good work, and creating a demonstration effect that will inspire other schools and school districts. Find out from them and from other interested K-12 educators what types of support or resources would help them increase or improve their teaching about Asia, and then mobilize those resources to help them convert intentions into reality.

### BOX 5. ASIA IN THE K-12 CLASSROOM: EXAMPLES FROM ‘FRIENDLY COMPETITOR’ COUNTRIES

In 2008, **Australia introduced “Asia and Australia’s engagement with Asia” as a country-wide cross-curriculum priority.** This priority is organized around three main ideas: 1) the diversity of Asian countries and peoples in terms of their ethnic backgrounds, traditions, cultures and belief systems; 2) achievements and contributions of the peoples of Asia, including how this influences creative pursuits within Australia and globally; and 3) Asia-Australia engagement on social, cultural, political and economic issues. Implementation of this priority is supported by the Asia Education Foundation, which is mandated to promote Asia literacy within Australia schools.

The **Asia New Zealand Foundation**, through its Education for Asia initiatives, has developed a **framework for building Asia-aware schools**, which includes targeted financial and professional development for schools and teachers. Through this framework, Asia content can be embedded in all areas of the curriculum.

In the US, the **National Consortium for Teaching about Asia (NCTAsia)** has been training primary and secondary school teachers in Asia content areas since 1998. It does so by partnering with university-based Asia experts throughout the country, specifically in areas such as world geography, social studies and language arts/world literature.

### **We need to rethink the messages and widen the circle of advocates and supporters.**

As one of the conference panelists noted, the “rise of Asia” rhetoric that is meant to evoke a sense of opportunity may actually be counterproductive; there are still many Canadians who are anxious or uncertain about what the rise of Asia will mean for Canada, and they may interpret the “rise of Asia” as “the decline of us.” A powerful corrective may therefore be a more micro-level look at individuals and communities that have benefitted from raising their level of Asia awareness and Asia-related skills. Furthermore, several conference participants pointed out that it was important not to accentuate only cultural, political and geographic distances; we also need to shine a light on the connections, commonalities and shared concerns.

To make the Asia competence agenda a more mainstream priority for Canada, we will need to enlist a wider circle of advocates and supporters, and this will mean getting a better grasp on who it is that will benefit from these initiatives, and how they can voice their support.

**Recommendation #4:** Review and refine how we make the case for a more Asia-competent Canada. Identify some key ‘influencer groups’ and then decide on a strategic sequence for engaging them and bringing them onside.

### **We need a leader.**

The “Canada’s Asia Challenge” conference was an initial step in what will be a much longer-term commitment. Participants argued that to maintain the momentum coming out of the conference, someone will need to step up to the leadership role and be the catalyst and coordinator of action.

**Recommendation #5:** Encourage APF Canada to assume leadership in compiling information, convening and convincing stakeholders, and catalyzing action through on-the-ground support and advocacy.

## **BOX 6. CANADIAN SUPPORT FOR TEACHING ABOUT ASIA**

APF Canada’s 2014 National Opinion Poll asked a cross-section of Canadians about their views on teaching more about Asia in their province’s schools.

- Support was higher among Canadians younger than 40 than it was among those 40 and older. (Canadians 55 and older were the least supportive.)
- 18-to-29-year-olds were the most supportive: 47% agreed that their province’s schools should teach more about Asia, whereas 38% disagreed. Among 30-39-year-olds, 45% agreed, and 40% disagreed.
- Alberta and Atlantic Canada had the highest support. In both cases, more people supported than opposed teaching more about Asia.



# WHERE DO WE GO FROM HERE?

Over the next few years, APF Canada will act on the recommendations laid out by conference participants. This includes:

- Creating the resources and opportunities that will empower Canadian youth, educators and other communities to take their Asia competence to the next level.
- Exploring and showcasing best practices from internships and study abroad programs, as well as classroom and co-curricular initiatives that build awareness about Asia.
- Launching a series of working groups and networks to support practitioners and encourage more Canadian individuals and institutions to become invested in the long-term success of these initiatives.
- Providing a dedicated website that will allow for regular interface and exchange of resources among communities of practice.
- Building APF Canada's capacity to lead this set of initiatives and steer Canada toward a more successful and Asia-engaged future.



### BOX 7. INCREASING YOUNG CANADIANS' ON-THE-GROUND EXPERIENCE IN ASIA

Only about 3% of Canadian post-secondary students participate in education abroad programs (study abroad, internships, co-op placements, field schools, etc.).\* Of those who do get study or work abroad experience, only a small fraction go to Asia (most Canadians do their education abroad in Australia, the US, the UK, and other Western European countries).

The 2012 Advisory Panel on Canada's International Education Strategy recommended that the Government of Canada consider co-funding, with academic institutions, provincial/territorial governments and private donors, an international mobility program that would support 50,000 Canadian students per year by 2022.

The Canadian Bureau for International Education, which represents 150 member institutions, reiterated this priority through its "Canada's Global Engagement Challenge" submission to the House of Commons Finance Committee in August 2014.

