

# THE GLOBAL COOPERATIVE & WORK-INTEGRATED EDUCATION CHARTER

August 2019

AN INTERNATIONAL CHARTER FOR  
COOPERATIVE AND WORK-INTEGRATED  
EDUCATION (CWIE) FOCUSED  
EDUCATIONAL INSTITUTIONS  
AND EMPLOYERS



**wace**  
advancing cooperative &  
work-integrated education



This Charter is an outcome of a global consultation regarding cooperative education and work-integrated education (CWIE) led by the World Association for Cooperative and Work-Integrated Education (WACE) and launched at the President's Summit hosted at the University of Cincinnati in August 2019.

**ACKNOWLEDGMENTS** We acknowledge that work-integrated learning (WIL) models, and how they are named, varies around the world. Cooperative and Work-Integrated Education (CWIE) is the term that WACE uses, intending to include all forms of higher education experiential programs that focus on workplace learning, and the development of knowledge and skills that enhance employability.

This Charter should be cited as WACE Global CWIE Charter: An International Charter for Cooperative and Work-Integrated Education (CWIE) focused Universities, Colleges and Institutes (2019).

Photos in this document have been contributed from around the world and represent the breadth and diversity of cooperative and work-integrated education settings, people, and impacts.







## A CHARTER PROMOTING THE TRANSFORMATIVE POTENTIAL OF GLOBAL WORK-INTEGRATED LEARNING

The Global CWIE Charter formalizes a commitment by world leaders in cooperative and work-integrated education to unite globally to provide access for all post-secondary students to workplace-based experiences that will effectively prepare them for productive and rewarding employment locally, nationally and internationally. It situates a commitment to various models of cooperative and work-integrated education (cooperative education, internships, service learning, professional practice, etc.) as a key strategy for developing the future, borderless global workforce.

This Charter will be formally endorsed and launched August 2019 at the World Association for Cooperative and Work-Integrated Education (WACE) World Conference hosted by the University of Cincinnati (UC). The Charter goals are powered by the global success of cooperative education (fittingly first developed at UC in 1905), and further evolved to include additional models of cooperative and work-integrated education that reflect the changing needs and opportunities of the new millennium.





## OUR SHARED CHALLENGES AND GOALS

The ability of educational systems and institutions to effectively prepare students for meaningful employment is being increasingly questioned. The rapid pace of change in business and industry (and relatively slower response times in education), the increasingly global nature of employment, and equitable access for all, are themes that need the collective attention of employers and educators.

Cooperative and work-integrated education provide a mechanism to bring these stakeholders together during the course of a student's academic studies so that these challenges can be addressed in real-time, authentic ways that contribute to both a student's learning and global workplace readiness. CWIE programs help all students better transition from their school life to productive and rewarding work lives.

## SPECIFIC CHALLENGES GLOBAL CWIE CAN ADDRESS

The following specific challenges have been identified by employers, governments, educators, and learners from around the world:

- **Significant skills and knowledge gaps in higher education graduates' employability readiness (Bridging the Gap Report, RBC 2019) resulting in higher rates of un- and under-employment:**

These "gaps" have been identified by both graduates and employers and require cooperative efforts to effectively address.

- **Growing global economies and the increasingly borderless world of work that require new intercultural skill sets and understandings:**

As talent is increasingly sourced from a global pool, international mobility and intercultural fluency and adaptability become critical indicators of workplace success, and are often not addressed by higher education. Opportunities for international CWIE experiences remain limited, and require co-ordination and support in order to scale up.

- **Equitable access for all qualified students to meaningful, relevant, and productive education:**

A majority of learners pursues higher education in the hopes of bettering their employment prospects. They want their studies to be meaningful and connect to real life applications, in all programs of study. They want to be able to have the same opportunities for early exposure to employment that students of many professional and apprenticeship programs enjoy. They want to become productive members of their communities upon graduation.

- **Rapid rates of change in the world of work that challenge educational systems' timely responses:**

