

International students' experiences of gender-based violence in Canada

International students' experiences of gender-based violence in Canada¹

A scoping review

Sharada, Srinivasan
Shivajan Sivapalan
Sejal Katyal
Andrea Burke

November, 2023

University of Guelph

Acknowledgements

Funding Source: International students' experiences of gender-based violence in Canada is co-funded by the Social Sciences and Humanities Research Council and Women and Gender Equality Canada.

Expériences des étudiantes et étudiants internationaux en matière de violence fondée sur le sexe au Canada est cofinancé par le Conseil de recherches en sciences humaines et Emploi et Femmes et Égalité des genres Canada.

We would like to acknowledge Canadian postsecondary institutions that shared information as well as international students, postsecondary institutions' frontline staff, researchers, and community organization staff who provided feedback as part of this project.

¹ Suggested citation: Srinivasan, S., Sivapalan, S., Katyal, S., and Burke, A. (2023). International students' experiences of gender-based violence in Canada: A scoping review. SSHRC-WAGE Knowledge Synthesis. University of Guelph.

International students' experiences of gender-based violence in Canada

Contents

Acknowledgements	1
Contact details	3
Background	4
Gender-Based Violence and International Students	8
Objectives	9
Methods	10
Results	15
Extent of GBV among international students in Canada	15
Roots and ramifications of GBV among international students	17
<i>Culture, racism, & isolation</i>	17
<i>Underreporting</i>	20
<i>Financial precarity</i>	20
<i>Immigration</i>	23
Impacts of GBV on academic and health outcomes of international students	24
<i>Academics</i>	24
<i>Mental health</i>	25
<i>Physical health</i>	25
Support	26
<i>Financial support</i>	26
<i>Support to navigate immigration</i>	28
<i>Cross-cultural empathy and culturally sensitive support</i>	29
<i>Health services</i>	32
Implications	33
Conclusion	36
Knowledge mobilization activities	36
Bibliography	36

International students' experiences of gender-based violence in Canada

Contact the Researchers

Principal Investigator:

Dr. Sharada Srinivasan PhD | Associate Professor &
Canada Research Chair in Gender, Justice, and Development, sharada@uoguelph.ca,
<https://sharada.uoguelph.ca>

Co-applicant:

Dr. Shivajan Sivapalan, M.D., C.C.F.P., F.C.F.P., SAAAC Autism Centre, shivajans@saaac.org

Research Assistants:

Sejal Katyal, BA (Hons) Psychology, University of Guelph, skatyal@uoguelph.ca
Andrea Burke, PhD candidate, Gender, Sexuality and Women's Studies, University of Western Ontario,
aburke46@uwo.ca

International students' experiences of gender-based violence in Canada

Background

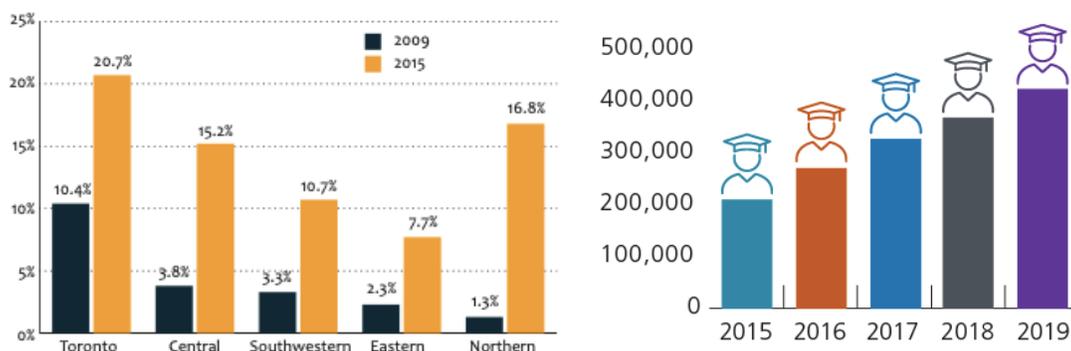
International students are a vital and indispensable demographic who contribute human capital and revenue to Canada. They are poorly supported, misrepresented, and misunderstood. International students in Canada are thus a vulnerable and marginalized population. One of the several areas that remains poorly understood is international students' experiences of GBV.

