

Chapter 8

Funding



School authority internationalization strategies must reflect the interests and needs of stakeholders who will ultimately support and champion them. They must also be financially viable. This chapter outlines various financial sources that may help to fund internationalization activities.

What Does It Cost to Internationalize?

The financial resources required for internationalization depend on the school authority, its size and the scope of its strategy. Many components of an international strategy can be funded through regular funding allocations. However, if a school authority determines that it would like to expand its international program, additional funding may be necessary.

The first and most important expense is an international education administrator who will coordinate the process of internationalization. A number of other costs, including but not limited to the following, may also be incurred.

Cost	Example
Personnel	An international education administrator and a school authority employee (who devote part of his or her time to supporting the international education administrator) are hired.
Research and program start-up	A school authority employee consults with key teachers and administrators within the school authority and with other, more experienced school authorities (see Chapter 4: An Internationalization Strategy) to develop a school authority internationalization strategy.
Communication	A school administrator explores how to best facilitate communication between his or her school and partner school in Europe through various technologies (see Chapter 10: International School Partnerships).
Program promotion and marketing	An international education administrator develops an advertising campaign to raise awareness about the school authority's internationalization strategy.
Release time to attend professional development opportunities or to manage programs	A teacher is released from instructional time to plan and manage a student exchange program (see Chapter 11: Student Exchange Programs).
Professional development programming or resources	A school administrator invites a local organization to facilitate an intercultural communication workshop with school staff to prepare them to work with students from a variety of cultural backgrounds (see Chapter 5: Professional Development).
School events	A school hosts Chinese New Year festivities to celebrate diversity and promote interaction between Chinese international students and the school community.
Travel	To attract international students to the school authority, a school authority employee travels abroad to participate in student recruitment fairs and meet agent partners (see Chapter 13: International Student Programs).

The funding sources identified below may assist with the implementation of initiatives that are resource intensive. While some of the funding sources provide school authorities with regular income, others are one-time disbursements. School authorities should consider the sustainability of funding when developing internationalization strategies (see Chapter 4: An Internationalization Strategy).

Where Might the Money Come From?

The two main sources of funding that support internationalization are internal funding and external funding.

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Internal funding is funding that is regularly allocated within the school authority's budget. It includes instructional grants, credit enrollment unit (CEU) funding, English as a second language (ESL) grants, and other funding provided by Alberta Education. These funds are disbursed every year in accordance with well-developed guidelines and are relatively predictable. In the remainder of this chapter, internal sources of funding will be denoted with an **i**.



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External funding is funding that external organizations or groups provide to students, teachers and school authorities, usually for a specific purpose. External funds require that an application is made for funding and that the application meets specific criteria. Since the number and quality of applications varies from year-to-year, external funding is less predictable. However, it can be accessed by schools, teachers and students to support specific internationalization projects. In the remainder of this chapter, external sources of funding will be denoted with an **e**.

School authorities committed to internationalization usually draw upon both internal and external funding. Internal funding is usually required to develop an internationalization strategy and to initiate long-term, labour intensive programs like international student programs (see side box). External funding generally assists students, teachers and schools in planning international celebrations, trips or projects.

How They Did It ...

After adoption of its International Education Strategy in 2004, the Red Deer Catholic Regional Division No. 39 committed \$50,000 per year for three years to assist with the implementation of the strategy. These start-up funds assisted with the development of an international student program. The additional revenue from the successful recruitment of fee-paying students resulted in the replacement of the start-up allocation and provided additional revenue for other international activities in the school authority.

International Student Fees

International students do not receive any funding from Alberta Education because they do not have a right of access to education in Alberta, as defined in section 8 of the *School Act*, and they do not meet the definition of a funded student, as per the *Funding Manual for School Authorities*. This definition is not to be confused with an international student who is a foreign national (see the definition in the side box on the following page).

School authorities that choose to admit international students are permitted to charge them tuition or fees, the amount of which may “exceed the cost to the board of having that individual enrolled in a school operated by the board,” (see section 49(3)(b) of the *School Act*).¹ In order to maintain a cost-neutral international student program, school authorities generally consider the costs required to operate the program when calculating international student fees.

