

## **BENEFITS AND ADVANTAGES OF STUDYING AND LIVING IN CANADA FOR INTERNATIONAL STUDENTS**

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### **1. Introduction**

Canada is one of the largest countries of the North America. Well structured political economy principles performing by the politics of this country, made Canada one of the leading countries of the world. Clear strategic policy formulation, efficiency of implementation of right formulated strategic policy, justice position on major legislative issues and formulated stable foundation for future policy guides and effective policy maintenance by leaders of the country, made this country well-known and Canada attracted and attracts a huge number of immigrants to country.

Well-executed international student policy of the government of Canada and perfect education system has created all the conditions for obtaining secondary education and high education recognized in almost all leading countries of the world.

### **2. Study and Live in Canada**

Canada is a federation of 10 provinces and three territories. Under the Canadian constitution, provincial governments have exclusive responsibility for all levels of education. There is no ministry or department of education at the federal level; instead, premiers are responsible for education in the provinces and territories respectively.

Education in Canada is generally divided into primary education, followed by secondary education and post-secondary. Within the provinces under the ministry of education, there are district school boards administering the educational programs. The Council of Ministers of Education Canada (CMEC) founded in 1967 by the ministers of education serves as:

- a forum to discuss policy issues related to education
- a mechanism through which to conceive educational activities, projects, and initiatives in areas of mutual interest
- a means by which to consult and cooperate with national education organizations and the federal government
- an instrument to represent the education interests of the provinces and territories on an international level (CMEC, n.d.).

While all provinces and territories carry out education-related international activities individually, CMEC speaks and acts on behalf of the country on the world stage. CMEC coordinates and supports provincial and territorial efforts to further the education sector at key multilateral organizations, such as the Organization for Economic Co-operation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) and at major international education events such as the International Summit on the Teaching Profession (ISTP). Other organizations with which CMEC has a working relationship include: The Organization of American States (OAS), the Asia Pacific Economic Cooperation (APEC), the Commonwealth, the G7, and the G20.

In the face of ongoing global developments, the government of Canada has taken initiative to invest in innovative technologies and ideas which, in turn, will improve the economic growth of the country and make Canada more globally competitive. Government leaders have been acting to further develop and see through recommendations made in the 2018 Fall Economic Statement of Canada (Government of Canada, 2018). The main goal of the proposal is to breed a more globally connected country.

In this Fall Economic Statement, the Government proposes to:

- Support business investment through new tax incentives
- Diversify Canada's trade with Europe and the Asia-Pacific region
- This helps businesses take full advantage of trade agreements, while offering continued support for Canada's innovators.
- Remove the barriers to trade within Canada
- Modernize business regulations

Such economic goals cannot be successfully achieved without a community of educated individuals. Funding education is a vital part of investing in a country's overall welfare.

Education also enriches our understanding of ourselves and the world around us. Among other benefits, it leads to broader social benefits to individuals and society. Investing in education increases individual productivity and creativity, while also promoting entrepreneurship and technological advances.

In 1989, Tilak, Jandhyala B. G. wrote that education transforms individuals into productive human capital - this is done by instilling skills required by both the traditional sector and the modern sector of the economy. As a result, individuals become more productive not only in the marketplace, but also in the household. Both technical training and general education contributes to economic growth, which leads to increase in individuals' earnings as well. This article represents the positive impact of general education on the industrial and social performance of a country (Tilak, 1989).

Being one of the most highly developed countries of the world, Canada constantly ranks as the top country for quality of life. The government of Canada has created a reasonable balance

between the growth of the education and economic sector alike. According to the OCED, Canada is the country with the 5th largest share of its GDP in education.

**Table 1.** Canada and similar countries' GDP comparison

Norway	6.7%
New Zealand	6.2%
United Kingdom	6.1%
United States	6.0%
Canada	5.8%
France	5.2%
Spain	4.3%
Germany	4.3%
Italy	4.1%
Japan	4.0%
Russia	3.4%

This table represents the percentage of each country's contribution to the education sector according to their respective federal budget.

Canada employs two major tactics to educate their residents.

### 3. Opening More Schools

The government of Canada is opening elementary and secondary schools to accommodate the current population of the country which is 38.23 million. There are currently 10,100 elementary schools and approximately 3,419 secondary schools.

#### 4. Practicing International Student Policy

Secondly, Canada is practicing international student policy in the country; government opens a huge opportunity for the undergraduate international students and graduate international students to come for study in Canada. Table 2 has proven statistic data of study permit holders in Canada.