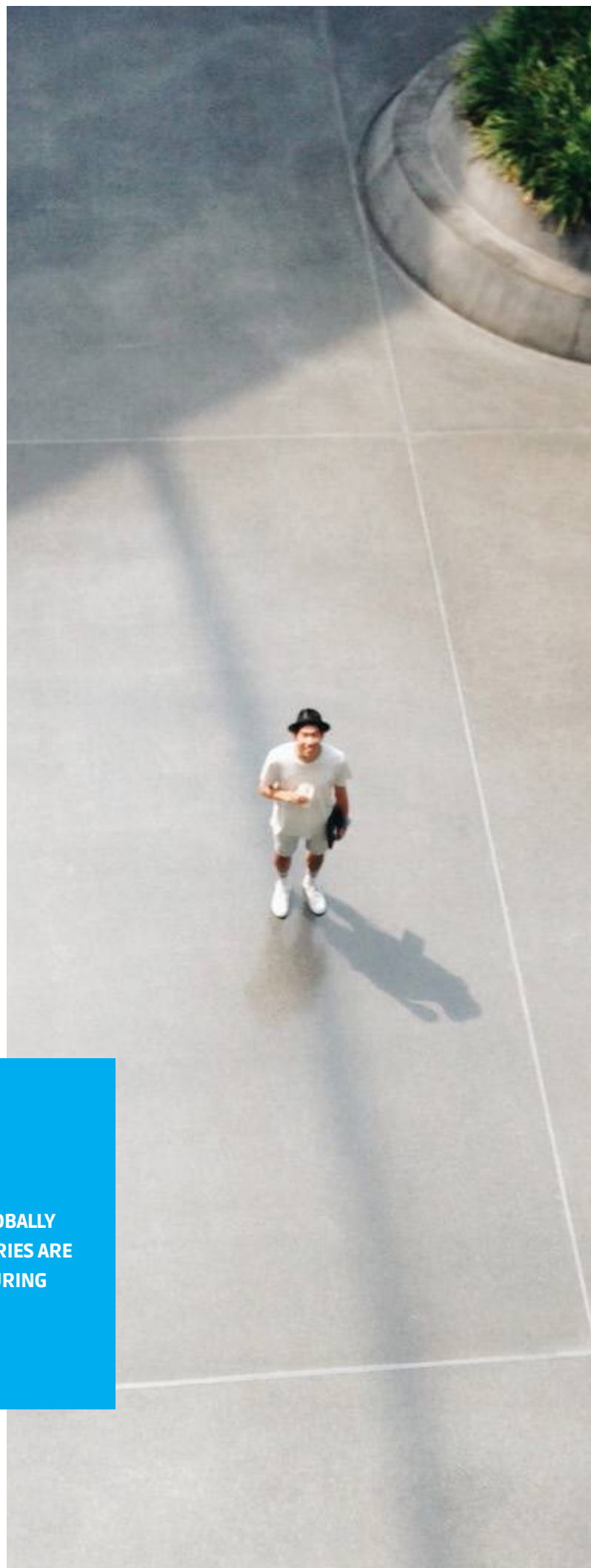
The pace of change in business and industry often outstrips an educational system's (or given institution's) ability to fully address it. The focus needs to be on empowering learners to be more entrepreneurial, adaptable, and resilient so they can effectively transfer (and challenge) their skills and knowledge across many boundaries.

## SPECIFIC CALLS TO ACTION

**As talent is increasingly sourced globally, there is a growing supply-demand gap for skilled and mobile, work-ready graduates who are interculturally resilient, experienced, and confident in applying their skills and knowledge across a variety of geographic, cultural and workplace boundaries. Work-integrated programs with opportunities for international experiences offer a proven model to address this gap. A goal of the Global CWIE Charter is to scale up global CWIE programs to address these challenges through a commitment to the following three calls to action:**

- 1** Call to Action 1: Increase the number of quality global CWIE opportunities for the students of Charter supporters to obtain meaningful, international, work-integrated experiences -- a focus on scaling up.
- 2** Call to Action 2: Develop and deliver educational offerings specifically designed to enhance student intercultural fluency and resilience – a focus on equity, diversity and inclusion agendas.
- 3** Call to Action 3: Facilitate the development of a global CWIE quality assurance framework -- a focus on global QA.

**THE GLOBAL CWIE CHARTER MARKS A JOINT COMMITMENT BY CWIE STAKEHOLDERS TO DEVELOP THE NEXT GENERATION OF WORK-READY, INTERCULTURALLY FLUENT, AND GLOBALLY COMPETENT WORKERS. CHARTER SIGNATORIES ARE COMMITTING TO LEADING THE WAY BY ENSURING THE DEVELOPMENT OF MORE QUALITY CWIE PROGRAMS AND EXPERIENCES.**







## MEASURING PROGRESS

WACE, in consultation with identified Global CWIE experts, will set specific goals for each of the Calls to Action and monitor progress on a regular basis. In addition, WACE will lead an exploration of the development of indicators such as the Global Human Capital Index\* to measure collective impact.

Once launched, WACE will continue to encourage adoption of the Charter around the world and measure this growth on a regular basis.

\* The World Economic Forum Human Capital Report 2017 states as a goal: Preparing people for the future of work. It measures this using The Global Human Capital Index, which provides a means of measuring the quantifiable elements of the world's talent potential so that greater attention can be focused on delivering it. By measuring countries' talent resources holistically according to individuals' ability to acquire, develop and deploy.





## ➤ LEADERSHIP COUNTS

In order for CWIE opportunities to be available for as many higher education students as possible around the world, several key stakeholders must step up. Support from Higher Education, Employers, and Governments is critical to this mission. Charter signatories are taking such a leadership position by supporting this bold initiative to scale up CWIE across the globe. In so doing they are at the forefront of an educational wave that will internationalize our notions of work readiness and help develop the next generation of globally ready work finders and creators.







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## KEY PRINCIPLES FOR ACTION

**This Charter is underpinned by the following principles:**

The Charter goal and calls to action are intended to complement and support related National and Regional strategies and raise that work up internationally as appropriate.

WACE will seek out like-minded organizations with whom to partner in an allied capacity in order to reach shared goals. (e.g. global internship organizations, study/learning abroad organizations, UNESCO etc.)

