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CANADA

2024 DATA REPORT
CEWIL CANADA

PREPARED BY

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JUNE, 2025

This report is funded in part by the **Government of Canada's Innovative Work-Integrated Learning Initiative** and **CEWIL Canada's Innovation Hub.**

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MESSAGE FROM THE GOVERNMENT AND EXTERNAL RELATIONS COMMITTEE

As the Chairs of the Government and External Relations Committee, we want to emphasize the critical role your data plays in shaping our advocacy efforts, particularly in securing federal funding. In today's evidence-driven policy environment, compelling data is not just helpful—it is essential. Our ability to effectively engage with the Government of Canada and demonstrate the impact of our work relies on timely, accurate, and comprehensive information from all of you.

Each data point you provide strengthens our collective voice. These contributions enable us to present a unified, credible case to decision-makers, reinforcing the value of our sector and the need for sustained or increased investment. When we can show, with clear evidence, how federal support translates into real outcomes—innovation, jobs, social mobility, and more—we position ourselves as trusted partners in national progress.

We understand the demands on your time, but we urge you to prioritize future calls for data. Your submissions are not simply administrative tasks—they are building blocks of a stronger, more persuasive advocacy narrative. The insights you share directly influence our strategies, messaging, and ability to align with federal priorities.

Let's continue working together to advance our shared goals. Please reach out to our committee team if you have questions or require support with your submission.
With appreciation,

Cara Krezek & Anamika Baijnath

TABLE OF CONTENTS

TABLES & FIGURES

LIST OF TABLES:

TABLES & FIGURES

LIST OF FIGURES:

EXECUTIVE SUMMARY

Overview of WIL Programs

The 2024 CEWIL Canada National WIL Directory reports a total of 6,217 WIL programs offered by 83 institutions across Canada, a 10.4% increase from the previous year. This growth likely reflects both an expansion of WIL offerings and sustained efforts to improve institutional reporting. Co-operative education continues to be the most common form of WIL (35.5%), followed by mandatory professional practicums (16.8%), field placements (14.6%), and internships (11.5%). These proportions remain largely unchanged from 2023, suggesting stability in the types of WIL being offered. WIL programs were most concentrated in the disciplines of health, business, engineering, and social sciences, with the majority situated within bachelor's degree programs (49%). Program duration ranges from 84 to 535 hours and varies by type, with apprenticeships, co-op, and internships offering the most hours of work-based learning; community and industry research and projects and entrepreneurship offer the least. As of this report, CEWIL Canada accredited 842 programs at 55 institutions, including 224 programs accredited in 2024 and 198 under review for accreditation in 2025.

Enrollments, Locations, and Earnings

The 2024 National WIL Data (formerly national co-op data) includes over 98,000 enrollments across over 1,300 WIL programs reported by 54 institutions. Over 19,000 enrollments were by international students who represent 18.9% of enrollments in co-op and 29.3% in non-co-op programs. Enrollments were highest in architecture/engineering (39.7%), mathematics/computer sciences (19.1%), and business/management (18.2%). Co-op students earned roughly $23 per hour and non-co-op students earn about one dollar less, with wages varying by academic discipline.

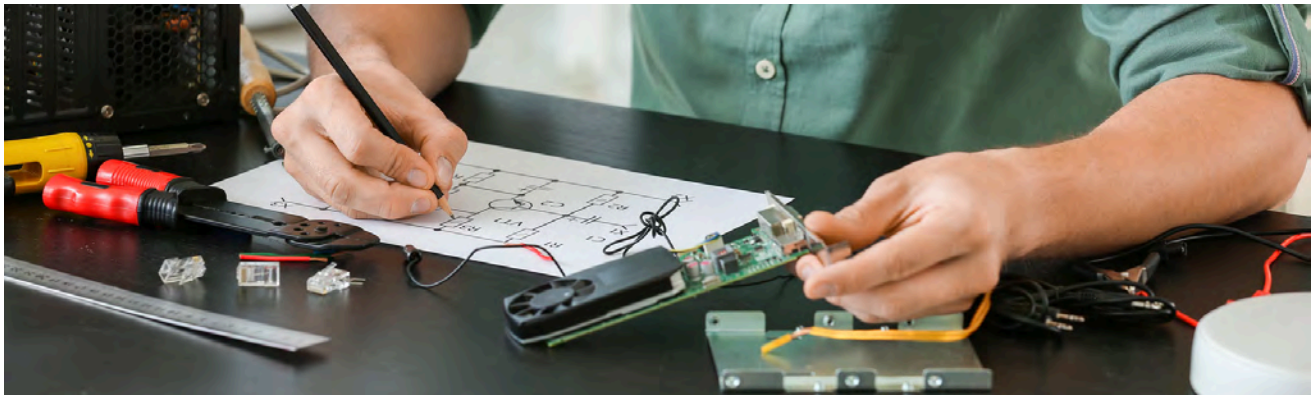
Over 90% of WIL experiences were in Canada, with over half in Ontario and another 18.2% in British Columbia. International WIL experiences accounted for nearly 6% of all experiences, an increase from the previous year.

The Pulse on Job Matches

Administrators who completed the Pulse Surveys in 2024 reported several challenges to matching students with meaningful WIL experiences. Specifically, they reported year-over-year declines in job postings, particularly on campus job boards. University job postings dropped 16-30%, while college postings fell 17-22%. Match rates also decreased across colleges and universities due to increased numbers of job seekers. Data further suggest various career support services are shifting back to being mostly in-person after two years of substantial online activity.

iHUB Experiences

The 2024 iHUB program administered over $17 million to support 11,960 experiences in 230 projects. Data show iHUB experiences were most concentrated in Ontario (34.2%), followed by Alberta, British Columbia, and New Brunswick (around 17% each). Opportunities were mostly hosted by either micro businesses (39.0%) or large employers (40.7%). One third (30.2%) of iHUB experiences were at least partially remote. Remote work was common across most types of WIL, except mandatory professional practicum/clinical placements, with only 5% remote. The average number of hours per experience varied from 70 hours (community service learning) to 398 hours (work experience). On average, students received over $1,200 in remuneration, with the average cost per student per experience being just over $1,400.



MESSAGE OF APPRECIATION

CEWIL CANADA WOULD LIKE TO THANK THE FOLLOWING INSTITUTIONS FOR PROVIDING DATA INCLUDED IN THIS REPORT:

Institution Name	WIL Directory	WIL Database	Pulse	iHUB
Acadia University		*		*
Alberta University of the Arts	*			
Algonquin College	*	*	*	
Ambrose University	*			
Bishop's University	*			*
Bow Valley College	*			*
British Columbia Institute of Technology	*	*		
Brock University	*		*	*
Camosun College	*	*	*	*
Canadian Mennonite University	*			
Cape Breton University	*	*		*
Capilano University	*	*		*
Carleton University	*	*	*	*
Coast Mountain College	*			
Cégep de Chicoutimi				*
Cégep de Rimouski				*
Cégep Saint-Jean-sur-Richelieu				*
Centennial College				*
College Boreal				*
Collège La Cité		*		*
College of New Caledonia	*			
College of the North Atlantic	*		*	
College of the Rockies	*	*		*
Concordia University	*	*		
Conestoga College of Applied Arts & Technology	*	*	*	
Confederation College of Applied Arts & Technology	*	*		
Dalhousie University	*	*	*	
Douglas College	*	*		
Durham College of Applied Arts and Technology	*	*	*	*
École de Technologie Supérieure	*			

Institution Name	WIL Directory	WIL Database	Pulse	iHUB
Emily Carr University of Art & Design	*			*
Fanshawe College of Applied Arts & Technology	*	*	*	
George Brown College	*		*	*
Georgian College	*			
Humber College Institute of Advanced Learning & Technology				*
John Abbott College				*
Kwantlen Polytechnic University	*	*	*	*
Langara College	*	*		*
Laurentian University		*		
Loyalist College				*
MacEwan University	*			*
McGill University				*
McMaster University	*	*	*	*
Memorial University of Newfoundland	*	*	*	
Mohawk College	*	*	*	*
Mount Allison University				*
Mount Royal University	*			*
Mount Saint Vincent University	*	*	*	*
New Brunswick Community College				*
Niagara College Canada	*			*
Nicola Valley Institute of Technology	*			
North Island College	*	*		
Northern Lights College	*			
Nova Scotia Community College	*		*	
Okanagan College	*	*		
Olds College				*

