

The Global WIL Charter

Overview

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What is the Global WIL Charter?

The Global WIL Charter formalizes a commitment by world leaders in work integrated learning 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. This Charter will be formally endorsed and launched August 2019 at the World Association for Co-op and Work Integrated Education (WACE) World Conference hosted by the University of Cincinnati (UC). The Charter goals are powered by the global success of co-operative education (fittingly developed at UC in 1905), further evolved to include additional models of work integrated learning that reflect the changing needs and opportunities of the new millennium.

What are we trying to Address?

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 equal access for all are themes that need the collective attention of employers and educators. Work integrated learning provides 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 workplace readiness. 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 resulting in high rates of un- and under-employment:*** These perceived gaps have been identified by both graduates and employers and require co-operative efforts to effectively address.
- ***Growing global economy and increasingly borderless world of work that require new inter-cultural skillsets and understandings:*** As talent is increasingly sourced from a global pool, international mobility and inter-cultural fluency and adaptability become critical indicators of workplace success, and often not addressed by higher education. Opportunities for international WIL experiences continue to remain somewhat limited, and in need of co-ordination and support.
- ***Equal access for all qualified students to meaningful, relevant, and productive education:*** a majority of learners pursue 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 rate of change in the world of work that challenges 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 the learners to be more entrepreneurial, adaptable, and resilient so they can effectively transfer (and challenge) their skills and knowledge across many boundaries.

How will this Charter have an impact?

As talent is increasingly sourced globally, there is a clear and growing supply-demand gap for skilled and mobile, work-ready graduates who are inter-culturally resilient, experienced, and confident in applying their skills and knowledge across a variety geographic, cultural and workplace boundaries. Work Integrated programs with opportunities for international experiences offer a proven model to address this gap. The Cincinnati Charter commits to scaling up global WIL programs to address these challenges through a commitment to:

1. create a significant **number of new opportunities** (1,000 over next 10 years?) for students of Charter supporters to obtain meaningful, international, work-integrated experiences (focus on scaling up)
2. develop and deliver educational offerings specifically designed to **enhance student intercultural fluency and resilience** (focus on equity, diversity and inclusion agendas)
3. facilitate international conversations between higher education and business to determine what constitutes "global work readiness", and embedding these attributes in a **global WIL quality assurance framework**. (focus on global QA)

The Global WIL Charter marks a joint commitment by employers and higher education leaders to develop the next generation of work-ready, inter-culturally fluent, and globally competent workers. Charter signatories are committing to leading the way by ensuring the development of quality WIL programs and experiences.

How will we know when we are succeeding?

WACE will set specific goals for each of the above outputs through an iterative feedback process with identified WIL experts and track these goals annually. In addition, we will explore the development or adoption of overall impact indicator E.g. the Global Human Capital Index (see resource section) to measure collective impact or formally partnering with UNESCO.

What are the next steps and how can you be a leader?

We invite you to take a leadership position in supporting this bold initiative to scale up WIL across the globe. In so doing you will be at the forefront of an educational wave that internationalizes our notions of work readiness and develops the next generation of globally ready work finders and creators. Next Steps in which you (or a delegate) are invited to participate are:

1. Serve as a WIL expert and participate in the refining of the Charter Calls to Action (Spring 2019)
2. Support the Charter initiative as a signatory (invited to attend the launch Aug. 5, 2019 at WACE World conference Presidents' Summit)
3. Provide seed money support as member of the Charter Cabinet, with associated benefits (TBD)
4. Actively participate in the Charter initiatives (e.g. international student placement exchanges) and have your institution or organization recognized as a WACE Charter School or Employer

Related References:

1. *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 WIL, impacts and affordances of new technologies, and work readiness for a diverse world.

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

2. *The UN Charter* E.g. Articles 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 co-operation.

3. *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,^[2] it has expanded into six editions, with the addition of a United Kingdom (UK) version in 2013,^[3] United States (US) in 2014,^[4] Africa in May 2015,^[5] France in September 2015,^[6] Canada in June 2017,^[7] and Indonesia in September 2017.^[8] *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 onsite, 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_\(website\)](https://en.wikipedia.org/wiki/The_Conversation_(website))

4. *The World Economic Forum Human Capital report*

- WEF 2017 Global Human Capital Report “Preparing people for the future of work: Goal to improve the Global Human Capital Index for specific countries/regions through WIE

“The Global Human Capital Index 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.

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 contribute towards the 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 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.