



**CAREER-INTEGRATED GLOBAL  
LEARNING CONFERENCE**

# **THE FORUM'S INAUGURAL CIGL CONFERENCE**

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October 17 - 19, **2022**

Join us in Milan this October for The Forum's inaugural Career-Integrated Global Learning Conference. The goal of the conference is to bridge applied learning and international education around themes that help prepare students and colleagues for the changing world of work. This premier global internship event will encourage discussion and debate, incorporating insights from the host region and inspiration from participants.

Expected attendees include education abroad administrators, career services and work-integrated learning professionals, specialist and provider organizations, instructors, supervisors, and anyone curious about the connection between global learning and career exploration or employability outcomes.

## **EXPLORING TRENDS**



- Changing demographics of global higher education
- Expansion of remote or hybrid work
- Focus on Justice, Equity, Diversity & Inclusion (JEDI)
- Incorporation of environmental sustainability within initiatives
- Demonstration of the ROI (Return on Investment) for education

## **DISCUSSING BIG QUESTIONS**



- What will the world of work look like for future professionals?
- Which skills and knowledge will be most applicable?
- How can these be enhanced through global learning?
- What is the role and future of virtual internships or competency based education?
- Who manages these experiences and how are they connected to a student's academic career?



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## SHARING BEST PRACTICES

In addition to three plenaries and internship site visit opportunities, the conference will include twenty concurrent sessions. These interactive presentations will feature over 50 speakers, and cover a wide range of topics including alumni networks, global competencies, micro-credentialing, university mission, student development, employability, global citizenship, and supervisor training.

## HIGHLIGHTING RESOURCES

The Forum on Education Abroad is recognized by the U.S. Department of Justice and Federal Trade Commission as responsible for setting standards for the field of education abroad. Relevant resources to the Career-Integrated Global Learning Conference include the Standards of Good Practice for Education Abroad, Sixth Edition and the following:

- Guidelines for Community Engaged Learning Abroad
- Guidelines for Internships Abroad
- Guidelines for Online Global Learning Abroad
- Guidelines for Undergraduate Health-Related Experiences Abroad
- Guidelines for Undergraduate Research, Field Studies, and Independent Study Projects Abroad

## VOICES FROM THE FIELD...AND ACROSS THE GLOBE

"Every job is international. Although the scope of some roles is local, the nature of our multicultural communities, international supply chains and global economic connections require all graduates to be equipped with core international competencies. These competencies include interacting with people from different cultural backgrounds, the capacity to adapt and learn from their environment, and the self-confidence to thrive in the 21st century workplace. Our society benefits when we are able understand and respect those around us."

Potts, D. (2020), 'Career outcomes of learning abroad: national report', International Education Association of Australia (IEAA). Retrieved from [www.ieaa.org.au](http://www.ieaa.org.au).

"Former Erasmus+ participants reported a gain in their knowledge, skills, and competencies relevant to employment and to the development of cohesive societies: 9 in 10 participants, for example, reported to have improved their knowledge of the host country, adaptability, interaction with people from other cultures and intercultural competencies."

European Commission, Directorate-General for Education, Youth, Sport, and Culture (2019). 'Erasmus+ Higher Education Impact Study: Final Report. Retrieved from <https://data.europa.eu/doi/10.2766/162060>

"There is enough evidence offered through this analysis to suggest that internships and study abroad experiences positively impact first-generation (FG) students in their college experience. In fact, some of the evidence indicates that FG students may even benefit more than their non-first-generation (NFG) counterparts who engage in such experiences. This is especially true of the internship: It seems to pack a bigger "punch" for FG students."

Salvadge, A. (2019). 'The Impact of Internships and Study Abroad on the Career Readiness of First-Generation Students', NACE Journal. National Association of Colleges and Employers (NACE). Retrieved from [www.nacweb.org](http://www.nacweb.org).



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**SAVE THE DATE  
2023 CIGL CONFERENCE**

**NOVEMBER 8 – 10, 2023  
LAS VEGAS, NEVADA**

**RESERVE YOUR  
SPOT HERE!**



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