According to APF Canada's 2014 National Opinion Poll, more than half of all Canadians agree that we should increase student exchanges and university agreements with Asia. Among 18-29-year-olds, nearly 7 in 10 were supportive.

*\*Source: Canadian Bureau for International Education*

#### Promising Practices in Getting First-hand Experience in Asia

**Alberta Abroad:** In 2013, the Government of Alberta introduced the Alberta Abroad program, an international work experience initiative that offers fully funded six- or 12-month placements for post-secondary graduates. As of late 2014, over half of the placements had been in Asia, including China, Hong Kong, Japan and Singapore.

**100,000 Strong Foundation (US):** In 2013, US Secretary of State Hillary Clinton officially launched the 100,000 Strong Foundation (100k Strong), an independent non-profit organization dedicated to following through on President Obama's 2010 pledge to get 100,000 young Americans studying in China within a four-year period to boost mutual understanding between the two countries. In July 2014, 100k Strong announced they would surpass that number considerably before the end of the year.

**New Colombo Plan (Australia):** In 2014, the Australian Government committed AU\$100 million over five years to the New Colombo Plan to raise young Australians' Asia literacy levels through work and study experience in Asia. In the pilot phase, students could choose to spend time in Hong Kong, Indonesia, Japan or Singapore. In the 2015 round, students can choose to work or study in more than 35 Asia Pacific countries and territories

# PROGRAM

Wednesday, October 15

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2:00 – 5:00 Registration

5:00 – 6:00 Welcoming Reception

6:00 – 6:05 **Welcoming remarks**

**Jill Price**, VP Development and Corporate Relations, Asia Pacific Foundation of Canada

6:05 – 6:10 **Recorded message from His Excellency The Right Honourable David Johnston, Governor General of Canada**

6:10 – 6:30 **Eva Busza**, VP Knowledge and Research, Asia Pacific Foundation of Canada

**Hon. Don Scott**, Minister of Innovation and Advanced Education, Province of Alberta

**Hon. Teresa Woo-Paw**, Associate Minister Asia Pacific Relations, International and Intergovernmental Relations, Province of Alberta; Chair, Asia Advisory Council

6:30 – 7:20 Dinner

7:20 – 7:40 **Keynote address: “Doing business in Asia and making Canadian companies even better”**

**Steve Roder**, Senior Executive VP and CFO, Manulife Financial

## Thursday, October 16

8:30 – 9:00 Coffee and pastries

9:00 – 9:15 **Report from the Asia Competence Task Force: How is Canada doing in preparing its next generation?**

**David Mulroney**, Distinguished Fellow, Asia Pacific Foundation of Canada; Distinguished Senior Fellow, Munk School of Global Affairs, University of Toronto; Former Ambassador to China

9:15 – 10:45 **Panel discussion: Getting good advice on 'going national': Lessons from Australia, New Zealand and the U.S.**

Moderator: **David Mulroney**, Distinguished Fellow, Asia Pacific Foundation of Canada; Distinguished Senior Fellow, Munk School of Global Affairs, University of Toronto; Former Ambassador to China

### Panelists

**Jenny McGregor**, CEO, Asialink; Founding Executive Director, Asia Education Foundation (Australia)

**Jeff Johnstone**, Education Director, Asia New Zealand Foundation

**Bob Davis**, Board Member, 100,000 Strong Foundation; Director of Chinese Language and Culture Initiatives, College Board in Chicago

10:45 – 11:00 Coffee break

11:00 – 12:30 **Panel discussion: Getting good advice on learning about what matters in Asia**

Moderator: **Yves Tiberghien**, Director, Institute of Asian Research, UBC

### Panelists

**Yuezhi Zhao**, Canada Research Chair, Political Economy of Global Communication, Simon Fraser University

**Sirish Rao**, Director, Indian Summer Arts Society

**Alejandro Reyes**, Associate Professor, Department of Politics and Public Administration, University of Hong Kong

12:30 – 1:30 Lunch



## PROGRAM AGENDA

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1:30 – 2:45

### BREAKOUT SESSIONS 1

#### **1A) Broadening Canada's Asia awareness through primary and secondary school curricula**

Moderator: **Andrew Parkin**, Director General, Council of Ministers of Education, Canada (CMEC)

##### Panelists

**Rosemary Evans**, Principal, University of Toronto Schools

**Jeff Johnstone**, Education Director, Asia New Zealand Foundation

**Lynn Parisi**, National Co-director, National Consortium for Teaching About Asia (U.S.)

#### **1B) Leveraging 'internationalization' of higher education to deepen exposure to Asia**

Moderator: **Paul Davidson**, President & CEO, Association of Universities and Colleges of Canada (AUCC)