Alberta school authorities interested in establishing an international student program also incur start-up costs before they are able to receive students and collect international student fees. To bridge this gap in funding, most school authorities allocate seed money from the school authority budget. More information on international student fees and the costs of an international student program can be found in Chapter 13: International Student Programs.

Foreign National Students

These students have Canadian citizenship but live outside of Canada. They have a right of access under section 8 of the *School Act* but are not funded by Alberta Education because they do not have a parent that is a resident in Alberta (section 44 of the *School Act*). If that is the case, then school authorities can only charge tuition that does **not** exceed the cost of having that individual enrolled.

Types of Funding

For Student Exchange Programs

Funding for Participants

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Alberta’s International Education Exchange Program for Students.

There is no fee to participate in Alberta’s International Education Exchange Program for Students and the reciprocal nature of the program ensures that parents do not have to pay for their son or daughter’s room and board while abroad. With the exception of the Alberta–Quebec program where airfare is covered, parents are required to cover the cost of their son or daughter’s airfare. For more information, see Chapter 11: Student Exchange Programs.



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T. Mikuriya Award. The T. Mikuriya Award provides funding to Alberta students who have been accepted into an exchange program with a Japanese school. The award was created by the family of Mr. Tomatsu Mikuriya, an Albertan of Japanese heritage, and is managed by Alberta Education. For more information on this award, visit <http://education.alberta.ca/students/internationaleducation/studentexchange/mikuriyaaward.aspx>.

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Funding for School Authorities/Exchange Organizers

Reciprocal Student Exchange Funding. To encourage student exchanges, Alberta Education continues to fund Alberta students participating in a one-to-one reciprocal student exchange program. If the participating student is in elementary school or junior high school, the school authority would continue to receive the base instructional grant for that student. If the participating student is in senior high school, the school authority would continue to receive block funding for 35 credit enrollment units (CEUs), which is the equivalent of full-time status. The funding that the ministry provides for the temporarily absent Alberta student can then be used to cover the education costs of the incoming exchange student. To maintain funding for the outgoing Alberta student, the participating student and school authority must complete a Reciprocal Student Exchange Approval Form and return it to the International Education Services Branch. You may access the Reciprocal Student Exchange Approval Form online at <http://education.alberta.ca/students/internationaleducation/studentexchange.aspx>. More information on the funding of one-to-one reciprocal student exchanges can be found in Chapter 11: Student Exchange Programs.

Coding for Exchange Students

402 – Resident Student: from this school to a school outside Alberta but within Canada

403 – Resident Student: from this school to a school outside Canada

412 – Exchange Student: to this school from a school outside Alberta but within Canada

413 – Exchange Student: to this school from a school outside Canada

From Alberta Education, *Student Information System User Guide* (Edmonton, AB: Alberta Education, 2009), pp. 3–19.

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Society for Educational Visits and Exchanges in Canada (SEVEC). SEVEC, a nonprofit organization that works collaboratively with the federal government, helps schools organize a one-to-two week reciprocal homestay exchange program for groups of young Canadians between the ages of 12 and 17. The cost of student participation is affordable and bursaries are available for students with low incomes and students with special needs. The costs of teacher chaperones are often covered. For more information, visit <http://www.sevec.ca>.

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Yamate Gakuin School. Yamate Gakuin School in Yokohama, Japan, contributes to a fund that supports short-term exchanges between Alberta schools and Yamate Gakuin School. Money from the fund is disbursed each year to assist organizing committees in Alberta. Currently, there are three organizing committees, representing the Calgary, Edmonton and Red Deer areas. For more information on short-term exchanges with Yamate Gakuin School, see Chapter 11: Student Exchange Programs or contact Alberta Education’s International Education Services Branch.

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Legacy Funding. Schools that organize group student exchanges may establish legacy funding, whereby participating students pay an additional administration fee to fund administrative support, enhance programming or otherwise ensure the viability of the program.

For Educator Exchange Programs

Funding for Participants

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Alberta’s International Education Exchange Program for Teachers. There is no program fee to participate in Alberta’s International Education Exchange Program for Teachers and the reciprocal nature of the program ensures that educators do not incur substantial accommodation costs while abroad. Participants are responsible for covering the costs of their international flights. For more information, see Chapter 12: Educator Exchange Programs.

