



WORK ABROAD PANEL

February 4th, 2004
1:00-3:00pm
Student Centre Boardroom

Sponsored by

Career Centre at the University of Toronto at Mississauga
www.utm.utoronto.ca/careers

Panelists

Monica Kong – International Traineeship Exchange Program(Germany) AIESEC Toronto

Angela McCarthy - SWAP United Kingdom

Carey-Lynn Asselstine – Japan Exchange and Teaching (JET) Programme

Marie-Eve Perrault – Willing Workers on Organic Farms (WWOOF) Australia and New Zealand

Michael Stasyna – Youth Challenge International Vanuatu

Package developed by Roxanne Rampersad



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There are many reasons for wanting to work abroad. **WHAT ARE YOURS???**

- ❖ Language immersion
 - ❖ Acquiring work experience
 - ❖ Challenging yourself
 - ❖ Making change in the world
 - ❖ Broadening your horizons
 - ❖ Traveling
 - ❖ Experiencing life outside of Canada
 - ❖ Making new friends and colleagues
 - ❖ Starting an international career
 - ❖ Gaining cross-cultural skills
- Once you decide why you want to go abroad you will find that there are a plethora of opportunities to gain international experience for Canadian students. These include:

INTERNSHIPS - with organizations such as the United Nations, the Department of Foreign Affairs and International Trade, the Canadian International Development Agency, IAESTE, AIESEC and opportunities for Commerce students in the U.S.A.

TEACHING ENGLISH ABROAD - with companies such as the Consulate General of Japan - JET Programme, Berlitz International Language Schools or HESS Educational Services

VOLUNTEER - with organizations such as Canadian Crossroads International, Youth Challenge International, Canada World Youth and World University Service of Canada, Kibbutz Volunteers, Willing Workers on Organic Farms (W.W.O.O.F.)

OTHER SHORT TERM WORK OPPORTUNITIES include S.W.A.P. - Student Work Abroad Program, Au Pair in Europe

Why Work Abroad?

The reasons for working abroad are endless—from a love of new foods, the desire to travel, explore new cultures and learn new ways of living, to an interest in making new friends, improving your language skills, widening your professional experience and heightening your understanding of the world.

The decision to expand your horizons abroad can be realized through a variety of work and travel opportunities that are available for students and new graduates. The wealth of data, both in print and on the Internet, can be overwhelming—the search for the right opportunity for you requires time and effort. Thorough preparation is the key to a successful sojourn. Before you decide to take the plunge, there are several things to consider:

Why do I want to work abroad?

What type of experience am I looking for?

What are my expectations?

What skills do I have and what skills will I gain through an experience abroad?

Do I have the financial means to go overseas?

What work visa, citizenship requirements and health insurance coverage will I need?

How long do I want to work abroad? Work ranges from 5 weeks to 2 years

WHERE TO BEGIN YOUR RESEARCH

A good starting point is Jean-Marc Hachey's *The Canadian Guide to Living and Working Overseas*. This print resource not only lists many organizations who offer various types of jobs, but also orients the reader to the realities of living overseas, job search methods and types of jobs available by region. References are also given to other print and electronic resources. A copy is available in the UTM Career Centre.

An example of a good starting point for research in this book is the table, *Important Characteristics for Overseas Workers*. This list will help you assess your suitability for overseas work and assist you in preparing to live in a foreign country. A word of caution: this list is by no means exhaustive, it is merely a tool to help you begin to research for an overseas experience.

IMPORTANT CHARACTERISTICS FOR OVERSEAS WORKERS
General Traits Enjoy change, have a sense of adventure, desire for challenge, open mind, patience and curiosity.
Adaptation and Coping Skills Emotional stability and ability to deal with stress, understanding of culture shock, observation and adaptation skills, flexibility, humour, self-knowledge
Intercultural Communication Skills Tolerance, sensitivity, listening and observing skills, nonverbal communication skills, knowledge of a second language
Overseas Work Effectiveness Traits and Skills Independence and self-discipline, training experience, resourcefulness, versatility, persistence, organizational and people skills, leadership, energy, project planning skills, writing skills, verbal communication skills, loyalty and tenacity, tact, philosophical commitment to field of work
Key Traits of an Effective Overseas Employee Interpersonal skills, assertiveness and sense of identity, realistic pre-departure expectations

Dean's STORY – This is an example of how a student used Hachey's book to find and participate in a unique international experience.

My experience abroad included a volunteer position teaching English at a vocational school and teaching word processing to staff at an NGO. I also organized a list of donors for the NGO and assisted in accounting. I was located in the Northwest Region of Ghana in West Africa. It was a rural setting. I had to pump my own water from a well. The organization I went through was called Canadian Crossroads International.

I found out about CCI in a book I strongly recommend called "The Canadian Guide to Living and Working Overseas" by Jean-Marc Hachey. This book is an incredible resource for anyone interested in study, volunteer or internship positions overseas.

My preparations before leaving included getting a full physical and receiving necessary vaccinations. I also got an anti-malarial drug. I went shopping for various things like proper clothing (rain coat, good hiking shoes, and hat an essential). I also converted necessary currency and organized travellers cheques.

I contacted the embassy in Toronto and arranged to get my visa. I attempted to pick up a translation book and learn a few key phrases. I checked the weight of my bags with the airline. Don't over pack. It is cheaper to buy things there. You can get just about anything made in terms of clothing. This may also help you "fit in" a little more. My best advice for anyone travelling abroad is to go with an open mind and always trust your instincts.

On a day to day schedule I would wake up at 7am, make breakfast, and head to teach at the school. I would return home for lunch and have an afternoon nap or collect water for the next day. Next I would return to the NGO and work in the office until about 5pm. I would return to my place and make dinner. I did not venture out too often at night for safety reasons unless I was accompanied by a few people.