Institution Name	WIL Directory	WIL Database	Pulse	iHUB
Ontario Tech University				*
Queen's University	*	*	*	*
Red Deer Polytechnic				*
Redeemer University	*	*		
Royal Roads University	*		*	
Red River College Polytech	*		*	*
Saskatchewan Polytechnic	*	*		*
Selkirk College	*	*		*
Seneca Polytechnics	*	*	*	*
Sheridan College Institute of Technology and Advanced Learning	*	*	*	*
Simon Fraser University	*			*
Southern Alberta Institute of Technology	*			*
St. Francis Xavier	*	*		
St. Mary's University	*			*
St. Thomas University				*
Summit Pacific College	*			
Thompson Rivers University	*	*		*
Toronto Metropolitan University	*		*	*
Trent University	*	*		
Tyndale University				*
Université de Hearst	*			*
Université de Moncton	*			*
Université de Sherbrooke	*	*	*	*
Université Laval	*	*	*	

Institution Name	WIL Directory	WIL Database	Pulse	iHUB
Université Sainte Anne		*		
University College of the North	*			*
University of Alberta	*	*		*
University of British Columbia	*	*	*	*
University of Calgary	*	*		*
University of Guelph	*	*	*	*
University of Lethbridge	*	*	*	
University of Manitoba	*	*	*	
University of New Brunswick	*			*
University of Northern British Columbia	*	*		*
University of Ottawa		*	*	*
University of Prince Edward Island	*	*		
University of Regina	*			
University of Saskatchewan	*			
University of the Fraser Valley	*	*	*	*
University of Toronto	*	*	*	*
University of Victoria	*	*	*	*
University of Waterloo	*	*	*	*
University of Windsor	*	*	*	
University of Winnipeg				*
Vancouver Community College	*		*	
Vancouver Island University	*	*	*	*
Western University	*		*	*
Wilfrid Laurier University	*	*	*	
York University	*		*	*

Note:
Asterisks denote which sources of data were provided.

INTRODUCTION

This is the third iteration of CEWIL Canada's Data Report. It draws on data voluntarily submitted by WIL administrators from post-secondary institutions nationwide, offering valuable insights into the growth and evolution of WIL opportunities. It contains an overview of WIL programs across Canada, highlighting program characteristics including the types of programs offered, the distribution across academic disciplines and credential types, student enrollment patterns, and compensation. It also examines the geographical distribution of WIL experiences, the participation of international students, and the shifting landscape of job locations. Additionally, the report includes Pulse Survey data that reflects evolving trends in job postings, student placements, and employer-student matches. The findings provide an essential resource for understanding the state of WIL in Canada and the challenges and opportunities that lie ahead for students, employers, and institutions alike.

ABOUT CEWIL CANADA

Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada) is the national leader in advancing work-integrated learning (WIL). It collaborates with post-secondary institutions, employers, government, students, and community partners to promote and support WIL initiatives. WIL is a structured form of experiential education that deliberately connects a student's academic learning with hands-on experience in a professional or practice-based setting. These experiences typically involve active collaboration between the student, an academic institution, and an employer or host organization. WIL can be embedded within individual courses or entire programs, and it emphasizes the development of skills related to employability, self-efficacy, and lifelong learning. Figure 1 shows how WIL fits within the broader context of experiential learning.

Figure 1. CEWIL Canada model of experiential and work-integrated learning

Since 1973, members of CEWIL Canada from post-secondary institutions nationwide have collaborated to create resources that support excellence in work-integrated learning (WIL) programs. This effort is driven by a national network of WIL professionals who set national standards, advocate for the value of post-secondary WIL, and provide opportunities for professional development and the exchange of best practices.

TYPES OF WORK-INTEGRATED LEARNING

CEWIL Canada recognizes nine types of WIL, which are defined as follows:

Apprenticeship

Apprenticeship is an agreement between a person (an apprentice) who wants to learn a skill and an employer who needs a skilled worker and who is willing to sponsor the apprentice and provide paid related practical experience under the direction of a certified journeyperson in a work environment conducive to learning the tasks, activities and functions of a skilled worker. Apprenticeship combines about 80% at-the-workplace experience with 20% technical classroom training, and depending on the trade, takes about 2-5 years to complete. Both the workplace experience and the technical training are essential components of the learning experience.

Community and Industry Research & Projects

Students are engaged in research that occurs primarily in workplaces, includes: consulting projects, design projects, community-based research projects.

Community Service Learning

Community Service Learning (CSL) integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community- based organization to apply their disciplinary knowledge to a challenge identified by the community.

Co-operative Education

Co-op alternating consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back. In both models, work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study for programs over 2 years in length and 25% of time for programs 2 years and shorter in length.

Entrepreneurship

Allows a student to leverage resources, space, mentorship and/or funding to engage in the early-stage development of business start-ups and/or to advance external ideas that address real-world needs for academic credit.

Field Placement

Provides students with an intensive part-time/short term intensive hands-on practical experience in a setting relevant to their subject of study. Field placements may not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification. Field placements account for work- integrated educational experiences not encompassed by other forms, such as co-op, clinic, practicum, and internship.

Internships

Offers usually one discipline-specific, supervised, structured paid or unpaid, and for academic credit work experience or practice placement.

Internships may occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Internships can be of any length but are typically 12 to 16 months long.

Mandatory Professional Practicum/Clinical Placement

Involves work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Practical I are generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload/caseload.

Work Experience

Intersperses one or two work terms (typically full-time) into an academic program, where work terms provide experience in a workplace setting related to the student's field of study and/or career goals.

NATIONAL WIL DIRECTORY 2024

IN 2024, 83 INSTITUTIONS OFFERED 6,217 WIL PROGRAMS.

The CEWIL Canada National WIL Directory collects information on WIL programs nationwide. Data are provided voluntarily to CEWIL Canada by WIL administrators. Data summaries in this report are based on administrator-reported data.

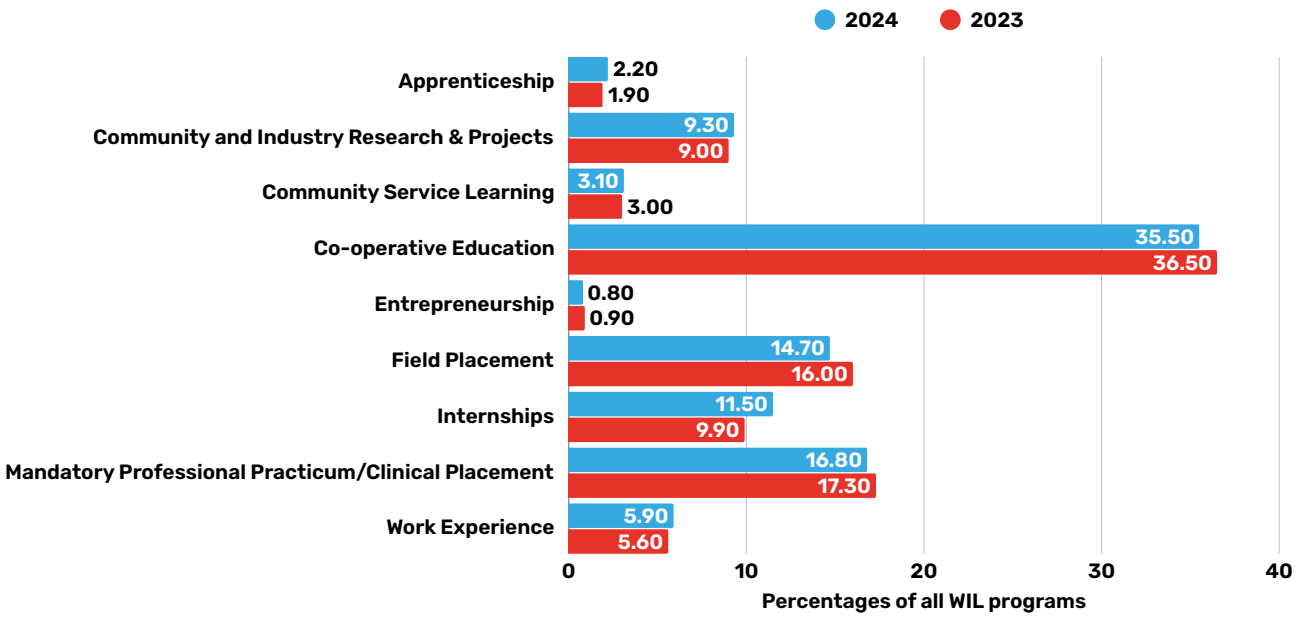
In 2024, 83 institutions reported offering 6,217 WIL programs. This is a 10.4% year-over-year increase from 5,633 WIL programs in 2023. Most of the increase is due to new WIL programs across institutions, and some is due to better institutional reporting in 2024 than in 2023. Specifically, 79 of the 83 institutions reporting their numbers of WIL programs in 2024 also reported the same in 2023. Of those, 51 (65%) reported no change in the number of WIL programs, 19 (24%) reported an increase, and 9 (11%) reported a decrease. These 79 institutions reported 494 new WIL programs, and 40 WIL programs lost in 2024, a net gain of 450 WIL programs. Institutions reported 584 more WIL programs in 2024 than in 2023. These numbers suggest an estimated 77% of all new WIL programs are from actual institutional growth and 23% are due to increased institutional reporting.