For School Partnerships

Funding for School Authorities/Program Organizers

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Confucius Classrooms. The Office of Chinese Language International (HANBAN) provides financial support to Chinese school authorities that partner with school authorities in other countries to “support innovative teaching and learning of Chinese language and culture ... and enhance[e] inter-cultural understanding.”² School authorities that are involved in the Confucius classroom program are also able to access Chinese language resources through HANBAN. For more information on Confucius Classrooms, contact the Confucius Institute in Edmonton at <http://www.confuciusedmonton.ca/> or the Chinese Language Advisor, International Education Services Branch.

Also see Multipurpose/Project-based Funding on page 110.

For English as a Second Language Program

Funding for School Authorities/Program Organizers

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English as a Second Language Grants. Students that meet established criteria (see Chapter 14: English as a Second Language Program) are eligible for English as a second language (ESL) grants from Alberta Education. These grants are meant to fund ESL programming and support. International fee-paying students are not eligible for ESL grants. For more information on ESL grants, see Alberta Education’s *Funding Manual for School Authorities* at <http://education.alberta.ca/admin/funding/manual.aspx>.

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Credit Enrollment Unit Funding.

Senior high schools that offer the ESL program of studies may also receive credit enrollment unit (CEU) funding. For more information on CEU funding, see Alberta Education's *Funding Manual for School Authorities* at <http://education.alberta.ca/admin/funding/manual.aspx>.

Coding for ESL

301 – Foreign-born English as a Second Language (funded)

302 – English as a Second Language (non-funded)

303 – Canadian-born English as a Second Language (funded)

From Alberta Education, *Student Information System User Guide* (Edmonton, AB: Alberta Education, 2009), pp. 3–20.

For Language Programs

Funding for Participants

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Funding for Language Learners. *Language Learning Opportunities for Students* is a comprehensive list of language learning programs that highlights where funding is available for prospective participants. It is available for downloading from the Alberta Education Web site at <http://education.alberta.ca/teachers/resources/learnlang/students.aspx#exchange>. Some examples of listings are:

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Alberta–Québec Exchange Funding. Students participating in Alberta's International Education Exchange Program for Students with Québec are eligible for subsidized return airfare to and from Québec. Participants in the program with Hokkaido, Japan, are eligible for the T. Mikuriya Award (see student exchange funding on page 104).

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Explore Program and Destination Clic (French). To improve fluency and encourage the real-world use of French, the Explore Program offers English-speaking, Grade 11 and Grade 12 students with five weeks of French classes, activities and experience in a new region of the country. Destination Clic provides French first-language students, who live outside of Québec, with a five-week French-speaking experience in another region of Canada. Both bursary programs are funded by the Department of Canadian Heritage and administered by the provincial government. For more information, visit <http://www.myexplore.ca> or <http://destinationclic.ca>.

In 2008–2009, 745 Alberta students received a bursary to participate in the five-week Explore Program.

In the same year, 29 Alberta Francophone students participated in Destination Clic.

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Funding for Language Teachers. *Language Learning Opportunities for Educators* provides educators with a comprehensive list of language learning programs and highlights where funding is available for prospective participants. It may be downloaded from the Alberta Education Web site at <http://education.alberta.ca/teachers/resources/learnlang/educators/profdevl.aspx>. Some examples of listings are:

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Alberta Education Bursaries. Alberta Education offers bursaries to language teachers who wish to improve their language fluency, pedagogical skills and knowledge through an international language immersion experience. For more information on these bursaries, visit <http://www.alis.gov.ab.ca/scholarships/info.asp?EK=874>. Specific bursaries are also available for teachers who teach the French language or teach in French. For more information on these bursaries, visit <http://www.education.alberta.ca/teachers/role/pd/bursariesfr.aspx>.

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Spanish Ministry of Education and Science. The Ministry of Education and Science in Spain offers scholarships for the Spanish language teachers to take summer courses in language, culture and literature at Spanish universities. More information on this program is available on the Spanish ministry Web site at <http://www.mepsyd.es/exterior/usa/en/home/index.shtml>.