I experienced culture shock and struggled with language barriers. Ghana was a former British colony so it was not that bad because most people spoke English. I also had the opportunity to travel to Togo and Benin, both are former French colonies. Here I struggled with language but most people are helpful.

What I learned from my experience is that money is not everything. I saw people in destitute circumstances by our standards but they still knew how to laugh and love. I also learned that even when you think things can't get any worse, it can and does. However, in the grand scheme of things it is never really that bad. Also no matter what the situation things work themselves out in the end.

I went to Ghana with the intention of experiencing something different. My grades were not great and I figured I needed to have something in my applications to law schools that would make me stand out from others. During my experience I had really enjoyed teaching and realized I could offer so much more to people as a teacher than as a lawyer. As a result I changed my career path from law to education.

Dean Chisholme

Canadian Crossroads International Participant - Ghana

UTM grad – H.B.A Political Science and History

Graduating with his Masters in Teaching from OISE/UT in April 2004.

INTERSHIPS ABROAD

What is an Internship?

An internship is a work opportunity for students or recent grads to gain experience in their respective field of study. Internships are often project based and interns can usually acquire more skills than they would in a similar entry-level position. Interns can also build a network of contacts and increase their knowledge of a subject area. A good internship allows you to work on a specific project of interest to you and builds on your academic specialization or previous work experience. You may not receive a "real" salary as an intern, but typically the sponsoring organization will invest some time and money in structuring your internship and making it a beneficial training experience for you. Interns hired to work in their fields of study are usually undergraduates (post third year) or graduates.

Finding the Right One

While many internships are available, not all will correspond to your needs and interests. You will have to do some preliminary research to locate the one that's right for you. The first step in evaluating any internship is to consider whether the experience will be worth the time and effort required. To do this, it is important to take into account the international aspects of the internship. When reading an organization's description of an internship, pay close attention to the duties of the intern. This will allow you to find the internship that best matches your skills and aspirations.

Costs

Internships with pay normally provide a salary that covers living expenses in your host country. Some unpaid internships or volunteer positions may cover room and board in exchange for work. For internships that charge a fee, the tuition usually covers accommodation and other related costs. Airfare is usually not included. Although the cost may be high for some internship programs that charge tuition, bear in mind that they may be no more expensive than unpaid/volunteer opportunities in places where the cost of living is high. You may want to try raising money to fund your internship—turn your friends into philanthropists, take an extra job on the side, get a paying job on weekends when you're not interning etc.

EXAMPLES:

1. GOVERNMENT OF CANADA – YOUTH EMPLOYMENT STRATEGY (Y.E.S.)

The Youth Employment Strategy is the Government of Canada's commitment to help young people, particularly those facing barriers to employment, get the information and gain the skills, work experience and abilities they need to make a successful transition to the workplace.

The Department of Foreign Trade and International Affairs (DFAIT) and the Canadian International Development Agency (CIDA) are two departments that work with the federal government to provide international internships to Canadian youth as part of the Youth Employment Strategy. DFAIT organizes the “Young Professionals International”(YPI) program and CIDA coordinates the “International Youth Internship Program”(IYIP).

The Eligibility Criteria for DFAIT's YPI and CIDA's IYIP are as follows:

Participants must be:

- Citizens or permanent residents of Canada, up to and including 30 years of age.
- Youth who have completed a postsecondary degree or diploma.
- Youth who are unemployed or under-employed.
- Youth who are out-of-school, i.e. not enrolled in an educational program.
- Youth with a genuine interest in permanently entering the work force and launching an international career.
- Youth who would be participating for the first time in a placement of the Career Focus Program of the Youth Employment Strategy (YES).
- Youth for whom this would be the first paid career-related international work experience

Both DFAIT and CIDA's internship programs have the same application process. Youth can view all internships on their respective websites. Once you find an internship of interest, you are required to contact the sponsoring institution for application details. All application documents will be sent to the sponsoring institution who is responsible for recruitment and selection. Internships for 2004-2005 will be posted in Spring 2004 on their respective websites.

Examples of DFAIT Internships www.dfait-maeci.gc.ca/yipi-jpi/menu-en.asp



DFAIT offers internships under the categories **Prosperity, Security and Identity**. Here are a few examples of internships offered in 2003-2004.

Prosperity

The Centre for Russian and East European Studies (CREES) at the University of Toronto will coordinate placements with Canadian or multinational businesses or regional non-governmental organizations in the Czech Republic, Poland, Bulgaria, Latvia, Estonia and Hungary. Placements focus on issues such as business development, market research, journalism, governmental institution reform, Web design, media relations or minority rights. Candidates will have strong interdisciplinary academic credentials and either a knowledge of a language of the region or a willingness to take intensive language classes before and during the placement.

Security

The Hispanic Development Council (HDC) will coordinate placements with its counterpart organizations and municipal partners in Chile, Mexico and Guatemala. Placements focus on sustainable environment, democracy building, eco-tourism, economic development, or social (e.g. health, youth, women) or sustainable community development issues. Candidates should have a postsecondary degree or diploma and a strong interest in a needed area of expertise, volunteer experience, some knowledge of Latin American culture, an interest in international cooperation, and speak Spanish. The HDC encourages inner-city or visible minority youth from major Canadian urban areas to apply.

Identity

The Commonwealth of Learning (COL) will coordinate placements with regional and international partner organizations in Fiji, India, Kenya, Nigeria, South Africa, Zambia New Zealand and the United Kingdom. Placements focus on the development and sharing of open learning and distance education technologies to help improve access to quality education and training. Candidates will have completed studies at a college or university level in agriculture, communications, development studies, international relations, information and communications technologies, social sciences, rural development, computing and information science, gender studies, education or business/commerce.