The remainder of this section summarizes the types of WIL programs offered across Canada in 2024.

Types of WIL Programs

Figure 2 shows the percentages of WIL programs by type of WIL. Data were available for 6,173 WIL programs. Co-op was the dominant form of WIL, accounting for 35.5% of WIL programs. Mandatory professional practicums/clinical placements were the second most common form of WIL, accounting for 16.8% of all WIL programs. Field placements were the third most common type of WIL program, accounting for 14.6% of WIL programs. Internships were the fourth most common type of WIL program at 11.5%. Community and industry research & projects were the fifth most common type of WIL program, representing 9.3% of WIL programs. Work experience (6%), community service learning (3.1%), apprenticeship (2.2%), and entrepreneurship (0.8%) were uncommon forms of WIL. As Figure 2 shows, these percentages remain mostly unchanged from 2023.

Figure 2. Percentages of WIL programs by type of WIL



WIL Across Disciplines and Credential Types

Table 1 presents the number of WIL programs within the 13 academic disciplines defined by Statistics Canada as reported by WIL administrators. Data were available for 6,169 WIL programs. Most WIL programs were within the following academic disciplines: health and related fields (16.9%), architecture, engineering, and related technologies (13.5%) business, management and public administration (13.7%), and social and behavioural sciences and law (10.8%). This concentration of WIL programs within select academic disciplines is unchanged from 2023.

Table 1. Number of WIL programs by academic discipline and type of WIL

Academic Discipline	APP	CIRP	CSL	Co-op	ENT	FP	INT	MPP	WE	Total	%WIL
Agriculture, natural resources and conservation	3	53	12	104	1	51	29	3	17	273	**4.4**
Architecture, engineering, and related technologies	83	54	7	479	2	98	61	5	44	833	**13.5**
Business, management and public administration	0	120	48	380	29	90	95	19	67	848	**13.7**
Education	3	8	10	8	2	75	29	137	10	282	**4.6**
Health and related fields	1	30	30	60	2	103	34	757	25	1,042	**16.9**
Humanities	0	61	26	176	2	69	115	0	22	471	**7.6**
Mathematics, computer and information sciences	3	51	6	331	5	32	41	3	26	498	**8.1**
Personal, protective and transportation services	25	3	0	30	0	44	3	1	17	123	**2.0**
Personal improvement and leisure	1	0	0	12	0	10	2	1	5	31	**0.5**
Physical and life sciences and technologies	0	48	10	309	3	19	71	6	26	492	**8.0**
Social and behavioural sciences and law	5	62	28	181	2	190	85	80	36	669	**10.8**
Visual and performing arts, and communications technologies	3	45	12	86	2	76	101	8	45	378	**6.1**
Other	10	38	18	33	0	48	41	17	24	229	**3.7**
totals	137	573	207	2,189	50	905	707	1,037	364	6,169	**100**

Note: Abbreviations are App = Apprenticeship, CIRP = Community and Industry Research & Projects, CSL = Community Service Learning, Co-op = Co-operative Education, ENT = Entrepreneurship, FP = Field Placement, Int = Internships, MPP = Mandatory Professional Practicum / Clinical Placement, and WE = Work Experience. Total number of WIL programs in the analysis: 6,169.

Table 2 presents the number of WIL programs offered within various credential types according to WIL administrators. The credential types are presented alphabetically. Data were provided for 6,048 WIL programs. The percentages of all WIL programs within various program types were unchanged from the previous year. Like in 2023, WIL was most common within bachelor's degrees (half of all WIL), followed by diplomas, master's degrees, and doctorate degrees.

Table 2. Number of WIL programs by credential type and type of WIL

Credential Type	APP	CIRP	CSL	Co-op	ENT	FP	INT	MPP	WE	%WIL
Associate Degree	0	0	0	5	0	0	0	0	0	**0.1**
Bachelor's Degree	4	355	128	1,303	35	309	0	426	253	**49.0**
Certificate	74	27	21	19	3	145	5	8	93	**7.3**
Diploma	7	105	22	443	1	277	1	37	171	**18.9**
Doctorate Degree	0	6	3	58	4	3	0	36	426	**9.1**
Master's Degree	1	47	29	236	6	97	0	159	24	**10.8**
Other	17	0	2	0	0	0	0	0	0	**0.3**
Postgraduate Certificate	0	24	2	77	1	60	1	10	13	**3.4**
Postgraduate Diploma	0	7	0	15	0	9	0	12	18	**1.1**
Total										**100**

Average WIL Experience Hours

Table 3 shows the average number of hours reported per WIL experience by type of WIL displayed alphabetically. Data were available for 5,651 programs. Apprenticeships were the longest type of WIL program. However, like in 2023, few apprenticeships were included in the dataset, suggesting this estimate may not represent apprenticeships across the country. Co-ops and internships were the second and third longest types of WIL, at 501 and 482 hours, respectively. Community service learning and community and industry research & projects were the two shortest types of WIL in 2024.

Table 3. Average number of hours students spent in WIL experiences by type of WIL

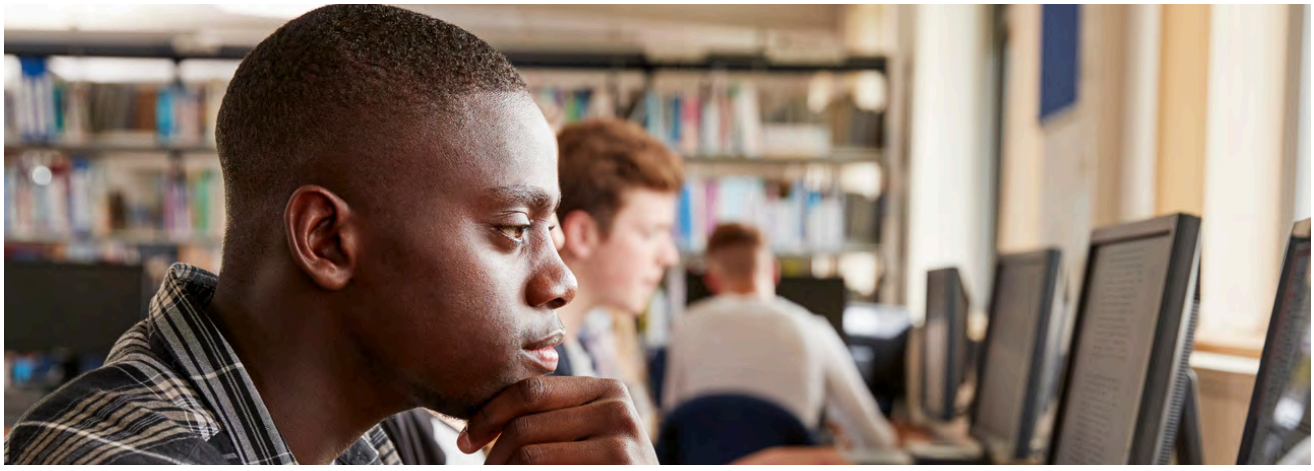
WIL Type	Program Counted	Average Hours	Rank (1 = longest)
Apprenticeship	36	534	1
Community and Industry Research & Projects	424	84	8
Community Service Learning	183	47	9
Co-operative Education	2,154	501	2
Entrepreurship	32	87	7
Field Placement	816	180	6
Internship	676	482	3
Mandatory Professional Practicum	971	205	5
Work Experience	359	304	4

NATIONAL WIL DATA 2024

IN 2024, 54 INSTITUTIONS REPORTED 1,374 WIL PROGRAMS TO THE NATIONAL WIL DATABASE.

In 2024, 54 institutions reported 1,374 WIL programs to the National WIL Database[1]. Previously, this database included information in co-op only, excluding other types of WIL. The 2024 data are expanded to include multiple types of WIL, not just co-op, providing a richer picture of WIL across the nation. Still, of the programs counted, 1,180 (85.9%) were co-op. The remainder were internships (71 or 5.2%), work experience (55 or 4.0%), community and industry research & projects (38 or 2.8%), field placement (17 or 1.2%), mandatory professional practicum/clinical placement (6 or 0.4%), community service learning (5 or 0.4%), or entrepreneurship (2 or 0.1%). Given the representation of co-op programs in the dataset, most of this section of the report focuses on co-op. Where comparisons between co-op and other types of WIL are interesting, they are presented.