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Government of China. The Government of China provides short-term scholarships for overseas full-time teachers of Chinese language, with a view to improving their Chinese language teaching skills and facilitating cooperation and exchange in the field of Chinese language teaching. Financial assistance is available. For more information, visit the China Scholarship Council Web site at <http://en.csc.edu.cn/>.

Funding for School Authorities/Program Organizers

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Credit Enrollment Unit Funding. Senior high schools that offer the French or international languages programs of study receive credit enrollment unit (CEU) funding from Alberta Education. For more information on CEU funding, see Alberta Education's *Funding Manual for School Authorities* at <http://education.alberta.ca/admin/funding/manual.aspx>.

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Odyssey Language Assistant Program (French). School authorities offering a French immersion program may apply to the Odyssey Program. Funded by the Department of Canadian Heritage and operated by the Council of Ministers of Education, Canada (CMEC), this program places English first-language language assistants into schools in French-language communities and French first-language language assistants into schools in English communities



(or in settings where Francophone speakers are a minority). Language assistants support second-language teachers and provide students with the opportunity to interact with native speakers. Additional information and application forms are available by contacting the Manager of Official Languages in Education, Alberta Education by e-mail at officiallang@edc.gov.ab.ca or by calling 780-427-5538.

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Confucius Classrooms. The Office of Chinese Language International (HANBAN) provides financial support to Chinese school authorities that partner with school authorities in other countries to “support innovative teaching and learning of Chinese language and culture ... and enhance[e] inter-cultural understanding.”³ School authorities that are involved in the Confucius Classrooms Program are also able to access Chinese language resources through HANBAN. For more information on Confucius Classrooms, contact the Confucius Institute in Edmonton at <http://www.confuciusedmonton.ca/> or the Chinese Language Advisor, International Education Services Branch.

In 2008–2009, 26 full-time and 20 part-time French language assistants worked in French immersion and Francophone schools across Alberta as part of the Odyssey Program.

For Professional Development

Funding for Participants

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Alberta Education Language Bursaries. Alberta Education’s language bursaries provide funding to language teachers who want to improve their language proficiency and/or teaching skills by enrolling in a summer post-secondary program in a language other than English, or language pedagogy course at an institution outside of Canada. For more information, visit <http://education.alberta.ca/students/internationaleducation/awards.aspx> or the Alberta Learning Information Services (ALIS) at <http://www.alis.alberta.ca>.

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Funding for Language Teachers. Alberta Education’s *Language Learning Opportunities for Educators* outlines various language learning opportunities and identifies whether funding is available for each program. To access this document, visit <http://education.alberta.ca/teachers/resources/learnlang/educators/profdevl.aspx>.

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Alberta Teachers’ Association (ATA) Educational Trust. As part of the ATA Educational Trust, the ATA provides teachers with funding to update their knowledge by taking courses or attending the annual conference of an ATA specialist council. This funding can support internationalization to the extent that the courses or conferences align with the goals of the school authority’s internationalization strategy. For more information on the Educational Trust and its professional development funding, visit the ATA’s Grants, Awards and Scholarships Web site at <http://www.teachers.ab.ca/For%20Members/Programs%20and%20Services/Grants%20Awards%20and%20Scholarships/Pages/Index.aspx>.

Individual Teacher Bursary Program (French).

Negotiated under the Official Languages in Education Protocol (OLEP) (see page 108), the Individual Teacher Bursary Program provides funding for the training and professional development of teachers and administrators who teach the French language or teach in French.

Additional information and application forms are available from the Alberta Education Web site at <http://education.alberta.ca/teachers/role/pd/bursariesfr.aspx>.

In 2008–2009, 363 Alberta teachers received a bursary to participate in conferences/courses offered in French.

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Funding for School Authorities/Program Organizers

Intercultural Training by Community Organizations. A number of public or nonprofit organizations offer intercultural training for free or for a nominal cost. For more information on intercultural training, see Chapter 5: Professional Development.