CIDA offers internships in the following sectors: www.acdi-cida.gc.ca/youth/internships

- **Civil Society** - NGO/community development, democracy, good governance, human rights, gender equality initiatives, migration issues, legal support, support to co-operatives, youth development initiatives, institutional strengthening.
- **Communications** - Journalism, public relations, multimedia, radio, television, event coordination.
- **Education** - Literacy, numeracy, non-formal training, support to school and teachers, distance learning.
- **Environment** - Management, ecology, environment education and training, protection, sustainable business, policy development.
- **Finance and Marketing** - Micro-credit, banking, fair trade, accounting, risk assessment, craft promotion.
- **Health** - Training, awareness, management, infrastructure, nutrition, HIV/AIDS, support to clinic/hospital.
- **Industry** - Policy, SME development, management, product development, research, tourism.

- **Natural Resources** - Agriculture, livestock, veterinary, fisheries, forestry, ecoforestry, organic farming, desertification.
- **Social Services** - Support to vulnerable/disadvantaged groups, gender equality initiatives, sustainable livelihood creation, library/documentation, housing/architecture, urban planning and management.
- **Water/Sanitation** - Waste management, water treatment, engineering, infrastructure services.

2. AIESEC CANADA – www.ca.aiesec.org/

- AIESEC is a student-managed, international exchange organization that has 34 university-based chapters (including AIESEC Toronto www.utoronto.ca/aiesec) across Canada, and more than 730 university chapters worldwide that participate in the ITEP program.
- The International Traineeship Exchange Programme (ITEP) is "a reciprocal international work exchange program (from 2-18 months in duration), in which every internship created in Canada for a foreign student results in a Canadian student participating in a similar work placement abroad". In partnership with organizations in 84 countries, AIESEC exchange 5,000 students, including over 100 Canadians, annually through this international internship exchange
- AIESEC has internships available for students in the fields of **accounting, finance, economics, information systems, marketing, computer science, development, or engineering**. Internships may take place at any time of the year. Contact AIESEC Toronto for further information on participating in ITEP.

3. UN INTERNSHIPS – www.utm.utoronto.ca/careers → login → Internship Directory

Several departments of the United Nations offer internships for youth. For more information please see the Internship Directory on the Career Centre website.

INTERNSHIP NAME	DESCRIPTION	REQUIREMENTS	PAID	NOC CODE	WHERE?
United Nations Environment Program (UNEP) Internship Programme	The work is desk-based and may include, but not be limited to Project formulation, monitoring and/or evaluation, research and preparation of papers, preparing work for and participation in intergovernmental meetings, website or database design and maintenance.	Currently enrolled in a third or fourth year of under-graduate degree (BA/BSc). Willing to intern on a full-time basis spending five days a week usually for a period of not less than THREE MONTHS and not exceeding SIX MONTHS.	No – but can find sponsor	ART	Kenya and various international locations
United Nations High Commission for Human Rights (UNHCR) Internships	Most interns work on a project which will benefit both them and UNHCR, in fields such as refugee protection (legal), international relations, administration, field work, etc. They are involved in the drafting of reports and the preparation of research papers, the servicing of meetings and other day-to-day work, depending on the needs of the Office.	Undergraduate or graduate students studying in the area of law, political science, economic and social development, international relations, public policy and administration. Interns are placed according to the needs of the Centre and their own areas of interest.	No – but can find sponsor	BFA, SOC	Anywhere the UNHCR has an office
United Nations Industrial Development Organization (UNIDO) Ad Hoc Internship Programme	Its purpose is to promote, among the participants, a better understanding of UNIDO's goals and objectives and, at the same time, to afford them with an insight on how attempts are made to solve problems confronting developing economies in the area of industrialization. Within the framework of this programme, they accept a limited number interns who wish to obtain practical experience in the work of UNIDO, or to conduct research on items of direct relevance to UNIDO's programme of work.	Open to individuals who have completed an advanced university degree or who are enrolled in the last year of such a programme. Examples of academic qualifications could be: - Economics and/or statistics - International law, with an interest in investment and technology -, International relations public and business administration - Social sciences, preferably with a focus on political science/international relations - Chemistry, biotechnology - Information science, data processing and data base management	No – but can find sponsor	BFA, GEN, NAT, SOC	Austria
United Nations Economic and Social Commission for Asia and The Pacific	Internships are designed to meet the research interests of students including development research, policy analysis, international trade.	Open to individuals who have completed an advanced university degree or who are enrolled in the last year of such a programme.	No – but can find sponsor	BFA, GEN, NAT, SOC	Thailand

4. INTERNSHIPS FOR COMMERCE STUDENTS IN THE U.S.A

Here are some sample internships available for Commerce students. Further information on these and other internships can be found in the Directory of Internships on the Career Centre Website.

INTERNSHIP NAME	DESCRIPTION	REQUIREMENTS	Paid	NOC CODE
International Institute for Sustainable Development (IISD) Youth International Internship Program (YIIP)	Using Internet technologies, interns will learn how to communicate sustainable development to a global audience, and the everyday realities of delivering ideas electronically. Other intern duties will include developing Internet capabilities, such as networks, software and computer training.	Recent post-secondary graduates of international business, development, and related programs are placed with leading sustainable development organizations and businesses around the world for 6-8 months internships.	yes	BFA, GEN, NAT, SOC
Internships at Sony Music	Internships are available in many areas including: Accounting, MIS, Marketing, A&R, Promotions, Sales, Publicity, Business Affairs, Publishing and Sony Studios.	Internships are open to both undergraduate and graduate students. See the Sony web site for details.	no	ART, BFA, GEN
Women's International League for Peace and Freedom (WILPF)	Jane Addams Internships - Internships could include developing and implementing national programs, working with the membership department, projects involving coordinating National board members' fundraising, major donors etc. or internet communications.	No university requirements stipulated. See website for requirements particular internships. Interns are asked to work a minimum of 15 hours per week, ranging from ten weeks to one year, based on availability, project length, and performance.	yes	BFA, SOC
International Monetary Fund Research Assistants Program (RAP)	RAP participants may be asked to: - Research, collect and compile information; - Maintain and update quantitative and qualitative economic, financial, or statistical databases; - Process, consolidate, and transform data sets within and between databases using statistical and/or econometric techniques; - Evaluate economic, financial or statistical relationships in databases; Design systems to facilitate interfaces or transfer data between external/in-house databases.	Completion of a Bachelor's degree in economics, computer science, statistics, math, or business administration is required; - Candidates should have at least a 3.5 GPA (cumulative) in both their principal field of study and in their overall program	yes	BFA, NAT