Of the co-op programs reported, 455 of 1,180 (38.6%) were reported by WIL administrators as mandatory as part of the academic program. Of the other types of WIL programs in the dataset, 81 of 194 (41.8%) were reported as mandatory.



[1] *Programs were counted based on unique combinations of the following information provided by WIL administrators: discipline, institution, program, WIL type, and term.*

WIL Enrollment

WIL administrators were asked to report the number of students enrolled ("enrollments") for each term that a WIL program was offered. A given student can be enrolled multiple times per year in their program. For example, if a student has a three-term co-op, administrators were instructed to count that student in all three terms. So, the number of enrollments is not necessarily equal to the number of students participating.

The total WIL enrollment across Canada in 2024 reported by administrators was 98,876. Of those enrollments, 89,858 (90.9%) were within co-op programs and 9,018 (9.1%) were from other types of WIL. All enrollments from 2023 were from co-op programs, because the WIL administrators were asked to report on co-op enrollments only last year. Comparing 2023 enrollments (97,240) to only co-op enrollments in 2024 (89,858) suggests co-op enrollments decreased by 7.6%. However, when focusing on only those institutions that reported co-op enrollments in both 2023 and 2024, the data show a 10.6% increase[2]. This suggests that the apparent decrease of enrollments in the data is due to a change in institutional reporting, and that reliable reports suggest a strong increase in (co-op) enrollments across Canada from 2023 to 2024.

International Students

Table 4 summarizes enrollments by type of WIL, highlighting domestic and international students. Of the 98,876 enrollments, 19,667 (19.9%) were international students. Of the 89,858 enrollments in co-op programs, 17,023 (18.9%) were international students. Of the enrollments in non-co-op WIL programs, 2,644 (of 9,018, or 29.3%) were international students.

Table 4. Domestic and international student enrollments by type of WIL

Type of WIL	Domestic	International	Total	% INTL
Co-op	72,835	17,023	89,858	18.9
Total of all non co-op	6,374	2,644	9,018	29.3
Totals or averages	79,209	19,667	98,876	19.9

[2] Of the 54 institutions reporting co-op enrolments in 2024, 12 did not report in 2023 (and six of the institutions reporting in 2023 did not report enrollments in 2024). Further, 42 of the institutions reporting enrollments in 2024 have matching data from 2023. Those institutions reported 76,469 enrollments in 2023 and 84,565 enrollments in 2024, a 10.6% increase of 8,096 enrollments.

Enrollment by Academic Discipline

Tables 5 and 6 summarize WIL enrollments by academic discipline, highlighting domestic and international students. Table 5 presents co-op enrollments and Table 6 presents non-co-op enrollments. Relatedly, Figures 3 (co-op) and 4 (non-co-op) visualize counts and percentages of WIL enrollments[3].

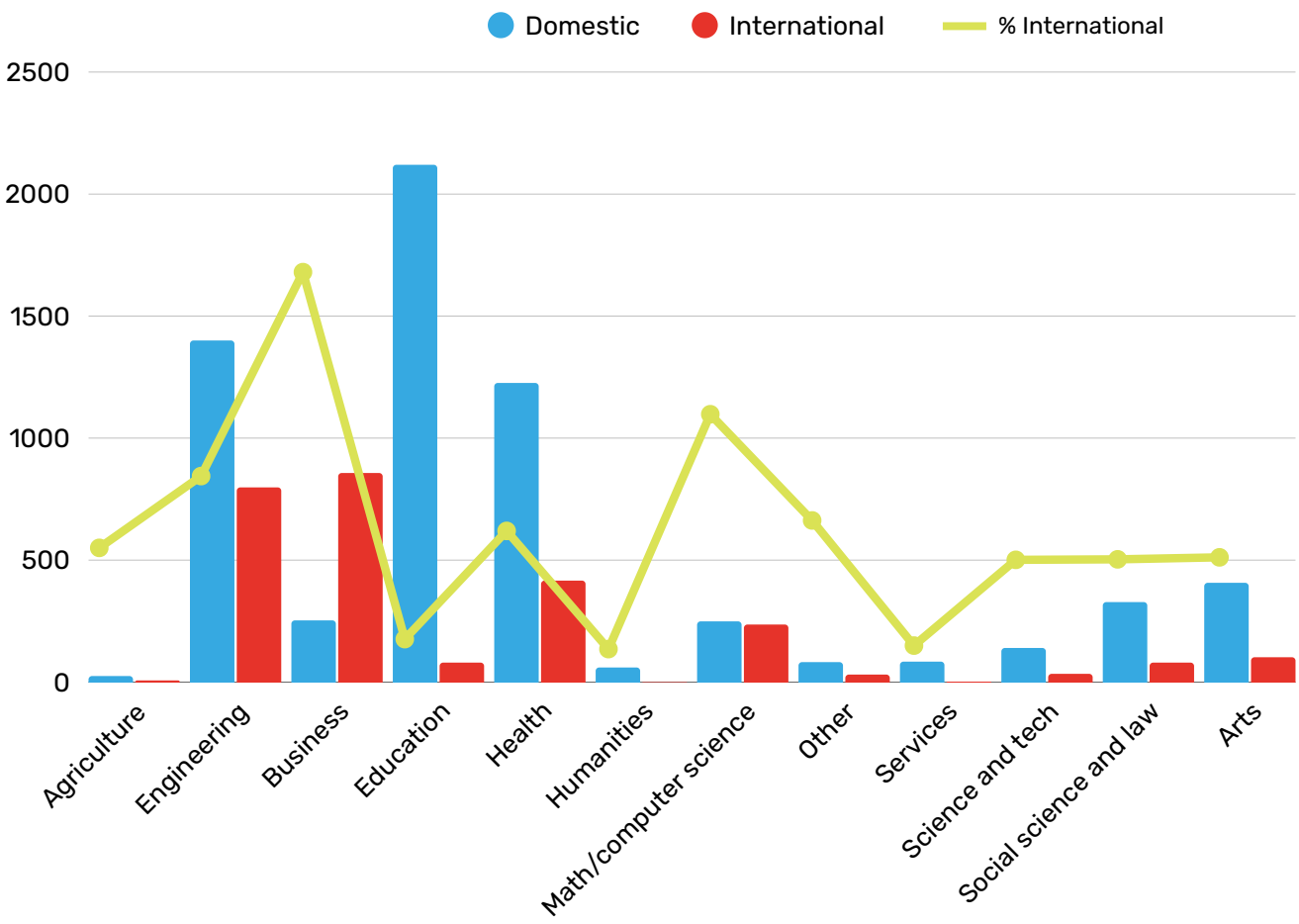
In co-op, roughly three out of four enrollments are associated with architecture, engineering, and related trades (39.7%), mathematics, computer and information sciences (19.1%), and business, management and public administration (18.2%). Other academic disciplines account for 23% of co-op enrollments. On average across academic programs, the percentage of enrollments from international students is 18.9%. International student enrollments were highest in mathematics, computer and information sciences (29.3%) and lowest in health and related fields (5.0%).

Table 5. Number of co-op enrollments by academic discipline

Academic Discipline	Domestic	INTL	%INTL	Total	% of all
Agriculture, natural resources and conservation	1,094	157	**12.5**	1,251	1.4
Architecture, engineering, and related trades	30,265	5,450	**15.3**	35,715	39.7
Business, management and public administration	12,528	3,831	**23.4**	16,359	18.2
Education	817	274	**25.1**	1,091	1.2
Health and related fields	2,024	107	**5.0**	2,131	2.4
Humanities	1,859	166	**8.2**	2,025	2.3
Mathematics, computer and information sciences	12,124	5,027	**29.3**	17,151	19.1
Other	1,130	358	**24.1**	1,488	1.7
Personal improvement and leisure	278	100	**26.5**	378	0.4
Personal, protective and transportation services	188	61	**24.5**	249	0.3
Physical and life sciences and technologies	6,105	809	**11.7**	6,914	7.7
Social and behavioural sciences and law	3,941	574	**12.7**	4,515	5.0
Visual and performing arts, and communications technologies	482	109	**18.4**	591	0.7
Totals or averages	72,835	17,023	**18.9**	89,858	100
Note: INTL=International					

[3]*Discipline labels have been abbreviated in Figures 3 and 4. See Tables 5 and 6 for full discipline labels.*