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The Alberta Teachers' Association Workshops. The ATA offers workshops on global citizenship at a nominal cost to school authorities. For more information on the workshops and how to book them, visit <http://www.teachers.ab.ca/For%20Members/Programs%20and%20Services/Workshops%20Courses%20and%20Presentations/Workshops%20Seminars%20Courses/Pagesnewindex.aspx>.

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Multipurpose/Project-based Funding

Alberta Initiative for School Improvement (AISI). AISI aims to improve student learning and performance by supporting initiatives that address unique needs and circumstances within school authorities. To receive funding from AISI, school authorities must submit a proposal. More information can be found on the AISI Web site at <http://education.alberta.ca/admin/aisi.aspx>. Some school authorities have developed parameters for AISI proposals at the local level. You may want to check with your school authority to ensure that your proposal abides by these guidelines.

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Alberta Culture and Community Spirit. This ministry operates two grant programs from which school authorities have successfully received funding to support their internationalization efforts. They are:

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Human Rights Education and Multiculturalism Fund.

The Human Rights Education and Multiculturalism Fund provides funding for programs and projects that encourage cultural understanding and the creation of inclusive communities. Both

community organizations

and public institutions are eligible for funding. For more information on this fund, visit the Alberta Culture and Community Spirit's Grants Programs and Foundations page at <http://culture.alberta.ca/grantprograms/default.aspx>.

In the 2006–2007 fiscal year, Wetaskiwin Regional Division No. 11 received \$8,445 from the Human Rights Education and Multiculturalism Fund to fund a youth leadership initiative that would help Grade 8 and Grade 9 students of Ecole Queen Elizabeth Junior High School “develop the skills and attitudes ... that will help them interact positively with other cultural groups.” For more information on this project, visit the Alberta Lottery Fund “Who Benefits” searchable database at http://aglc.ca/alf_public/who_benefits/default.asp.

Community Initiatives Program. The Community Initiatives Program (CIP) supports project-based initiatives in a variety of areas, including education. The CIP requires that recipients match the amount awarded. A number of Alberta schools have received funding from the CIP to subsidize

educational travel programs or to upgrade technology, which is often a first step for Alberta schools wanting to connect with schools abroad via the Internet or videoconferencing. For more information on this fund, visit the Alberta Culture and Community Spirit's Grants Programs and Foundations page at <http://culture.alberta.ca/grantprograms/default.aspx>.

In the 2008–2009 fiscal year, Parkview School (Edmonton) received \$20,080 to support an education tour to Europe. The CIP matched the contributions of participating students, who spent the fall and winter studying the sites they would visit and learning key language phrases. In spring 2009, the students travelled to London, Paris and Barcelona.

Helen Tkachenko Global Education Fund. The ATA's Educational Trust provides project-based funding for educators to develop practical classroom resources for their fellow teachers. Within the trust, the Helen Tkachenko Global Education Fund focuses specifically on developing material that helps teachers “address global and environmental issues in Alberta classrooms within the provincial curriculum of studies.”²⁴ For more information on the Educational Trust and its project-based funding, visit the ATA's Grants, Awards and Scholarships Web site at <http://www.teachers.ab.ca/For%20Members/Programs%20and%20Services/Grants%20Awards%20and%20Scholarships/Pages/index.aspx>.

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The Alberta Teachers' Association Grants Supporting Inclusive Learning Communities. The ATA's Grants Supporting Inclusive Learning Communities fund innovative projects designed to build learning communities that are "based on the principles of respect for diversity, equity and human rights." Peace, global and intercultural education initiatives are eligible for these grants. For more information on these grants, visit the ATA's Grants, Awards and Scholarships Web site at <http://www.teachers.ab.ca/For%20Members/Programs%20and%20Services/Grants%20Awards%20and%20Scholarships/Pages/index.aspx>.

In the 2007–2008 school year, St. Mary's School (Edmonton) received support from the Grants Supporting Inclusive Learning Communities to fund a cultural awareness program that:

- encouraged students to reflect upon their own personal biases and prejudices
- explored worldviews of other cultures
- promoted cultural services in the community
- engaged students in cross-cultural interactions.