**Table 2.** Top ten origin countries of study permit holders with a valid permit in Canada in 2020.

India	180 275
Republic of China	116 935
Vietnam	18 910
France	18 295
Republic of Korea	18 170
Iran	14045
United States of America	12 740
Brazil	11 050
Nigeria	10 635
Bangladesh	7 785

When asked the question, why they chose to study in Canada, international students answered:

- 1) the positive reputation of the country
- 2) safety purposes
- 3) high education standards
- 4) multiculturalism
- 5) Canadian values

**Table 3.** Total number of international students in Canada, by province and territory, 2015 and 2016 (GoC, 2017).

	2015 Long Term Students	2015 Short Term Students	2015 All Students	2016 Long Term Students	2016 Short Term Students	2016 All Students
Newfoundland and Labrador	2,638	0	2,638	3,227	0	3,227
Prince Edward Island	1,424	291	1,715	1,969	301	2,270
Nova Scotia	10,347	2,191	12,537	11,799	2,264	14,063
New Brunswick	4,173	663	4,837	4,493	686	5,178
Quebec	49,689	12,191	61,880	54,934	12,600	67,534
Ontario	149,435	46,275	195,710	185,398	47,828	233,226
Manitoba	9,918	1,358	11,276	12,894	1,404	14,298
Saskatchewan	5,736	1,078	6,814	6,949	1,114	8,063
Alberta	18,472	7,591	26,063	22,496	7,846	30,342
British Columbia	93,927	40,397	134,324	103,938	41,753	145,691
Yukon	25	0	25	60	0	60
Northwest Territories	9	0	9	19	0	19
Nunavut	0	0	0	0	0	0
Canada[11]	345,793	112,036	457,828	408,176	115,796	523,971

### **5. Economic Impact of the International Students on the Economy of Canada.**

As we see from the above table, British Columbia, Ontario, and Alberta have demonstrated the highest performance among all provinces in terms of the education services to the international students.

The number of international students studying in Canada continues to grow steadily. In fact, the increase between 2015 and 2016 was substantial, from approximately 457,800 to 524,000, an increase of 14.4%. As of December 31st, 2021, Canada is hosting nearly 622,000 international students (Government of Canada, 2017).

There is an undeniable correlation between the number of the international students and economic growth within each region of Canada. A 2017 study on the effect of international students on the Canadian economy demonstrates this (El-Assal, 2022).

This report emphasized three major economic impacts:

1. Direct impact measures the increase in industrial output and the increase in an industry's labor force resulting from the inflow of international students and their spending on a yearly basis.
2. Indirect impact measures the change in industrial output and employment demand in sectors that supply goods and services to sectors of the economy that are directly impacted.
3. Induced impact measures the changes in output and employment demand over all sectors of the economy as a result of an income increase in households impacted both directly and indirectly (Government of Canada, 2017).

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**Table 4.** Total annual expenditures of international students in Canada, by province and territory, 2015 and 2016 (CAD \$ millions) (GoC, 2017).

	2015 Long Term Students	2015 Short Term Students	2015 All Students	2016 Long Term Students	2016 Short Term Students	2016 All Students
Newfoundland and Labrador	\$58.4	\$0.0	\$58.4	\$72.6	\$0.0	\$72.6
Prince Edward Island	\$47.3	\$1.4	\$48.6	\$66.9	\$1.4	\$68.3
Nova Scotia	\$328.2	\$24.5	\$352.8	\$388.1	\$25.3	\$413.4
New Brunswick	\$119.3	\$4.7	\$124.0	\$131.5	\$4.9	\$136.4
Quebec	\$1,596.2	\$96.3	\$1,692.5	\$1,787.7	\$99.5	\$1,887.2
Ontario	\$5,748.1	\$413.2	\$6,161.4	\$7,379.7	\$427.1	\$7,806.8
Manitoba	\$275.0	\$12.8	\$287.8	\$361.6	\$13.2	\$374.8
Saskatchewan	\$168.2	\$12.8	\$181.0	\$209.4	\$13.2	\$222.6
Alberta	\$590.8	\$78.1	\$668.9	\$742.8	\$80.7	\$823.6
British Columbia	\$2,901.8	\$335.1	\$3,236.8	\$3,380.3	\$346.3	\$3,726.6
Yukon	\$0.6	\$0.0	\$0.6	\$1.4	\$0.0	\$1.4
Northwest Territories	\$0.2	\$0.0	\$0.2	\$0.4	\$0.0	\$0.4
Nunavut	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Canada	\$11,834.1	\$979	\$12,812.9	\$14,522.3	\$1,012	\$15,533.9

## 6. Study in British Columbia (Bc), Canada And Features of Curriculum Development

As it was mentioned above, the province of British Columbia (BC) is one of the attractive and popular provinces for the international students. British Columbia is located in the West part of Canada, with a population of an estimated 5.20 million. The province is protected by mountains and warmed by the current of the Pacific Ocean, making BC one of the warmest cities in Canada.

