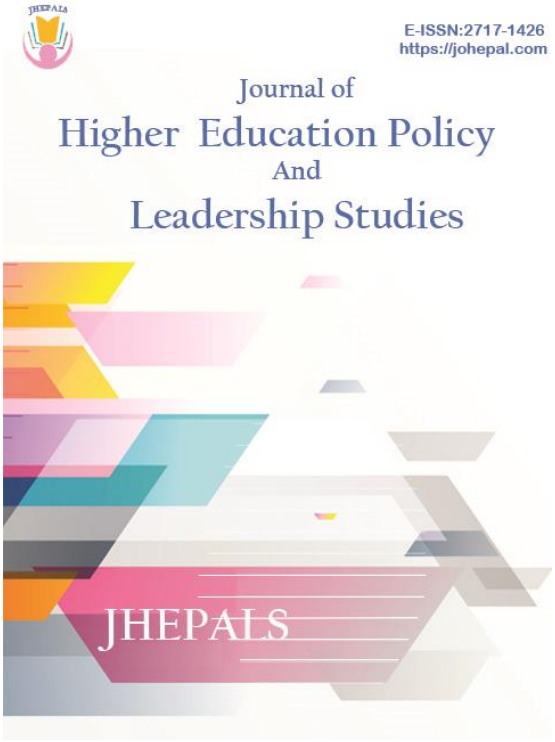
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Book Review: **International Education as Public Policy in Canada**

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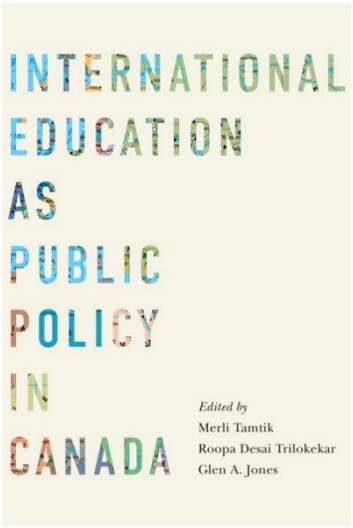
Book Review

International Education as Public Policy in Canada

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Keywords: International Education; Public Policy in Canada; Federalism and Internationalization; Regional Interests and Federal-Provincial Tensions; Canadian Policy

This award-winning book (CBIE Catalyst prize, 2020) provides the readers with a cohesive body of knowledge on International Education (IE) as public policy, specifically in the Canadian context which makes it distinctive from the other works. The editors of the book, Merli Tamtik, Roopa Desai Trilokekar and Glen A. Jones, have defined IE as a policy that according to van der Wende (2001, p. 253), acts as a "systematic sustained effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy and labour markets."

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The 17 chapters of this book explore when IE as a public policy has emerged and how and why it has happened and who has been in charge or affected by its occurrence within Canada at federal, regional, provincial, and intersectional level, and elaborate the ties between IE and education, higher education, foreign affairs, immigration, research, citizenship, and economic development.

The book is divided into three sections and each section is comprised of a number of chapters. It is important to mention that the introduction written by the editors provides a brief overview of all the chapters. The first four articles in the first section are more focused on the role of Canadian federal government in forming and implementing IE policy in addition to providing a historical overview to the readers. While the nine chapters in the second section of the book, look at the emergence, understanding and the strategic application of IE policies at the provincial and territorial level; Each chapter of this section is discussing IE at a specific jurisdiction such as Quebec, Alberta, British Columbia, Manitoba, Newfoundland and Labrador, Nova Scotia, Nunavut, Ontario, and Prince Edward Island in a form of case study.

In the last section of the book the authors have examined IE policies from a more critical perspective by taking their historical, social, economic, cultural, and political contexts into account. The articles of this part are more focused on various policy actors' role such as Media, Mitacs, and the Superclusters in order to reveal their politics regarding the international policies.

The book provides a comprehensive survey useful for understanding how the Canadian nation-state has re-imagined its engagement with international education since the late twentieth century. Perhaps the section of most interest to an international readership will be Section One Internationalization policy: Federal. This section deals with the historical development of international education as a diplomatic, economic, and political project undertaken by the Government of Canada under successive prime ministers, from Jean Chrétien to Justin Trudeau. International education is discussed primarily regarding issues in higher education and includes chapters which discuss both student mobility and immigration, and research partnerships and internationalization in higher education. As the focus of the section is primarily from the perspective of the federal government, it describes in detail how the limits of Canada's demographics, geography, and international impact make international education a concern of immediate and long-term economic sustainability for Canada.

Chapters 1, 2, and 3 primarily deal with these historic changes by considering the approaches taken by successive prime ministers regarding the international education portfolio. These chapters describe both the emergence of some awareness of the role of international education in facilitating the perceptions of Canadians about the world and the perceptions of the world about Canada. As a continuation of the historical legacy of Lester B. Pearson, which saw Canada emerge in the 1960s as a country of secondary significance in geopolitics, the governments of Chrétien and Paul Martin had similar visions of how international education could be understood as an exchange which secured relationships

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between Canada's elite students and the rest of the world's intellectual community. This bilateral approach, in the historical narrative laid out in the book, shifted with the election of Stephen Harper as prime minister. This point of disruption changed the political aims of international education into a marketing exercise which could be supported through immigration policies to secure the interest of ideal immigrants to arrive in Canada and adjust to the technologically advanced economy in place here. This policy direction really has not changed since the election of Justin Trudeau, who has carried on and tinkered in the margins without any substantial reforms of his own. An example of the kinds of marginal changes he has made include adopting an explicitly humanitarian shift in Canada's role in the world, with reference to Trudeau's expansion of the caps on Syrian refugees for an example referred to in the book.

This section also deals with the intersection of higher education, government policy, and research partnerships as well. Chapter 4 deals with this issue by considering interviews with higher education administrators and government officials in both provincial and federal governments. The chapter takes for granted the necessity of internationalization as a positive force in Canadian higher education due to Canada's limited access to the required resources to conduct big science independently of larger global educational centres in the U.S. or elsewhere. The chapter then advocates for a streamlined approach, which is common throughout the book, to bring into harmony three levels of higher education governance to accomplish common aims. These chapters also highlight a tension in Canadian federalism though, which at times is advocated needing to be reformed and elsewhere as functioning as intended. In the context of research funding and the need to often work multilaterally it seemed like the layers of Canadian federalism often served as a barrier to aspirational aims according to higher education leaders, whereas government officials referred to the successful reforms to bring overlapping policy goals into alignment. This unresolved tension regarding the degree to which Canadian federalism itself is a central problem requiring reform though is a common theme that readers will come to appreciate in its complexity reading this work.

As a concluding comment, as an original contribution to understanding Canada's intentional engagement with international education as a policy goal, this text is comprehensive and provides a sound overview. The essay contributors provide a great perspective on issues at play in Canada's complicated federal system. It would be of interest to any scholar interested in international education as it relates to Canada and its provinces and territories.

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