More information about this project and other grant recipients is available at the bottom of the ATA's Grants, Awards and Scholarships page.

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Citizenship and Immigration Canada's Multiculturalism Program. Managed by Citizenship and Immigration Canada (CIC), the Multiculturalism Program provides financial assistance to projects that support economic, social and cultural integration in Canada. Schools engaging in initiatives that encourage intercultural understanding or that assist students who have recently immigrated to Canada may be interested in applying. For more information on the Multiculturalism Program, visit <http://www.cic.gc.ca/english/multiculturalism/index.asp>.

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Grants Offered by Foundations. Depending on the nature of a school or school authority's program, project or initiative, a school authority may be able to apply for grants from foundations such as the Alberta Sport, Recreation, Parks and Wildlife Foundation (<http://www.tpr.alberta.ca/asrpf/index.asp>), Alberta Ecotrust (<http://www.albertaecotrust.com/grants>) or the Alberta Foundation for the Arts (<http://www.affta.ab.ca/default.aspx>). Some nonprofit organizations may also manage small grants for programs or projects that align with their mandate. For example, in 2008, the Central Alberta Diversity Association offered schools in the Central Alberta region up to \$500 (from the Government of Canada's Multiculturalism Program) to engage in activities or events that "promoted diversity or counteracted discrimination or racism."⁵

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Fundraising. Students, educators and parents are not strangers to fundraising and many international education programs and initiatives have been supported by the funds generated by their efforts. Exchanges Canada lists a number of fundraising resources that may assist school authorities (see <http://exchanges.gc.ca/index.php/eng/p200902191324.html#Fundraising>). Fundraising guides are also available from nonprofit organizations like the Society for Educational Visits and Exchanges in Canada (SEVEC) (see <http://www.sevec.ca/vm/newvisual/attachments/802/Media/Fundraising20082009.pdf>).

To complement fundraising efforts, students, parents or educators may approach local companies or organizations for in-kind donations. There is a two-fold benefit to in-kind donations; companies and organizations that are able to provide a product or service for free can reduce the costs of the international education program or project, and while surveying the community for in-kind donations, students, parents and/or educators can raise awareness about the program or project within the community.

Hillhurst Community School (Calgary) was able to raise awareness and funds with its “The Way the World Could Be” project. In partnership with a school in Zimbabwe, Grade 5 and Grade 6 students created a book of writings that reflected on the Convention of the Rights of the Child. The Alberta school found a professional printer that was willing to print and bind the book for free and then published and sold the book to interested parties for a nominal fee.

Conclusion

The above list is not exhaustive but may provide a useful starting point for school authorities eager to engage in or expand international education programming. These activities should be complemented by the infusion of international perspectives and themes into the Alberta programs of study. This is often done with minimal cost as many international education resources, including some of those listed in this handbook, are available for free online.

You may find the following sections in this handbook helpful.

- Chapter 4: An Internationalization Strategy
- Chapter 5: Professional Development
- Chapter 10: International School Partnerships
- Chapter 11: Student Exchange Programs
- Chapter 12: Educator Exchange Programs
- Chapter 13: International Student Programs
- Chapter 14: English as a Second Language Program
- Chapter 18: Support Organizations and What They Offer
- Appendix E: Application for Approval of Reciprocal Student Exchange

Endnotes

1. Government of Alberta, *School Act*, http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941 (Accessed August 5, 2010).
2. HANBAN, “Confucius in Sanford: Growth of NC State’s Confucius Institute,” <http://english.hanban.edu.cn/content.php?id=4845> (Accessed December 15, 2009).
3. Ibid.
4. The Alberta Teachers’ Association, “Helen Tkachenko Global Education Fund,” <http://www.teachers.ab.ca/Publications/ATA%20News/Volume%2041/Number%2014/Notices%20and%20Events/Pages/Helen%20Tkachenko%20Global%20Education%20Fund.aspx> (Accessed August 5, 2010).
5. Central Alberta Diversity Association, “Celebrate Diversity & Eliminate Discrimination: School Grants Project,” <http://www.cadiversity.ca/2007%20School%20Grant%20Funding%20Application.doc> (Accessed August 5, 2010).