5. IAESTE – Summer Internships - www.queensu.ca/iaeste

International Association for the Exchange of Students for Technical Experience

IAESTE is an extremely wide-spread non-profit organization. Located in 80 countries, it is an independent, non-governmental enterprise, with consultative relationships to UNESCO, UN Economic and Social Council, UN Industrial Development Organization, the ILO, and other bodies. Initiated in London in 1948, Canada joined IAESTE as a full member in 1953.

IAESTE goals are:

1. To provide Canadian students with the opportunity to combine travel with a career-related job overseas
2. To provide employers with well-qualified and motivated trainees
3. To be a source of cultural enrichment for participants and their host communities.

These internships cover fields including, all fields of technical sciences, applied arts and technologies, all branches of engineering, , such as architecture, forestry and agriculture.

TEACHING ENGLISH ABROAD

Source: Griffith, Susan. Teaching English Abroad. Oxford: Vacation Works, 2003.

Why Do You Want to Teach Abroad?

The reasons for wanting to teach abroad are similar to those for working abroad in general, with the additional bonus that you can apply for these jobs with little or no working experience as compared to other international jobs. There are often ESL jobs in parts of the world where it would otherwise be difficult to find employment as a foreigner, enabling you to have a rich experience in another culture while working. You also have a chance to interact with the local culture in a unique and interesting way.

English is the language of international business, the internet, and science, just to name a few. There is a heavy demand for English teachers in many parts of the world. If you happen to be from an English speaking part of the world, you could have the privilege of being able to integrate yourself in another culture, and at the same time, have the pleasure of meeting new people.

Who is Qualified to Teach?

Many teaching positions advertised in Canada ask for native-English speakers who have completed an undergraduate degree. Where the job markets are more competitive, employers may also require teachers to have a TESL or TEFL certificate. If you are not a native English speaker it is still possible to get hired with a little extra research. You would need to research the minimum score each employer requires on the Test of English as Foreign Language (TOEFL) before applying. In general, if you are fluent in English and have a lively personality, you have a

good chance of finding a teaching job overseas. Bear in mind though, that your students will be putting a lot of time, effort and money into learning English from you. Therefore, some teacher training might be useful to avoid doing a disservice to your students.

WHERE IN THE WORLD CAN YOU TEACH?

Source: Griffith, Susan. Teaching English Abroad. Oxford: Vacation Works, 2003.

Asia

The Asian economic crisis a few years ago prompted a decline in the number of “leisure students”, people attending English classes simply for pleasure; yet the market has recovered amazingly quickly. Taiwan, Japan and South Korea have a high demand for teachers and offer relatively high compensation. Positions in Hong Kong and Singapore also pay well. Many positions in mainland China, Thailand, Indonesia and Vietnam do not provide a high salary, though accommodation and enough money to live reasonably well is included in most contracts. In most cases, if you are hired in advance, your employer will provide the necessary documents for you to obtain a working visa before you leave. If you don’t have a job offer organized in advance, you can still get a working visa for some countries, like Japan and Korea, through the Working Holiday Visa Program. If you find a position after already arriving at your overseas destination, you may have to leave the country to apply for the necessary visa.

Be mindful of the risks of working illegally. Not only could you face a fine or deportation, but you also have no rights in the event that an employer does not pay you.

Latin America and the Caribbean

In larger Latin American countries, the demand for ESL teachers is relatively high. However, the pay is generally not. There is a strong cultural and economic focus on the United States, and so there is a corresponding emphasis on American English. The countries most of interest to the traveling teacher are Chile, Argentina, Colombia, Ecuador, Venezuela, Brazil and Mexico. International, private and commercial schools will often readily hire native speakers of English, provided that the teachers are willing to work for local teaching wages. Not many schools are willing to hire someone out of country. A job is easier to find if you are already in the country, though this complicates getting a work visa since these are normally issued outside the country. Before taking a position in this region it is wise to do some research on the current political, social and economic climate of a specific country.

Western Europe

There are many private English schools in Western Europe. The demand for ESL training is also high in the business sector of countries where English is not the first language. However, without EU citizenship, one is in competition with many fluent EU passport holders whom employers have little difficulty in hiring. Obtaining legal working permission for a non-EU citizen to teach English is very difficult. Working holiday visas may overcome this problem for students to take temporary teaching positions in certain countries.

Eastern Europe

Eastern Europe has a high demand for English teachers. Most positions are volunteer and may come with a stipend sufficient to cover living expenses. Paid positions are available, but are relatively rare. The main goal of English language institutions in Eastern Europe is to ultimately enable the countries to establish and run their own programs. Some of the volunteer positions have a program fee. There are a few US organizations who hire Canadians to teach in Eastern Europe. These include *Bridges for Educaition* www.bridges4edu.org , *Central European Teaching Program(CETP)* www.ticon.net/~cetp/ and *InterExchange* www.interexchange.org

Africa

In many African countries, English is taught in public schools by local teachers. Native speakers may find positions in secondary schools. Opportunities in private schools can often be found in North Africa—Egypt, Tunisia and Morocco. Many of the available positions are for volunteers through non-governmental (NGO) agencies, though it is possible to come across temporary positions once there. Some examples of organizations include *Volunteer Services Overseas (VSO Canada)* www.vsocan.com, *Canadian Crossroads International* www.cciorg.ca and the *United Children's Fund* www.unicef.ca .