There are three factors which attract international students to study in BC, Canada:

- 1.Beautiful nature and moderate climate
- 2.Educational programs that meet all the demands of the modern economy of the world
- 3.Safe and engaging learning conditions which are created and sustained in educational institutions

The top organization for coordinating and operating programs for international students in BC is called the British Columbia Council for International Education (BCCIE). The BCCIE is a provincial Crown corporation, that supports the internationalization efforts of British Columbia's public and independent K-12 schools, public and private colleges and universities and language schools. It promotes international education in and for BC, to enhance BC's international reputation for quality education, and to support the international education activities of the provincial government.

Worldwide recognized educational system of Canada is proven fact that program and curriculums of Canadian educational institutions are unique, accurate and comply with modern economic model of the world.

In order to demonstrate how world-class educational programs have been implemented in BC, we can further examine Alexander Academy and Langara College, two leading post-secondary schools in the province.

### 6.1. Alexander Academy

Alexander Academy is a private school located in Downtown, Vancouver BC, Canada. Alexander Academy offers a graduation program and a university transfer program for local and international students. There is an internationally diverse student community at Alexander Academy, which represents students from over 30 countries. Here are the names of unique programs of this school:

- The BC Dogwood Graduation Program is designed for students willing to complete high school programs from grade 9 to 12
- The University Transfer Program is designed to provide students with opportunities to begin University transfer studies in sister school Alexander College while in high school.
- The English Language Development Program is designed for all non-native English speakers of all ages.



•The summer school program includes courses that are aimed to help students improve their marks to prepare for the next grade and graduate in time to apply to college or university

## **6.2. Langara College**

Langara College is a public degree-granting college in Vancouver, BC which serves approximately 22,000 students through its various programs.

- Art programs: Digital and Print Publishing, Professional Photography, Web and Mobile Design and Development
- Business programs: Financial Management, Marketing Management, Nutrition and Food Services Management
- Science and Technology programs: Applied for Science Engineering, Data Analysis, Computer Science, Internet and Web Technology
- Humanities and Social Science programs: Women Studies, Peace and Conflict Studies, Environmental Studies
- Health programs: Kinesiology, Nursing Practice in Canada, Food and Nutrition.

The curriculum development process can be categorized into five basic steps:

- 1) needs assessment,
- 2) the planning session,
- 3) content development,
- 4) pilot delivery and revision,
- 5) the completed curriculum package (Miles, 2016).

That is a fact, program and curriculum developer of educational institutions of Canada, make an accurate research and analysis to provide a right orientations and directions through education programs and job place training programs based on the requirements of the modern economy. Right after “needs assessment” they acknowledge and identify specific skills and specialist requirements for the workplace of province or country, then process curriculum development to educate the students. In the Journal of Teacher Education, a group of education scientific researchers made the following decision in regards to correct determination of “needs assessment”:

To compete in a global arena, a nation needs its workforce to develop new ideas and solve problems successfully, collaborate and communicate with other people effectively, and adapt and function flexibly in different contexts and environments. Central to this mission is the need to develop certain types of specialized knowledge, skills, and values within its workforce. These include science, mathematics, and technological literacy, multilingual oral reading, and communication competence, willingness, and ability to understand different cultures and use such understandings to work with different individuals. From this perspective,

one of the primary responsibilities of teachers is to equip a nation's future workforce with these qualities."(Wang et al., 2011).

## **7. Conclusion**

It is clear from the presented above information and data enrolment of the international students to the educational institutions of the Canada became a part of the domestic and foreign policy of Canada. The government of Canada regulates this strategic policy a very successfully and sharing the results of the benefits and advantages of this policy with international students.

Our analysis on study and live in Canada for of international students indicate, that relationship between international students and government of Canada has been built on win-to -win bases: both sides are getting benefits from this partnership relationship: right after admission international students get opportunity to receive scholarships from the government of Canada and after 2 years of the full-time study international student can apply for work permit. Graduated international student gets high paid job in Canada or if he/she goes back to the country of origin, international student represents well-known in the world Canada's educational institutions.

The Honorable James Gordon Carr Minister of International Trade Diversification of Canada from 2018-2019, on his message to the public has been recognized and noted all aspects of the contributions of the international students in the economy of Canada:

“Students from abroad who study in Canada bring those same benefits to our shores. If they choose to immigrate to Canada, they contribute to Canada's economic success. Those who choose to return to their countries become life-long ambassadors for Canada and for Canadian values. Many Canadian education institutions export services such as curriculum licensing and technical and professional training, often with the help of the Canadian Trade Commissioner Service (TCS). In doing so, they export Canadian values and import new ideas, as well as generate economic returns for Canada. In 2018, international students in Canada contributed an estimated \$21.6 billion to Canada's GDP and in 2016 supported almost 170,000 jobs for Canada's middle class. This is a significant economic contribution— and one that is felt right across the country” (Government of Canada, 2019).

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