##### Panelists

**Alden Habacon**, Director, Intercultural Understanding Strategy Development, UBC

**Kyra Garson**, Interculturalization Coordinator, Thompson Rivers University

**Tim Cheek**, Director, Centre for Chinese Research, UBC

#### **1C) Identifying and supporting Asia competence priorities for Canadian industry**

Moderator: **Janet De Silva**, Dean, Ivey Asia, University of Western Ontario

##### Panelists

**Stephani Kingsmill**, Executive Vice President, Human Resources and Communications, Manulife Financial

**Scott Bradley**, VP Corporate and Government Affairs, Huawei Canada

**Neil Tait**, Special Advisor to Chairman and CEO for Asia, BMO Financial Group

2:45 – 3:00

Coffee break

3:00 – 4:15

### BREAKOUT SESSIONS 2

#### 2A) Starting and sustaining Asian language programs

Moderator: **Victor Rabinovitch**, Fellow and Adjunct Professor, School of Policy Studies, Queen's University

##### Panelists

**Kaori Kabata**, Director, Prince Takamado Japan Centre for Teaching and Research, University of Alberta

**Stephen Tsang**, President, Edmonton Chinese Bilingual Education Association

**Qian Wang**, Director, Chinese Language Program, UBC

#### 2B) Filling the Asia gap in international mobility

Moderator: **Paul Brennan**, VP International Partnerships, Colleges and Institutes Canada

##### Panelists

**Lynne Mitchell**, Director and International Liaison Officer, Centre for International Programs, University of Guelph

**Lorna Smith**, Director, International Education, Mount Royal University

**Sandra Locke**, Chief Assistant Deputy Minister, International and Intergovernmental Relations, Province of Alberta (Alberta Abroad program)

#### 2C) Linking STEM (science, technology, engineering and math) programs to opportunities in Asia

Moderator: **Eva Busza**, VP, Knowledge and Research, Asia Pacific Foundation of Canada

##### Panelists

**Patrick Miller**, Engineers without Borders Canada, Global Engineering Curriculum

**Christine Gillies**, VP, Marketing and Communications, Mitacs

**Julian Dierkes**, Professor, Institute of Asian Research, UBC; Co-instructor of Extractive Industries Transparency Initiative (EITI) Mongolia Project

## PROGRAM AGENDA

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4:15 – 4:30 Coffee break

4:30 – 5:45 **Panel discussion: Engaging and communicating with the public about what is at stake**

Moderator: **David Mulroney**, Distinguished Fellow, Asia Pacific Foundation of Canada; Distinguished Senior Fellow, Munk School of Global Affairs, University of Toronto; Former Ambassador to China

Panelists

**Hon. Teresa Woo-Paw**, Associate Minister Asia Pacific Relations, International and Intergovernmental Relations, Province of Alberta; Chair, Asia Advisory Council

**Karen McBride**, President and CEO, Canadian Bureau for International Education (CBIE)

**Alden Habacon**, Director, Intercultural Understanding Strategy Development, UBC

5:45 – 7:00 No scheduled activity

7:00 – 8:00 **Interactive brainstorming dinner: Getting Canadian students excited about international experience in Asia**

Friday, October 17

8:30 – 9:00 Coffee and pastries

9:00 – 10:15 **BREAKOUT SESSIONS 3**

### **3A) Roundtable: Connecting with Asia in and beyond the classroom**

Moderator: **Erin Williams**, Program Manager, Asia Pacific Foundation of Canada

Key participants:

Calgary Board of Education – International Certificate Program

Ottawa-Carleton District School Board – International Certificate Program

Canadian Association of Public Schools – International (CAPS-I)

Canada-Japan Kakehashi Project

### **3B) Roundtable: Building Asia competence in universities and colleges: Understanding and incorporating industry needs**

Moderator: **Ariana Bradford**, Director, Executive Programs, Rotman School of Management, University of Toronto

Key participants:

**Michael Roberts**, Assistant Professor, School of Business, MacEwan University

**Paul Davidson**, President & CEO, Association of Universities and Colleges of Canada (AUCC)

**Jenny McGregor**, CEO, Asialink (Australia); Director, Asia Education Foundation

**Ryan Dunch**, Associate Professor and Chair, East Asian Studies, University of Alberta

**Jean Michel Montsion**, Assistant Professor, International Studies, York University Glendon Campus

### **3C) Developing Asia competence for the Canadian public service**

Moderator: **Victor Rabinovitch**, Fellow and Adjunct Professor, School of Policy Studies, Queen's University



## PROGRAM AGENDA

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### Panelists

**Gordon Houlden**, Director, China Institute, University of Alberta

**Ron Hoffmann**, Director General, Strategic Policy, Foreign Affairs, Trade and Development Canada (as of October 13, Alberta Chief Representative for the Asia-Pacific Basin)

**Denise Amyot**, President & CEO, Colleges and Institutes Canada; Former VP of the Leadership and Talent Management Sector, Canadian Public Service Agency

10:15 – 10:30 Coffee break

10:30 – 12:00 **Presentation of the China-Alberta Award for Excellence in Chinese**  
**Concluding session, “Key takeaways, next steps, and staying connected”**

**Eva Busza**, VP Knowledge and Research, Asia Pacific Foundation of Canada

**David Mulroney**, Distinguished Fellow, Asia Pacific Foundation of Canada; Distinguished Senior Fellow, Munk School of Global Affairs, University of Toronto; Former Ambassador to China

12:00 – 1:00 Lunch