Middle East

Teaching positions in the Middle East, in most cases, must be arranged in advance. Some countries issue tourist visas to allow individuals to find positions on the spot, but this can be expensive, especially if your job search is not immediately successful. A couple organizations you could contact include *Master Recruitment Agency* at info@egyptmaster.com and *QTS International Education Consultants* at www.qts-worldwide.com

What are the differences between ESL, TESL, TEFL, TESOL and CELTA?

There has long been confusion over the terms ESL, TESL, TEFL, TESOL and CELTA. ESL (English as a Second Language) is the most commonly used term to describe teaching English to non-native English speakers who want to use it for business, education, leisure, travel, etc. English language teachers, whether abroad or in Canada, are considered ESL teachers. TESL stands for Teaching English as a Second Language, TEFL means Teaching English as a Foreign Language, TESOL is Teaching English to Speakers of Other Languages and CELTA refers to Certificate in English Language Teaching to Adults. Although there has long been disagreement over the names, all of these terms (TESL, TEFL, TESOL and CELTA) are basically used to describe the same activity: teaching of the English language to students who are not native English speakers. ELT, which stands for English Language Teaching, is becoming a more mainstream term to describe this activity.

The chart below is a sample list of TEFL/TESL courses taken from a more extensive list on the website www.tefl.com. Although ELT training is not essential for a successful job search, it does make the task much easier by making you a more competitive applicant. Also, despite the expense, the practical advantage to taking one of these courses is that often the companies help you find a job abroad upon completion.

This is a sample list of TEFL/TESL courses. Despite the expense, a practical advantage to taking one of these courses is that often the companies help you find a job abroad upon completion. A more extensive list of companies in Canada can be found at www.tefl.com

NAME – WEBSITE	LENGTH	COST	OTHER
Woodsworth College, UofT Certificate in Teaching English as a Second Language www.wdw.utoronto.ca	8 months on a full-time basis, starting in summer or fall. Can also be completed on a part-time basis	The cost of taking one course during the 2002-2003 Fall/Winter Session was \$682.72. The total cost of the program if completed in 8 months was \$4,071.04.	This program develops a sound theoretical base for teaching as well as emphasizing classroom practice
Language Studies Canada – CELTA certificate www.lsc-canada.com	4-weeks - 140 hours with additional time required for preparation and assignments. The course is intensive and requires a full-time commitment	\$2300	Provides a minimum of 6 hours of teaching practice
Oxford Seminars – TESL certificate www.oxfordseminars.com	60 hour courses offered on Saturdays and Sundays throughout the year	\$695	Info Session: Thurs, March 18, 2004 - Room 1220, 5:30pm Bahen Centre University of Toronto, St. George Campus
English First – TEFL certificate www.englishfirst.com	4 weeks – 120 hours	\$1,370.00	Minimum age of participant: 20 years
The Online College for Teachers of English – TESOL certificate www.ontesol.com	5 weeks – 160 hours	\$925.00	Provides 20 hours of teaching practice
Travel Cuts – Online TEFL www.travelcuts.ca	40 hours online Most people finish the course in 4-6 weeks, but you can do it in as little as 2 weeks or as long as 6 months	\$400	Minimum age 17 years. If you cannot finish course in 6 months you have to file special application for continuance.

EXAMPLES: The following are three examples of organizations that hire English teachers.

1. BERLITZ LANGUAGE SCHOOLS – <http://careers.berlitz.com>



Berlitz has been teaching languages for 125 years and has millions of successful alumni. The time-proven principles of the Berlitz Method®, a communicative teaching approach, are constantly enhanced with new and updated programs and the latest learning technology.

Berlitz is looking for energetic, dependable and responsible university graduates who are interested in working for an international company for a period of one year and who would like to enhance their professional skills. This opportunity is open to all majors and university degrees. Presently they are recruiting for instructor positions that will become available throughout 2004 in our expanding operations in Asia.

Berlitz is seeking instructors for their international team who:

- Have native fluency in English and a 4 year university degree
- Are dynamic and professional and are looking to work for a minimum of one year
- Are interested in teaching adults as well as children and possess cultural sensitivity, as well as good communication and organizational skills. Currently they have teaching positions available in Colombia, China, Japan, Taiwan and South Korea.

2. JET PROGRAMME – Consulate General of Japan in Toronto



Canada has been a participant of the Japan Exchange and Teaching (JET) Programme since 1988 and has just under 1000 participants currently on the programme. This program offers two work positions. The *Coordinator for International Relations (CIRs)* are placed in offices of local authorities or related organizations and engage in internationalization activities. You must be fluent in Japanese for this position. *Assistant Language Teachers (ALTs)* engage in language instruction in local boards of education or publicly run junior and senior high schools. In a limited number of cases, ALTs may be assigned to private junior and senior high schools. ALT duties are carried out under the guidance of language teacher consultants or Japanese teachers of foreign languages.

The requirements for this program include:

- ◆ Interest in Japan and willing to deepen your knowledge.
- ◆ Mentally and physically fit and able to adapt to life in Japan
- ◆ A citizen of Canada under the age of 40
- ◆ Have excellent English pronunciation, rhythm, intonation, voice projection and other standard language skills, including writing ability and knowledge of grammar
- ◆ Hold at least a Bachelors' degree or obtain one by departure date (usually in July)

The contracts are usually for one year, working 35 hours per week. After income tax you will earn approximately \$44,000 CDN (depending on exchange rates). If you are selected you will be expected to learn the Japanese language prior to and upon arrival in Japan. Deadline for applications is usually in November.

3. HESS EDUCATIONAL ORGANIZATION – www.hess.com.tw

Currently, there are over 100 Hess Language Schools and almost 70 Hess Kindergartens throughout Taiwan, employing more than 600 Native-Speaking English teachers from the United States, Canada, the United Kingdom, Ireland, Australia, New Zealand and South Africa.