Figure 3. Count and percentage of co-op enrollments by discipline

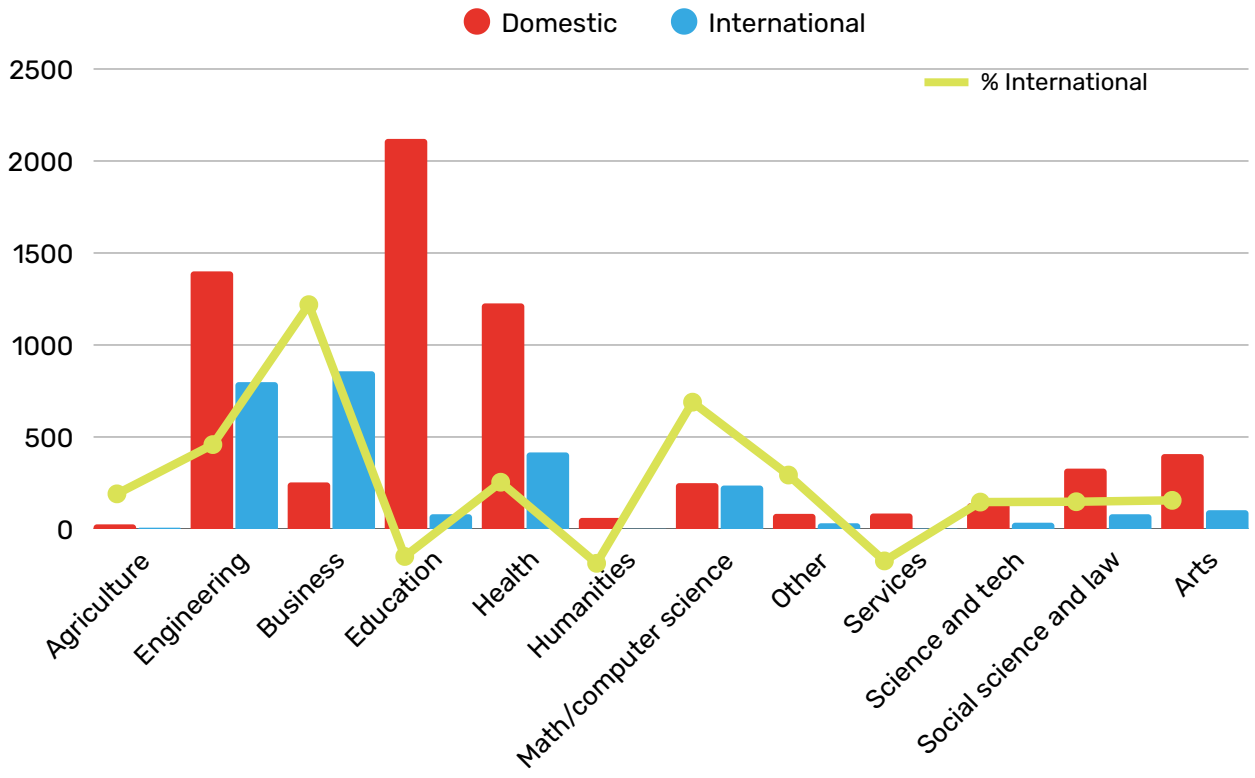


Among non-co-op enrollments, architecture, engineering, and related trades (24.4%), education (24.4%), and health and related fields (18.2%) account for most enrollments, roughly two out of every three. All other academic disciplines account for 33% of enrollments. On average across academic programs, the percentage of enrollments from international students is 29.3%. International student enrollments were highest in business, management and public administration (77.2%), and also high in mathematics, computer and information sciences (48.7%) and architecture, engineering, and related trades (36.3%). Non-co-op international student enrollments were particularly low in humanities (1.6%), personal, protective and transportation services (2.3%), and education (3.6%).

Table 6. Non-co-op enrollments by academic discipline

Academic Discipline	Domestic	INTL	%INTL	Total	% of all
Agriculture, natural resources and conservation	25	7	**21.9**	32	0.4
Architecture, engineering, and related trades	1,400	798	**36.3**	2,198	24.4
Business, management and public administration	253	857	**77.2**	1,110	12.3
Education	2,120	80	**3.6**	2,200	24.4
Health and related fields	1,226	416	**25.3**	1,642	18.2
Humanities	60	1	**1.6**	61	0.7
Mathematics, computer and information sciences	249	236	**48.7**	485	5.4
Other	82	31	**27.4**	113	1.3
Personal, protective and transportation services	84	2	**2.3**	86	1.0
Physical and life sciences and technologies	140	34	**19.5**	174	1.9
Social and behavioural sciences and law	328	80	**19.6**	408	4.5
Visual and performing arts, and communications technologies	407	102	**20.0**	509	5.6
Totals or averages	6,374	2,644	**29.3**	9,018	100

Figure 4. Count and percentage of non-co-op enrollments by discipline



Student Compensation

WIL administrators collected information about students' hourly wages, aggregated at the program level per term. Hourly wage data were provided for 1,871 program terms[4]. Of those, most (1,749 or 93.5%) were within co-op programs. Table 7 summarizes the data by academic discipline. In non-co-op programs, average hourly wages ranged from $18.92 in physical and life sciences and technologies to $27.42 in architecture, engineering, and related trades. In co-op programs, they ranged from $18.04 in personal improvement and leisure to $24.84 in education. The average hourly wages were $22.13 in non-co-op programs and $23.04 in co-op programs.

Table 7. Average monthly earnings by academic discipline

	non-co-op		co-op		all	
Discipline	**$**	**n**	**$**	**n**	**$**	**n**
Agriculture, natural resources and conservation	n/a	0	20.89	76	20.89	76
Architecture, engineering and related trades	27.42	31	24.38	443	24.57	474
Business, management and public administration	19.72	30	22.37	374	22.14	404
Education	26.85	4	24.84	9	25.46	13
Health and related fields	20.02	14	22.05	46	21.47	60
Humanities	19.97	2	22.25	76	22.19	78
Mathematics, computer and information sciences	21.81	20	24.24	252	24.08	272
Other	21.74	2	24.68	33	24.43	35
Personal improvement and leisure	n/a	0	18.04	7	18.04	7
Personal, protective and transportation services	19.66	2	18.98	12	19.09	14
Physical and life sciences and technologies	18.92	4	21.67	231	21.60	235
Social and behavioural sciences and law	20.36	6	22.84	164	22.72	170
Visual and performing arts, and communications technologies	21.58	7	21.31	26	21.36	33
Total or averages	22.13	122	23.04	1,749	22.98	1,871

[4]*For example, for a given program hourly wage data could be provided for three terms: January-April, May-August, and September-December. Analyses aggregated wage data across terms.*

Job Locations

Table 8 summarizes the location for each WIL experience in 2024. Data were available for 85,901 experiences, of which 78,166 (91.0%) were co-op work terms. Over half (54.2%) of experiences were in Ontario. An additional 18.2% of experiences were in British Columbia. Fewer experiences were in Canada's three territories, together accounting for only 0.3% of all experiences. A total of 5,045 experiences (5.9%) were outside Canada, of which 2,373 were in the United States (47.0% of non-Canadian experiences and 2.8% of all experiences) and 2,551 were elsewhere (52% of non-Canadian co-op jobs and 3% of all experiences). Of experiences outside of Canada, over 98% were co-op work terms and less than 2% were other types of WIL experiences.

Table 8. Number of jobs by location

Location	Count	% of All
Alberta	5,391	6.3
British Columbia	15,652	18.2
Manitoba	708	0.8
New Brunswick	131	0.2
Newfoundland and Labrador	1,320	1.5
Northwest Territories	57	0.1
Nova Scotia	1,514	1.8
Nunavut	47	0.1
Ontario	46,535	54.2
PEI	122	0.1
Quebec	8,498	9.9
Saskatchewan	824	1.0
Yukon	57	0.1
United States	2,373	2.8
Non-US International	2,672	3.1
Total	85,901	100

Table 9 shows the changes in the number of co-op jobs by location from 2023 to 2024. Non-co-op jobs were excluded because the 2023 dataset contains only co-op jobs. The analysis was restricted to institutions that provided location data in 2023 and 2024 (n = 42). In both years, institutions reported about 61% of co-op jobs were in Ontario. British Columbia accounted for about 22% of co-op jobs across the two years. Together these two provinces accounted for about 83% of all co-op jobs in 2023 and 2024.

The percentage change in co-op jobs was notable for several locations. Compared to 2023, institutions reported a 53.5% loss of co-op jobs in Alberta, a 21.7% loss in New Brunswick, and a 15.5% loss in Quebec. Again, these are reports from the same institutions across the two years. Alternatively, institutions reported year-over-year increases in co-op jobs in all three territories (albeit based on small absolute numbers), Manitoba (up 31.7%), and Saskatchewan (up 8.8%). Additionally, international-based jobs increased in number and proportion from 2023 to 2024. Jobs in the United States increased by 9.7% and increased in share of all co-op jobs by 2.0%. Non-US international jobs also increased by 26.9% in number and 40.0% in share of all co-op jobs, up from 2.5% to 3.5% of all co-op jobs.

