

Trades Education for International Students

Training provider's perspective

Presented by;

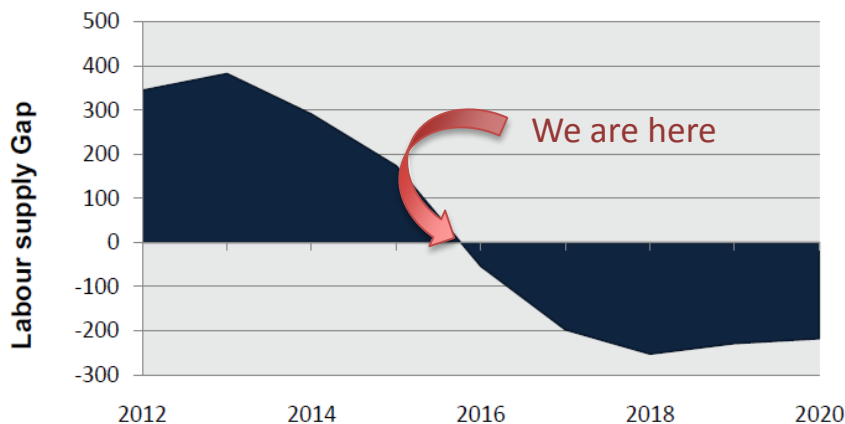
Eugene Eng – BCIT School of Transportation

Abstract

- Impetus for international trades training
- BCIT Offerings
- Student recruitment and preparation
- Challenges and support
- Closing the feedback loop

Why international trades training?

Figure 7-2 Forecast workforce gap, Automotive Service Technicians, Mainland/Southwest 2012-2020



- Surplus equal to 2% of workforce will gradually decline due to increases in demand, increasing numbers of retirements and fewer workers entering the field
- After 2016 a persistent shortage of approximately 1% of the workforce is projected
- New workers are expected to come from entry into the labour force by young people and migration from other sectors or regions.

Source of Openings		Source of workers	
New jobs	Replacement	New entrants	Migration
39.3%	60.7%	48.3%	51.7%

Source: BC Labour Market Scenario Model

Why international trades training?

INTERNATIONAL EDUCATION Just as our infrastructure investments open up a transportation gateway to Asia Pacific, our efforts to increase international education can be a 'social gateway,' enabling the creation of new relationships between British Columbians and people from other countries.

B.C.'s education system is among the world's best and, while we've always counted on it to prepare our children and youth for the future, we've barely begun to tap its potential to support our economic growth. With rapid economic expansion in Asia Pacific countries, more parents than ever before want their children to receive an English-language education—and we have growing opportunities to attract and retain a much higher number of international students.

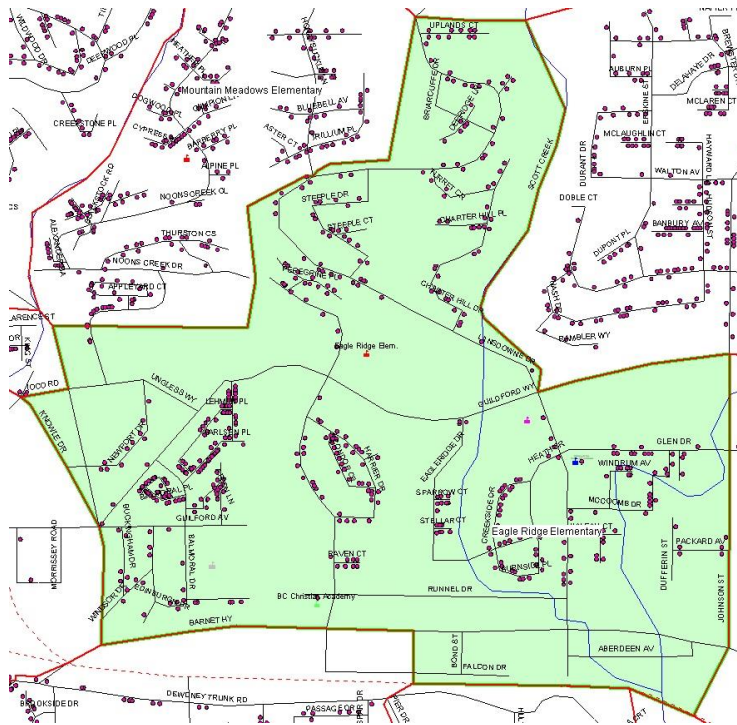
Many of these students will stay and build careers in British Columbia, helping to offset the impacts of our aging population and ensuring employers have access to a highly skilled workforce. In the shorter term, international students support local economies by paying for tuition, accommodation and living expenses and help support our educational institutions deliver high quality education for B.C. students.

In 2010 alone, international students spent more than \$1.8 billion in British Columbia, supporting 22,000 jobs and generating \$70 million in government revenue. That makes international education B.C.'s fifth largest export—with an almost unlimited potential for growth.



Source: The BC Jobs Plan

Why international trades training?



- School District 43
- 3rd largest in B.C.
- Approximately 120km²

Why international trades training?

- As many as 1,700 international education students are enrolled in SD43 schools, bringing in a record **\$27.8 million** into the district, and 1,800 foreign students are expected to enroll in the fall, making the program the largest in Canada.
- The district's international education program, which also includes summer school and customized learning programs for foreign teachers, has generated **\$275 million** since 1999.



What BCIT offers



- 2 year Automotive Diploma Program
 - With and without Co-op
 - ATS (In-house-Co-op)
 - ISEP (Co-op in industry)
 - Dorset (3rd party prep., industry Co-op)
- Traditional 4 year apprenticeship possibilities available to international students, but seldom enrolled - Visa

What BCIT offers



- Trades discovery
- International summer programs
 - Automotive
 - AME
- Satellite programs (Joint Diploma Programs)
 - South Korea (Osan)
 - China (CGVI)
 - Student exchange possibilities (bilateral)

Student recruitment and Preparation

- BCIT International
 - DLI Letters of acceptance/verification
- BCIT international student services
 - Program advising
 - English prep.
 - Permits
 - Housing
 - CRA, CIC



Student recruitment and Preparation

- ACES (access) program
 - 5 weeks
 - Mechanical reasoning
 - English reading comprehension
 - Math
 - Physics
 - Abstract reasoning

failing = prepare
to prepare = to fail

Student recruitment and Preparation

- ISEP
 - 4 weeks exclusively in English
 - Speaking, listening, reading, writing
 - Must achieve 60%/500 in each competency



Challenges and Support

- English skills remain an obstacle
 - Especially pertinent to safety procedures
 - Technical nature of literature added challenge
 - Moving towards in-house preparation
- Online and technology based academic (dis)honesty
 - Invigilation by fully equipped test centers



Challenges and Support

- Wait-lists/cohorts
 - Assimilation/exposure
 - Cultural bubble
 - Peer tutoring

- Visas (Time lines)
 - International student services
 - International steering committee

- Student engagement – True intentions?



Closing the feedback loop

- Moving towards student prep. In-house
- Focusing on co-op opportunities
- Policy/procedural updates for technology
- Timely “program updates”
- Increased support from international specialists
 - International steering committee



Thank You!

Eugene_Eng@BCIT.Ca