There are four different types of contracts that Hess offers to Native Speaking Teachers. Contract A is for teachers only wanting to teach full-time at HLS. Contract B is for teachers wanting to teach full-time at HLS and part-time at Hess Kindergarten. Contract C is only available for teachers who have taught at Hess for at least one year at the kindergarten and have received approval from his/her branch director. In addition, it is also open to new teachers who have a degree in Early Childhood Education or at least one year of previous kindergarten experience. Contract D is a salaried contract available in smaller locations as requested by the branch directors. Some HLS teachers may teach adult classes within their regular teaching hours, however at this time, Hess does not offer contracts for teaching adult students only.

Contract	Description	Hours	Benefits
Contract A	Hess Language School (full-time)	Guaranteed at least 20 hours per week at the start of the second month. Most teachers have 22 - 24 hrs/wk.	Mornings and most afternoons free (except Wed & Sat) to study Chinese or pursue other interests
Contract B	HLS full-time) Hess Kindergarten (part-time)	Guaranteed at least 35 hours per week at the start of the second month. Kindergarten hours are Mon-Fri 9 - 12. Most teachers have 35 to 37 hours/week.	Most afternoons are free, except for Wed and Sat; Work with a larger variety of age groups; More teaching hours = more money
Contract C	Hess Kindergarten (full-time) HLS (part-time)	27.5 hours per week at the kindergarten (Mon-Fri, 9am-4pm), plus 6 to 10 hours per week at HLS	More daytime work hours; Ideal for those wanting professional experience in early childhood education
Contract D	HLS (full-time) Salaried Position	84 Teaching hours per month with set office hours at the branch. Offered in smaller locations as required.	Set daily work hours. Overtime pay for teaching hours over 84 per month.

VOLUNTEERING ABROAD

Why Volunteer Overseas?

Students may be reluctant to participate in volunteer programs overseas because of the costs of some programs or, the idea of volunteering time may not be an appealing option.

Volunteering, however, can be the one tool that helps students get a foothold into gaining practical work experience. Volunteering gives you access to a wide range of opportunities that contribute both to making the world a better place, as well as providing an opportunity for personal growth. Volunteer experiences can give a student an opportunity to develop their cross-cultural understanding of the world, enhance their travel experience and help build upon their

professional skills. Volunteer work can provide students with job experiences that tend to be more rewarding than entry level work positions.

The reality is that sending people overseas can be a costly venture and in many cases candidates are no more qualified than potential local hires (who can already speak the language and understand the culture). Volunteering can make these lifetime experiences accessible.

Who Should Volunteer?

Volunteering overseas, realistically, is not suitable for all people. Before applying for volunteer opportunities students should familiarize themselves with the programs and make an honest evaluation of whether they are well-matched for what will be expected of them.

Volunteering overseas can be difficult. Geographically you might be challenged, your health might be put at risk, feelings of isolation are frequently reported. Ask yourself whether you are ready to leave the network that you have at home. Are you prepared to live in conditions quite different from your own.

How to Evaluate a Volunteer Program?

When assessing a program, it is important to have already developed a list of goals, personal preferences as to the type of experience and a realistic sense of self and the environment that you need to work well in.

Consider such questions as:

What type of work are you interested in? Volunteer opportunities exist in a number of fields; including education, environment, human rights and social issues.

How much supervision do you require? How much training or hand on experience are you looking for? Do you want to live in a rural or urban region?

Where do you wish to volunteer? Are you familiar with the host culture of that country/region?

Regardless of how well suited a program may seem, it is still necessary to research the organization before signing up for any program. If you are unfamiliar with the organization, you may want to review

- If there is a fee involved, find out how the funds are used
- If applicable, verify their non-profit or charitable status with a government agency
- Find out if you can contact past participants from Canada
- What are the roles of the participants, field staff and organization?
- Ask the organization what kind of personal and professional support you should expect...Is there a pre-departure orientation, support while abroad and when you return home?
- If applicable, does the organization offer any advice/support to participants with a disability, ethnic diversity or LGBT traveler.

Why Fundraise?

Many would be participants of volunteer programs are scared off by placement fees. In particular students having just finished 3 or 4 years of paying tuition may not feel as though they can afford a volunteer placement. Going overseas, however, can be financed through creative fundraising and hard work. Many organizations offer support with fundraising strategies to assist volunteers.

SAMPLE ORGANIZATIONS WITH VOLUNTEER OPPORTUNITIES

1. CANADA WORLD YOUTH – www.cwy-jcm.org



Canada World Youth designs and delivers international educational programs for youth (aged 17-29) with a focus on volunteer work and community development in a cross-cultural setting. Volunteer sectors include Community development, education, social services, environment, agriculture, and small business.

Core Program

The core program is six to seven months in length – half happens in Canada and the other half overseas. During the program, you and your counterpart (a young person from the exchange country) get involved in your host community through volunteer service and you live together in a host family. You also participate in educational activities with members of your group, permitting you to enrich and increase your understanding of global and local issues.

Customized Programs - Many themes, many destinations!

These programs, like the Core Program, offer a phase in Canada and a phase in a developing country. For some programs, you must reside in a particular region of Canada to be eligible. The following is a list of their current programs; it is modified when new programs arise.

TITLE	THEME
Canada-India HIV/AIDS Program >>	HIV/AIDS
Equator Initiative >>	biodiversity conservation
NetCorps Canada International >>	information and communication technology
North American Community Service (NACS) Program>>	environment and community development
Québec sans frontières >>	agriculture, forestry, community development
Young Women's International Exchange Program >>	Theme: gender and development

To find out more on each program and how to apply visit the Canada World Youth website

2. CANADIAN CROSSROADS INTERNATIONAL – www.cciorg.ca

Canadian Crossroads International aims to build a constituency of global citizens committed to voluntarism, international development and social action in the new millennium. They do this by developing partnerships with countries from the South, organizing volunteer cooperative placements and internships, and by educating the public on development issues.