Table 9. Changes in number of co-op jobs by location 2023 to 2024

Location	Count				% of all jobs		
	2023	2024	% change		2023	2024	% change
Alberta	3,128	1,454	-53.5		4.3	2.2	-48.8
British Columbia	15,826	14,912	-5.78		211.6	22.3	+3.2
Manitoba	524	690	+31.7		0.7	1	+42.9
New Brunswick	115	90	-21.7		0.2	0.1	-50
Newfoundland and Labrador	1,377	1,214	-11.8		1.9	1.8	-5.3
Northwest Territories	27	42	+55.8		0	0.1	N/A
Nova Scotia	793	747	-5.8		1.1	1.1	0
Nunavut	23	28	+21.7		0	0	N/A
Ontario	44,649	40,636	-9		60.9	60.7	-0.3
PEI	125	116	-7.2		0.2	0.2	0
Quebec	1,876	1,586	-15.5		2.6	2.4	-7.7
Saskatchewan	672	731	+8.8		0.9	1.1	+22.2
Yukon	35	50	+42.9		0	0.1	N/A
United States	2,254	2,300	+2		3.1	3.4	+9.7
Non-US International	1,864	2,365	+26.9		2.5	3.5	40
Total	73,288	66,961	-8.6		100	100	0

PULSE SURVEY DATA 2024

CEWIL Canada's Pulse Survey aims to take a snapshot of WIL programs across Canada regarding job postings and student-job matches. Participation in the survey is voluntary. In 2024, 40 institutions completed at least one of three waves of the Pulse Survey. Of those, 15 were colleges, CEGEPs, or polytechnic institutions (referred to as "colleges" for brevity), and 25 were universities. Participation varies by survey wave and is indicated in the relevant sections.

NUMBER OF EXPERIENCES

Table 10 presents the number of WIL experiences (placements, work terms, etc.) reported by WIL administrators for three terms in 2023 and 2024. Except for the fall 2024 term, all counts are retrospective, based on complete records collected at the end of each term. The data for the fall 2024 term were provided between October and December 2024, so they reflect WIL experiences counted before the term was complete. The number of institutions providing usable data vary from six colleges (Jan-Apr 2023) to 20 universities (Jan-Apr 2023). The data show growth from 2023 to 2024 in all terms among colleges, especially in the January-April term. Universities also reported year over year growth, especially during the May-August term. Overall, the Pulse data suggest increases from 2023 to 2024 in the number of WIL experiences throughout Canada.

Table 10. Number of students employed during three terms in 2023 and 2024 by institution type

	Jan-Apr			May-Aug			Sep-Dec		
	2023	2024	% Change	2023	2024	% Change	2023	2024*	% Change
College	5,229	6,197	+18.5	4,846	5,136	+6.0	2,984	3,216	+7.8
University	18,700	18,968	+1.4	25,340	28,339	+11.8	24,574	24,980	+1.7
Both	23,929	25,165	+5.2	30,186	33,475	+10.9	27,558	28,196	+2.3

*Data were collected between October and December 2024, before the term was completed.

Tables 11, 12, and 13 present student employment/job match data across three terms during 2023 and 2024. Table 11 shows data from colleges, Table 12 shows data from universities, and Table 13 shows data from both. Data for these analyses were compiled from Pulse surveys collected in March 2023, October 2023, March 2024, June 2024, and October 2024. Specifically, the data reveal match rates—the percentages of students matched out of all job seekers—at the time of each survey, roughly the middle to end of each term. Participation varied across the surveys, with data from between eight and 11 colleges and 20 to 34 universities, depending on the survey. Figure 5 then illustrates match rates by institution type and Figure 6 summarizes changes in match rates from 2023 to 2024.

Among colleges, match rates fell from 2023 to 2024 across all three terms (in terms of percentage points, down 7.2 in Jan-Apr, 5.3 in May-Aug, and 3.6 in Sep-Dec). Similarly, universities match rates dropped across all three terms (in terms of percentage points, down 1.3 in Jan-Apr, 2.4 in May-Aug, and 1.6 in Sep-Dec). Collapsing across terms, the college match rates were 80.5% in 2023 and 74.6% in 2024, a year over year decrease of 6 percentage points. The university match rates were 90.1% in 2023 and 87.8% in 2024, a year over year decrease of 2.3 percentage points. Thus, while the number of students employed increased year over year (see Table 10), the number of students seeking jobs also increased, leading to decreases in match rates (see Tables 11 through 13).

Table 11. Placement Data for Colleges across three terms during 2023 and 2024

	2023				2024		
Placement aspect	Jan-Apr	May-Aug	Sep-Dec		Jan-Apr	May-Aug	Sep-Dec
Matched	5,229	4,846	2,984		6,197	5,136	3,216
Looking	1,475	1,106	574		2,553	1,612	791
Total	6,704	5,952	3,558		8,750	6,748	4,007
Match rate (%)	78.0	81.4	83.9		70.8	76.1	80.3
Match rate change	--	--	--		-7.2	-5.3	-3.6

Table 12. Placement Data for Universities across three terms during 2023 and 2024

	2023				2024		
Placement aspect	Jan-Apr	May-Aug	Sep-Dec		Jan-Apr	May-Aug	Sep-Dec
Matched	18,700	25,340	24,574		18,968	28,339	24,980
Looking	876	6,073	573		1,171	7,884	1,007
Total	19,576	31,413	25,147		20,139	36,223	25,987
Match rate (%)	95.5	80.7	97.7		94.2	78.2	96.1
Match rate change	--	--	--		-1.3	-2.4	-1.6

Table 13. Placement Data for All institutions across three terms during 2023 and 2024

	2023				2024		
Placement aspect	Jan-Apr	May-Aug	Sep-Dec		Jan-Apr	May-Aug	Sep-Dec
Matched	23,929	30,186	27,558		25,165	33,475	28,196
Looking	2,351	7,179	1,147		3,724	9,496	1,798
Total	26,280	37,365	28,705		28,889	42,971	29,994
Match rate (%)	91.1	80.8	96.0		87.1	77.9	94.0
Match rate change	--	--	--		-3.9	-2.9	-2.0

Figure 5. 2023 and 2024 match rates aggregated across three terms by institution type