Successful scaling up of CWIE opportunities around the globe will necessarily seek to bring together the sometimes differing aspirations of business and industry, higher education, governments, civil society, and our graduates / future workers.

Operationalization of the Charter Calls to Action will consider both a “what is the greatest good for the greatest many” and a “what is needed for the few” to help ensure equity, diversity, and inclusion with respect to CWIE participation.

The Charter is a living document and will benefit from regular re-freshing.







## SHARED COMMITMENT OF CHARTER MEMBERS

**Signing the Global CWIE Charter reflects your organizations' commitment to:**

- Promoting Cooperative and Work-Integrated Education in its many forms as a key educational strategy for the development of internationally work ready graduates.
- Working with international and external relations offices to ensure that CWIE exchanges are regularly included in partnership and mobility agreements.
- Advocating, as appropriate, for improved access to work permits for international work experiences and exchanges.
- Exploring the development of bi-lateral CWIE exchange agreements with other Global CWIE Charter and WACE members.
- Sharing resources and data with other Charter members for the advancement of Global CWIE.
- Supporting professional development for staff and faculty regarding international CWIE within your organization.
- Supporting the development and implementation of quality assurance standards for International CWIE to ensure quality and articulation of CWIE experiences across global institutions.
- Supporting the development and implementation of international work readiness learning resources for students (e.g. intercultural fluency, global citizenry, language training, etc.).
- Hiring qualified international students for work-integrated opportunities within your organization whenever possible.

## RELATED RESOURCES

### 1 Bridging the Gap Report 2019:

<https://discover.rbcroyalbank.com/bridging-the-gap-what-canadians-told-us-about-the-skills-revolution/>

### 2 Work-Integrated Learning in the 21st Century: Global Perspective on the Future (Eds. Bowen and Drysdale, 2017)

*A compilation of current thinking regarding challenges and projections for CWIE, impacts and affordances of new technologies, and work readiness for a diverse world.*

<https://www.emeraldinsight.com/doi/book/10.1108/S1479-3679201732>

### 3 The UN Charter: Article 55

*Article 55 : With a view to the creation of stability and well being which are necessary for peaceful and friendly relations among nations based on respect for the principle of equal rights and self determination of peoples, the UN shall promote: a. higher standards of living, full employment and conditions of economic and social progress and development and b. solutions to international economic, social, health, and related problems; and international cultural and educational cooperation.*

### 4 The Conversation

*This is an independent, not-for-profit media outlet that uses content sourced from academics and researchers. Since the Australian website's launch in March 2011<sup>21</sup> it has expanded into six editions, with the addition of a*

*United Kingdom (UK) version in 2013,131 United States (US) in 2014,141Africa in May 2015,151France in September 2015,161 Canada in June 2017,171and Indonesia in September 2017.181 The Conversation publishes all content under a Creative Commons license and, as of May 2018, reports a monthly online audience of 10.7 million users on-site, and a reach of 35 million people through creative commons republication.)*

*The operating company The Conversation Media Group is a not-for-profit educational charity owned by The Conversation Trust. The Conversation is funded by the university and research sector, government and business.*

*From the Conversation: (see link below for more re this forum): Universities have a responsibility to grow the pool of borderless leaders...who have the capacity to transcend disciplinary, operational and geographical boundaries to solve complex problems" (How to future proof university graduates, The Conversation Oct 15, 2015*

*From [https://en.wikipedia.org/wiki/The\\_Conversation](https://en.wikipedia.org/wiki/The_Conversation) (website)*

### 5 UNESCO

*UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. It is through this dialogue that the world can achieve global visions of sustainable development encompassing observance of human rights, mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO'S mission and activities.*

The broad goals and concrete objectives of the international community - as set out in the internationally agreed development goals, including the Millennium Development Goals (MDGs) - underpin all UNESCO's strategies and activities. Thus UNESCO's unique competencies in education, the sciences, culture and communication and information towards realization of those goals.



UNESCO believes that education is a human right for all throughout life and that access must be matched by quality. The Organization is the only United Nations agency with a mandate to cover all aspects of education. It has been entrusted to lead the Global Education 2030 Agenda through Sustainable Development Goal 4. The roadmap to achieve this is the Education 2030 Framework for Action (FFA).

UNESCO provides global and regional leadership in education, strengthens education systems worldwide and responds to contemporary global challenges through education with gender equality as an underlying principle.

Its work encompasses educational development from pre-school to higher education and beyond. Themes include global citizenship and sustainable development, human rights and gender equality, health and HIV and AIDS, as well as technical and vocational skills development.

## 6 Educating for the Future Index

"Educating for the Future Index" is the first comprehensive index to evaluate education systems across the globe and assess how effective they are in addressing the education needs of the future. Launched in 2017 by the Yidan Prize Foundation in cooperation with the Economist Intelligence Unit, this year's index will unveil the Worldwide Educating for the Future Index, evaluating how 50 developed and developing economies representing nearly 93% of global GDP and most of the world's population are preparing the next generation for an uncertain and volatile future.





For more information about the Global CWIE Charter,  
contact: [wacepres@sfu.ca](mailto:wacepres@sfu.ca).