Core Programs

Canadian Participants (North to South)-core

They place Canadian and landed immigrants as volunteers in various community development projects in their partners countries to support the building of sustainable partnerships through the international exchange of skills and knowledge.

Netcorps

A member of the Netcorps Coalition, CCI coordinates internships in Latin America, Caribbean/West Indies, Asia and Africa to help Canadian youth (aged 19 to 30) gain valuable work experience in information technology and communication.

IYIP

CCI also organizes professional internships for Canadian youth through the International Youth Internship Program (IYIP).

While there is no age limit in their programs, you must be at least 19 years of age to apply. The Net corps and IYIP programs has an upper age limit of 30. Canadian participants apply through one of their regional offices. Placement/internships are 6 months. For each program, CCI provides pre-placement orientation. Upon your return, CCI will help you re-integrate and develop ways to contribute to your community. Canadian participants are expected to fundraise a position of their costs. CCI will also support participants in their fundraising efforts.

PLEASE NOTE: CCI will be making radical changes to their current programs in the spring 2004. Check website for details.

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3. YOUTH CHALLENGE INTERNATIONAL – www.yci.org

INTERNSHIP FAIR

Youth Challenge International is a non-profit, non-religious, charitable organization, sponsored by the public and private sectors in Canada and abroad. YCI combines community development, health promotion and conservation in projects conducted by international teams of volunteers aged 18-35 years. Volunteerism and its promotion are core elements in YCI's development process.

Youth Opportunities:

There is a range of opportunities for interested youth to work in Guyana, Costa Rica or Vanuatu, South Pacific. These overseas volunteer programs run from 5 weeks to 3 months in length. They enable participants to gain a basic understanding of how successful groups, projects and communities can work. Through the medium of an international volunteer team working on a project, you can learn from local examples of successful leadership and development.

Applications: Projects depart throughout the year, and applications are taken year round. The application is available on their website, you can fill it out online or mail it to their office in Toronto.

Purpose
Youth development through community development
Core Strategy
Building the skills, experience and confidence of young people and communities to effect positive social change.
Partners
Youth Challenge Australia Youth Challenge Canada Youth Challenge Guyana Reto Juvenil Internacional (Costa Rica)

4. WORLD UNIVERSITY SERVICE OF CANADA – www.wusc.ca

For more than three decades, WUSC has supported development in over 50 countries throughout the world. They link governments, non-governmental organizations and institutions, and community-based organizations with Canadian expertise, services, and resources to strengthen capacity and develop local potential. WUSC offers an international seminar every year as well as summer internships.

WUSC International Seminar 2004 – Applications due in November each year
Seminar in Malawi (**Working Language: English**)

Duration: six weeks in May-July -- Participants: 30 Cdn students, 3 academic advisors

WUSC offers Canadian postsecondary students and faculty a variety of opportunities to gain overseas experience. The WUSC International Seminar accepts 30 students and 3 faculty advisors each year for a six-week in-depth study tour in a developing country.

Summer Student Internship 2004 – Applications due in January each year
Internship in Peru (**Working Language: Spanish**)

Duration: 12 weeks in May-August -- Participants: 2

The Canadian International Development Agency (CIDA) is supporting WUSC in a project based in Peru entitled Strengthening Municipal Capacity in Water and Sanitation Services. This project is designed to strengthen the capacity of selected municipalities and individual communities to better manage their water and sanitation responsibilities.

Selection criteria - students must:

- be Canadian citizens or permanent residents;
- be currently registered at a Canadian university, CEGEP or college and be returning to a Canadian post-secondary institution in the Fall following the Seminar;
- have a demonstrated, genuine interest in development issues and participate in development education activities;
- have a demonstrated interest for the host country and the region;
- have good oral and written skills in English; good academic record; be medically fit.

Selected students must:

- fundraise \$3000 each to cover a portion of the Seminar costs (return travel to host country, accommodation, meals, medical insurance and in country travel);

5. KIBBUTZ VOLUNTEERS – www.kibbutz.org

What is a kibbutz?

A Kibbutz is a communal agricultural settlement in Israel, usually in a rural location. All property on the kibbutz is owned communally and all income generated is shared by the kibbutz. Some kibbutzim also have factories that produce anything from plastics to sprinkler parts. Meals are prepared in a communal kitchen and eaten in a communal dining room. Generally, the kibbutz offers work in three different categories: agriculture, tourism, the services and other different kinds of work. They are currently offering 3 types of programs.

The Volunteer Program

The volunteers work 8 hours a day 6 days a week. In return they are offered free accommodations in the kibbutz, 3 meals a day, free laundry service in the kibbutz's common laundry and pocket money each month. In addition to this, the kibbutz organizes tours for the volunteers

The Israeli Experience

The Israeli experience is a three-month program combining volunteer life on a kibbutz with language studies (Hebrew or English) and lectures on cultural, historical and political aspects of the State of Israel. The Israeli experience offers a quality program of four days kibbutz work and two days language studies every week in groups of 12-20 people to each program.

The Archeological Project

This is a new and exciting project that combines **archeological work** in an historical site together with experiencing **life in the kibbutz**. The program opens on June 13th 2004 and will last until July 9th 2004. If you are interested in the program please contact the KPC [email: kpc@volunteers.co.il](mailto:kpc@volunteers.co.il). Please note that the number of places is limited so they advise you to reserve a place immediately.

6. WILLING WORKERS ON ORGANIC FARMS (W.W.O.O.F) www.woof.org

The International WWOOF Association is dedicated to helping those who would like to volunteer on organic farms internationally. The **aims of WWOOF** are to ...

- enable people to learn first-hand about organic growing techniques
- to enable town-dwellers to experience living and on a farm
- to help farmers make organic production a viable alternative
- to improve communications within the organic movement.