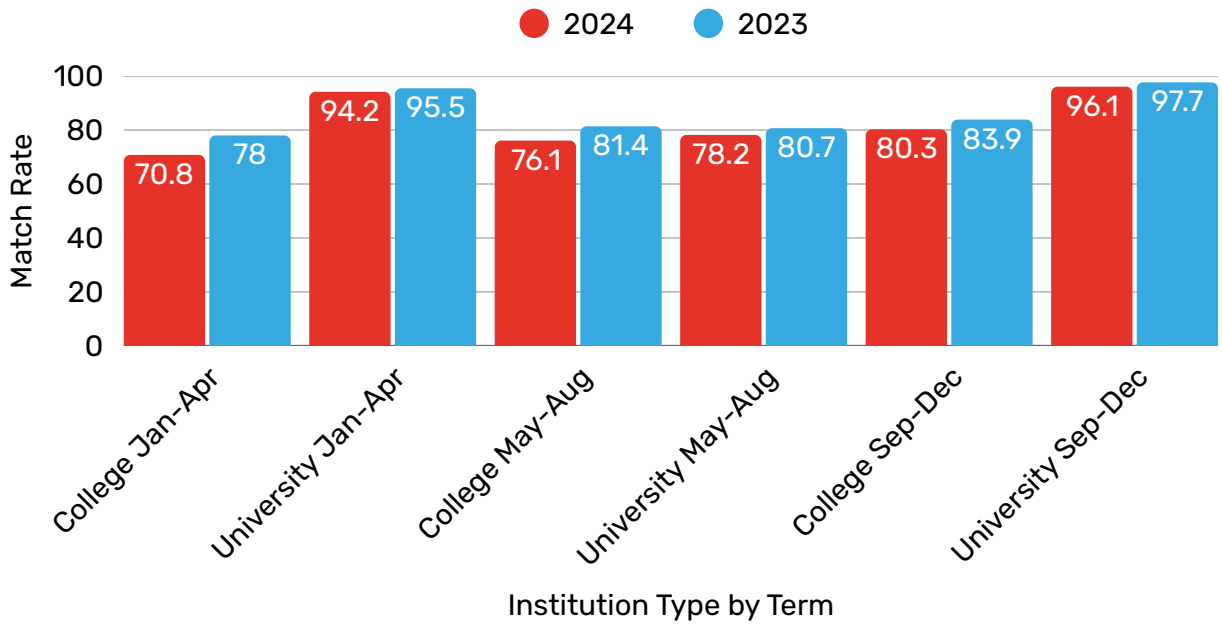
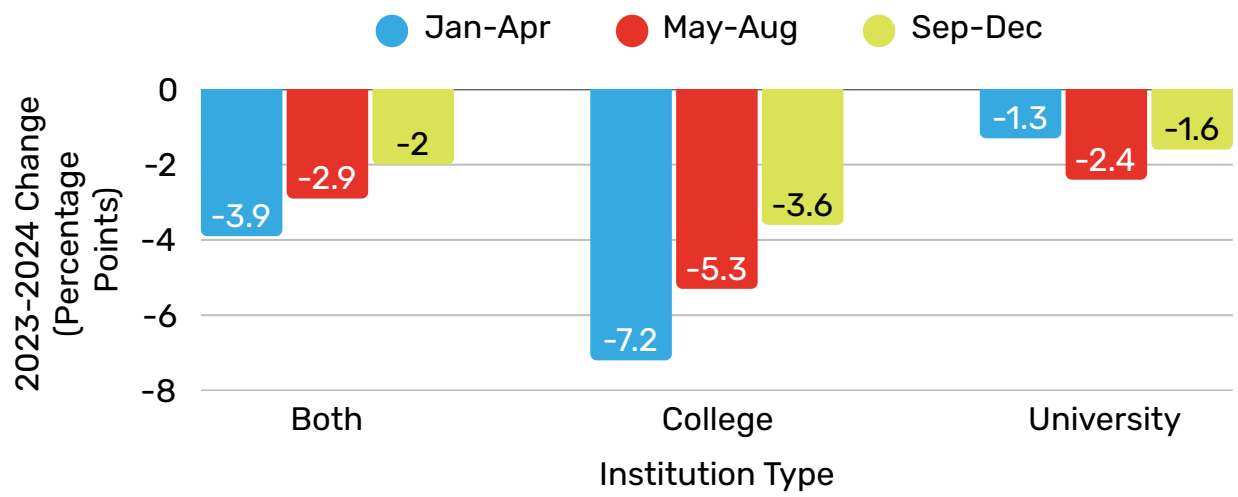


Figure 6. Changes in match rates from 2023 to 2024 by institution type



PLACEMENT LOCATIONS

Table 14 summarizes the placement location data for two terms (May-August and September-December) reported by colleges and universities. Among colleges, year-over-year changes were small. About two-thirds of college jobs remain in person, and another quarter are hybrid, with only minor annual and termly fluctuations. Among universities, about half of jobs remain in person, though there was a trend away from full in-person jobs, especially during the more recent September-December term. A minority of university jobs remain fully remote, with some trend away from remote jobs in the May-August term and toward remote jobs in the September-December term. In both May-August and September-December terms, there were year-over-year increases in hybrid university jobs. In the more recent September-December 2024 term, hybrid university jobs were more common than in-person ones. In sum, the Table shows that college job placement locations remained mostly stable year over year and university job placements showed a shift away from fully in-person roles, especially in the September-December term, with hybrid positions becoming more common than in-person ones by late 2024.

Table 14. Percentage of placements by location, institution term, and term

		Jan-Apr	May-Aug			Sep-Dec		
	Institution Type	**2024**	**2023***	**2024**	**Change**	**2023**	**2024**	**Change**
Remote	College	7	13	12	-1	6	8	+2
	University	9	14	13	-1	12	16	+4
In-person	College	76	64	64	None	68	62	-2
	University	49	49	47	-2	51	40	-11
Hybrid	College	17	23	24	+1	26	26	None
	University	42	37	40	+3	37	44	+7

Note: *as reported on the October 2023 Pulse Survey

JOB POSTING DATA

Table 15 summarizes the location of various types of job postings relevant to WIL students in colleges and universities in 2023 and 2024 according to WIL administrators. Year-over-year job postings declined across both colleges and universities, with sharper drops on campus career centre job boards than on co-op job boards. College co-op job postings remained stable in May-August (+0.1%) but fell in September-December (-8%), while university co-op postings declined in both terms (-5% and -2%, respectively). Campus career centre postings dropped more steeply, with college jobs down 22% in May-August and 17% in September-December, and university jobs declining 16% and 30%. Overall, university job postings showed a greater decline than college postings, particularly in the September-December term.

Table 15. Number of job postings for September 2023 and 2024 on selected job boards by institution type

		Jan-Apr			May-Aug			Sep-Dec		
	Institution Type	**2023**	**2024**	**% Change**	**2023***	**2024**	**% Change**	**2023**	**2024**	**% Change**
Co-op job board	College	2,555	2,997	+17	1,368	1,369	+0.1	2,217	2,048	-8
	University	17,436	14,694	-16	22,105	20,927	-5	17,430	17,082	-2
	Both	19,991	17,691	-11.5	23,473	22,296	-5	19,647	19,130	-3
Campus career centre job board	College	4,169	3,114	-25	3,751	2,911	-22	2,599	2,164	-17
	University	6,033	5,561	-8	4,086	3,415	-16	5,079	3,551	-30
	Both	10,202	8,675	-15	7,837	6,323	-19	7,678	5,715	-26

IN-PERSON ACTIVITIES

Table 16 summarizes WIL administrators' reports on whether five selected career activities occurred in-person during selected periods in 2023 and 2024. From 2023 to 2024, there was a significant shift back to in-person career activities at both colleges and universities. Employer site visits saw the largest increases, particularly among colleges. Career fairs also became more in-person, especially in the May-August term with a 20% year-over-year increase across both institution types. Institution-hosted interviews, career appointments, and workshops were also more likely in-person in 2024 than in 2023. These changes indicated a strong return to face-to-face engagement in career services in 2024 after previous declines.

Table 16. Percentages in selected career activities that occurred in-person during two terms in 2024 by institution type

		May-Aug.			Sep.-Dec.		
Activity	**Institution Type**	**2023***	**2024**	**change**	**2023**	**2024**	**change**
Interviews coordinated by / hosted at institutions	College	50	57	+7	50	56	+6
	University	48	46	-2	48	57	+9
	Both	48	48	none	48	57	+9
Career Fairs	College	56	80	+24	75	70	-5
	University	61	80	+19	75	87	+12
	Both	60	80	+20	75	81	+6
Site visits with students at employer locations	College	22	47	+25	36	59	+23
	University	39	51	+12	41	60	+19
	Both	35	50	+15	40	60	+20
Career Appointments	College	45	50	+5	50	52	+2
	University	47	54	+7	47	58	+11
	Both	47	53	+6	48	56	+8
Career Workshops	College	50	50	none	55	65	+10
	University	47	56	+8	51	59	+8
	Both	47	54	+8	52	61	+9

Note: *data collected from the October 2023 Pulse Survey

COMMENTS FROM WIL ADMINISTRATORS

WIL administrators were invited to share comments about their programs through three Pulse surveys, conducted in March, June, and October 2024. Comments were submitted by six institutions in March, seven in June, and eight in October.

Throughout 2024, WIL administrators described a deteriorating and highly challenging landscape for WIL experiences, particularly in the IT and financial sectors. They communicated a growing employer reluctance to hire, an increased reliance on government subsidies (like SWPP funding), and rising expectations for student skill levels. Student engagement and meaningful employer-student relationships were also described as declining.

On the March survey, administrators relayed initial signs of softening job markets, especially in IT (Nova Scotia, Ontario). While some mentioned specific growth areas (e.g., Health Informatics, AI, Cloud Computing), they still noted increased competition for jobs. Some also described increased employer reliance on SWPP funding which, because of administrative delays, caused some employers to pull postings.

On the June survey, administrators described a worsening situation. Administrators across Ontario, Manitoba, Newfoundland and Labrador communicated further declines in postings in IT and finance, leading to increased student unemployment. They shared a softening labour market led some employers to change terms of employment, including switching from paid to unpaid experiences. Student disengagement became more visible, with more of them seeking experience outside of institutional systems, and this seemed especially clear for international students.

On the October survey, challenges persisted. One WIL administrator in Quebec wrote they saw a 10% to 20% reduction in co-op job postings from the later part of the year. In Ontario, administrators reported disengagement from employers (e.g., job cancellations, especially in manufacturing and engineering tech) and students (e.g., one administrator wrote students were “ghosting” their optional WIL program). Increased reliance on SWPP funding was also mentioned, as were negative impacts of IRCC immigration changes on WIL programs, and institutions’ own financial strain (e.g., post-secondary institutions cancelling co-op positions).