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farms
you join
these

WWOOF organisations compile a list of organic Host that (from time to time) welcome volunteer help. When a WWOOF organisation, you will be put in contact with Host farms. It is then up to **you** to contact the Host farms that interest you and make your own arrangements with them

WWOOF countries:

Australia, Austria,
Canada, Czech Republic,
Denmark, Finland,
Germany, Ghana,
Hawaii, Italy, Côte d'Ivoire,
Japan, Korea,
Nepal, New Zealand,
Slovenia, Switzerland, Sweden,
Togo,
Uganda, United Kingdom, U.S.A.

OTHER SHORT TERM OPPORTUNITIES ABROAD

If your goal is mainly travel...

There are numerous other opportunities available to Canadian students internationally that will not hinder your traveling and yet provide you with a rich cultural experience.

1. AU PAIR IN EUROPE - <http://www.princeent.com/aupair/>

Au pairing is a good way to explore a new country, immerse yourself in a new culture, appreciate the arts and become fluent in a new language. Au pairing is living with a foreign family, taking care of the children while the parents are working. You will be working approximately 30 hours per week, plus some babysitting and light housekeeping. In exchange, you will receive free room and board, plus pocket money. Contracts range from 3 months (summer only) to one year. You must be committed, willing to work, be flexible, reliable, patient, adaptable, curious and have an open mind. Think you have these qualities? If so, then this can be the best adventure of your lifetime! Countries you can choose from: France, Holland, Switzerland, Australia, Spain, Germany, Italy, Bermuda, Austria, Belgium, Sweden, Denmark, Norway, Finland, England, Greece, Iceland, New Zealand and Monaco.

2. STUDENT WORK ABROAD PROGRAM (S.W.A.P.) – www.swap.ca

INTERNSHIP FAIR

SWAP is a program run through Travel Cuts that assists you in having a successful working holiday. It is open to people of ages 18-35 depending on the country you would like to visit. There is a registration fee which allows them to provide you with a variety of resources in your home country and abroad. These include providing an acceptance package, getting your work visa and arranging your flight schedule in your home country. Depending on your destination country, they also pre-arrange initial accommodation, include an orientation in a hosting centre in which you get assistance in job and long-term accommodation searching. The hosting centre also has additional services including internet, phone and mail as well as knowledgeable staff to help you with any other concerns. However, you are responsible for finding your own job once you arrive in at your destination. Depending on the country and your work visa you are allowed to work for three months to 2 years.



SWAP is available in the following countries:

Australia	Austria	New Zealand	Britain
Ireland	U.S.A.	Ghana	Germany
	South Africa	France	

UTM CAREER CENTRE RESOURCES

www.utm.utoronto.ca/careers



Special Events

- *Internship Fair*: meet organizations and companies offering internship opportunities to students or recent graduates. Examples include: Youth Challenge International, Student Work Abroad Program (SWAP), Canada World Youth, Florence Art Lectures, I.E.Canada/Canadian Association of Importers & Exporters, World Literacy of Canada
- *Career Expo*: meet representatives from a variety of organizations including Berlitz Canada Language Schools, Consulate General of Japan in Toronto JET Programme, Department of Foreign Affairs and International Trade (DFAIT), United Nations Canada
- *Professional Schools Fair*: meet representatives from professional and graduate schools including teachers colleges in Australia, New Zealand and U.S.A.

Internship Directory

Available online at the Career Centre website, includes a list of approximately 200 internships available to students. At least half of these are international internships. You can search for internships of a certain length, in a specific location or in a specific industry. You have to register online to use this service at www.utm.utoronto.ca/careers

Career Resource Library

The Career Centre's collection of print and electronic resources, includes delisted volunteer opportunities abroad, guides to working and studying abroad. We also have copies of *The Canadian Guide to Living and Working Overseas* by Jean-Marc Hachey (1998) and *Teaching English Abroad* by Susan Griffith (2003).

Student Career Assistants

Students helping students. One of the Career Assistants has experience traveling abroad with SWAP and volunteering with WWOOF. She also did research on the Career Centre's Internship Directory as well as researching all the organizations included in this package.

Employment Services

We have postings for full-time work following graduation, summer employment, part-time and volunteer positions. Occasionally we list international positions in these areas. To view these posting you have to be registered with the Career Centre online at www.utm.utoronto.ca/careers

Career Counselling

If you are unsure about your career direction or how your academic major relates to work after graduation, you may find it helpful to make an individual appointment with a career counselor.

Workshops and Resume Critiques

Explore Your Career Options, Resume and Cover Letter, Online Application, Effective Interviews, Summer Job Search, Now That I'm Graduating...What's Next?, Individual Resume Critiques offered weekly – check website for upcoming dates.

USEFUL WEBSITES

UTM Career Centre	www.utm.utoronto.ca/careers
UofT - International Student Centre	www.library.utoronto.ca/isc
Queens University International Centre	www.queensu.ca/quic/home.htm
Ryerson University Go International	www.ryerson.ca/gointernational
University of California	
▪ International Opportunities Program	www.cie.uci.edu/iop/
Canadian International Development Agency	www.acdi-cida.org/youth/internship
Department of Foreign Affairs and International Trade (DFAIT)	
• Youth on the Move	www.youthonthemove.gc.ca
• Young Professionals International	www.dfait-maeci.gc.ca/yipi-jpi/menu-en.asp
Dave's ESL café	www.eslcafe.com
Teaching English as a Foreign Language	www.tefl.com
ESL Worldwide	www.eslworldwide.com
Student Work Abroad Program	www.swap.ca
Intern Abroad	www.internAbroad.com
Volunteer Abroad	www.volunteerAbroad.com
Transitions Abroad	www.transitionsabroad.com
Escape Artist	www.escapeartist.com
GoAbroad	www.goabroad.com
Campus Access	www.campusaccess.com
Travel-Finder	www.travel-finder.com
Lonely Planet	www.lonelyplanet.com