In sum, WIL administrators shared their WIL programs were strained throughout 2024 by economic downturns, funding delays, rising employer demands, and institutional financial pressures, leaving students, especially international students, with fewer opportunities and greater barriers to success.

iHUB DATA 2024

The CEWIL Canada iHUB program provides grants to help create and expand WIL opportunities for students nationwide. The program emphasizes community and industry research projects, community service learning, entrepreneurship, and field placements. Post-secondary institutions apply for funding through a competitive proposal process, with submissions reviewed by WIL experts to ensure strong learning outcomes and program quality. A key priority is improving access for underrepresented groups, such as Indigenous students, racialized individuals, persons with disabilities, newcomers, and women or non-binary students in STEM. At the time of this writing, over $17 million has been administered in support of 11,960 experiences in 230 projects throughout 2024. However, due to the timing of data collection, remuneration and cost data were available for 8,971 iHUB experiences.

Profile of Participants

Various sociodemographic characteristics were collected for iHUB student participants. Table 17 summarizes these characteristics. The total number of students used in each calculation of percentages was 8,971.

Table 17. Summary of sociodemographic characteristics of iHUB student participants

Characteristics	Sub-groups	Count	%
Birth year	Birth year 2001 to 2008	5,029	56
	Birth year before 2001	3,942	44
Credential	Bachelor's degree	5,281	59
	College/CEGEP certificate or diploma	2,525	28
	Doctorate	129	1
	Master's degree	671	7
	University certificate of diploma	348	4
	Other	16	<1
Enrolment status	Full time	8,633	96
	Part time	338	4
Gender identity	Man	2,540	28
	Non-binary	139	2
	Woman	6,168	69
	Prefer to self-describe	10	<1
	Prefer not to respond	114	1
Is first year student	Yes	6,622	26
Is Indigenous	Yes	421	5
Is LGBTQ2S	Yes	1,340	15
Is living in rural/remote community	Yes	1,578	18
Is low socioeconomic status	Yes	1,821	20
Is newcomer to Canada (within 5 years)	Yes	322	4
Is person with disability	Yes	1,011	11
Is visible minority	Black	560	6
	Racialized person/person of colour	2,311	26
Is female or non-binary in STEM	Yes	1,630	18

Profile of Experiences

Table 18 summarizes data on the size of organization (in terms of number of employees) and location (by province or territory) hosting each iHUB experience. Complete data were provided for 8,622 experiences. iHUB experiences were most heavily concentrated in Ontario (34.2%), followed by Alberta, British Columbia, and New Brunswick, each at roughly 17% of experiences. Other provinces and territories accounted for much smaller shares. In terms of organization size, opportunities were almost evenly split between micro (39.0%) and large (40.7%) employers, with much lower participation from small (11.5%) and medium (8.8%) organizations. This suggests that iHUB experiences were most commonly hosted either by very small businesses or large institutions.

Table 18. Number of iHUB experiences by location and organization size

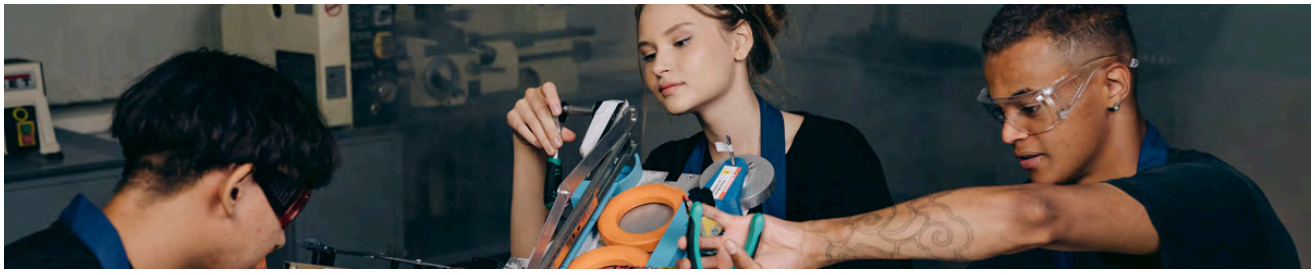
	Organization Size					
Location	**Micro (1-9)**	**Small (10-99)**	**Medium (100-499)**	**Large (500+)**	**Total**	**%**
Alberta	354	152	268	707	1,1481	17.2
British Columbia	750	253	63	423	1,489	17.3
Manitoba	22	1	2	122	147	1.7
New Brunswick	476	177	125	712	1,490	17.3
Newfoundland and Labrador	0	1	0	0	1	0
Northwest Territories	0	0	0	0	0	0
Nova Scotia	74	13	11	185	283	3.3
Nunavut	0	0	0	0	0	0
Ontario	1,193	316	236	1,180	2,952	34.2
Prince Edward Island	1	0	0	0	1	0
Quebec	431	77	16	141	665	7.7
Saskatchewan	60	0	11	41	112	1.3
Yukon	0	0	0	1	1	0
Total	3,361	990	759	3,512	8,622	100
%	39	11.5	8.8	40.7	100	

Table 19 shows percentages of experiences that were remote (partially or fully) and the average number of hours per experience for each type of WIL. Overall, 30.2% of iHUB experiences were at least partially remote. Remote work was involved in over half of experiences in community and industry research & projects, entrepreneurship. Internships, and work experiences. In contrast, Mandatory Professional Practicum/Clinical Placements remained largely in-person, with only about 5% remote.

The average number of hours per iHUB WIL experience varied considerably by type. Work experience had the highest average hours at 398. Shorter experiences included community service learning (70 hours) and community and industry research projects (112 hours).

Table 19. Count of remote iHUB experiences and average hours per experience

		Is remote			
Type of WIL	**N**	**Partially**	**Fully**	**Any (%)**	**Average**
Apprenticeship	2	0	0	0.0	N/A
Community and industry research & projects	2,509	584	725	52.2	112
Community service learning	1,287	189	87	21.4	70
Co-operative education	13	5	1	46.2	283
Entrepreneurship	460	222	39	56.7	125
Field placement	3,588	454	285	20.6	226
Internships	43	16	7	53.5	205
Mandatory professional practicum/clinical placement	996	46	3	4.9	200
Work experience	73	22	24	63.0	398
Total	8,971	1,538	1,171	30.2	167



Benefits to Students

Remuneration and cost data were available for 8,971 iHUB experiences. A summary of those experiences is provided in Table 20. On average, students participating in iHUB received over $1,200 in remuneration and the average cost per student for each iHUB experience was just over $1,400.

Table 20. Remuneration to students and project costs

Type of WIL	N	Average remuneration ($)	Average cost per student ($)
Apprenticeship	2	500.00	545.80
Community and industry research & projects	2,478	1,137.65	1,529.12
Community service learning	1,224	1,029.42	1,170.73
Co-operative education	13	2,000.00	2,000.00
Entrepreneurship	394	1,364.00	1,629.66
Field placement	3,577	1,272.82	1,446.98
Internships	43	1,978.05	1,998.98
Mandatory professional practicum/clinical placement	996	1,548.59	1,621.38
Work experience	73	1,516.44	1,645.17
Totals	8,800	1,242.56	1,463.91

CONCLUSION

The 2024 National WIL Directory highlights significant growth and diversity in WIL programs across Canada. This suggests institutions are continuing to expand WIL opportunities for students. Co-op programs remain the dominant form of WIL, but other types, such as mandatory professional practicum placements and field placements, are also prominent. Like last year, the 2024 data indicate that WIL participation is concentrated in specific academic disciplines, particularly in health, engineering, and business. While international students represent a substantial portion of enrollments, challenges persist, including fluctuating employer engagement and a growing reliance on government subsidies. These issues are compounded by economic pressures, which have led to a decrease in job postings and a shift in the nature of work placements. According to Pulse Survey data, although the number of employed students increased, match rates declined. This seemed linked to a rise in the total number of students seeking work, which may have outpaced opportunities. This trend poses a growing challenge for WIL programs across the country, as they strive to support a larger pool of job-seeking students with limited placement capacity. Despite these challenges, the continued expansion of WIL opportunities, particularly through initiatives like the iHUB program, underscores a commitment to enhancing student experience and increasing access for underrepresented groups. The data reflects both the resilience and the evolving landscape of WIL in Canada, with ongoing efforts to address emerging barriers and maximize opportunities for student success.

CEWIL Canada strongly encourages all WIL administrators to participate in next year's data collection to ensure their institution's experiences are reflected and to help inform national strategies and funding priorities. Together, we can strengthen the impact and accessibility of WIL for all students.

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