International students: An indispensable demographic group in Canada

Considering its ageing crisis, Canada is in need of a growing population that contributes to economic growth. To fulfill this need, federal and provincial governments have intensified their efforts to attract international students as potential candidates for permanent residency and the Canadian labor force (CFS, 2017; Crossman et al., 2021). The Government of Canada, through its International Education Strategy, envisions Canada becoming a global leader and a "powerhouse" in international education (GAC, 2019). Recent surveys indicate that a significant proportion of international students, around 60 %, plan to apply for permanent residency in Canada (CBIE, 2020).

Furthermore, universities facing financial challenges, due to reduced government funding, as well as lowered and frozen domestic tuition, are increasingly reliant on international students as a source of revenue (Usher, 2023). The financial pressure has intensified the importance of international students as a significant source of income for Canadian postsecondary institutions.

Canada is the world's third leading destination for international students (El-Assal, 2022a). The growth in the number of international students in Canada has been remarkable. In 2008, international students accounted for 6.4 % of the post-secondary student population, with just over 100,000 students. However, by 2018-2019, this population had tripled to 318,000 students, making up 16.2 % of all post-secondary students in Canada. The enrolment of international students contributed to 57.2 % of the overall growth in post-secondary program enrollments, an increase of 43 % from 2017 to 2022 and approximately 170 % over the last decade (CBIE, 2023; El-Assal, 2022b). By the end of 2021, 642,482 international students were studying in Canada, and by the end of 2022, a total of 807,750 international students had chosen Canada as their destination for higher education (Arthur & Flynn, 2011; CBIE, 2023; INTO University Partnerships, 2022; Sivapalan & Khan, 2021).



International students' experiences of gender-based violence in Canada

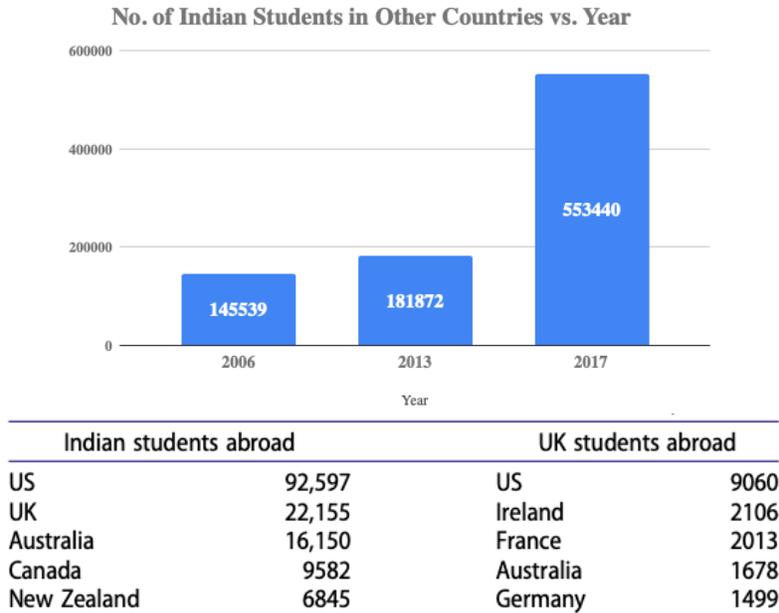


Figure 1. (a) the growth of international students as a percentage of total student population (which includes international students and individuals funded by the GPOG) is shown, in (b) the growth of international students is displayed, in (c) the number of international students leaving India to pursue education, and in (d) a table of Indian and UK students studying abroad is displayed (reproduced from Decock et al., 2016; IRCC, 2019; K.D., 2022; Sondhi & King, 2018).

Based on a survey conducted across 31 universities, 12 colleges, and 2 polytechnic colleges and institutes of technology, the Canadian Bureau for International Education (CBIE) estimated that 65 % of all international students in Canada originate from China, India, South Korea, France, and Vietnam (CBIE, 2018; refer to Figure 1 and 2). Students from India and China constitute over half of the total new international students (IRCC, 2021; Williams et al., 2015; Gent, 2022).

International students' experiences of gender-based violence in Canada

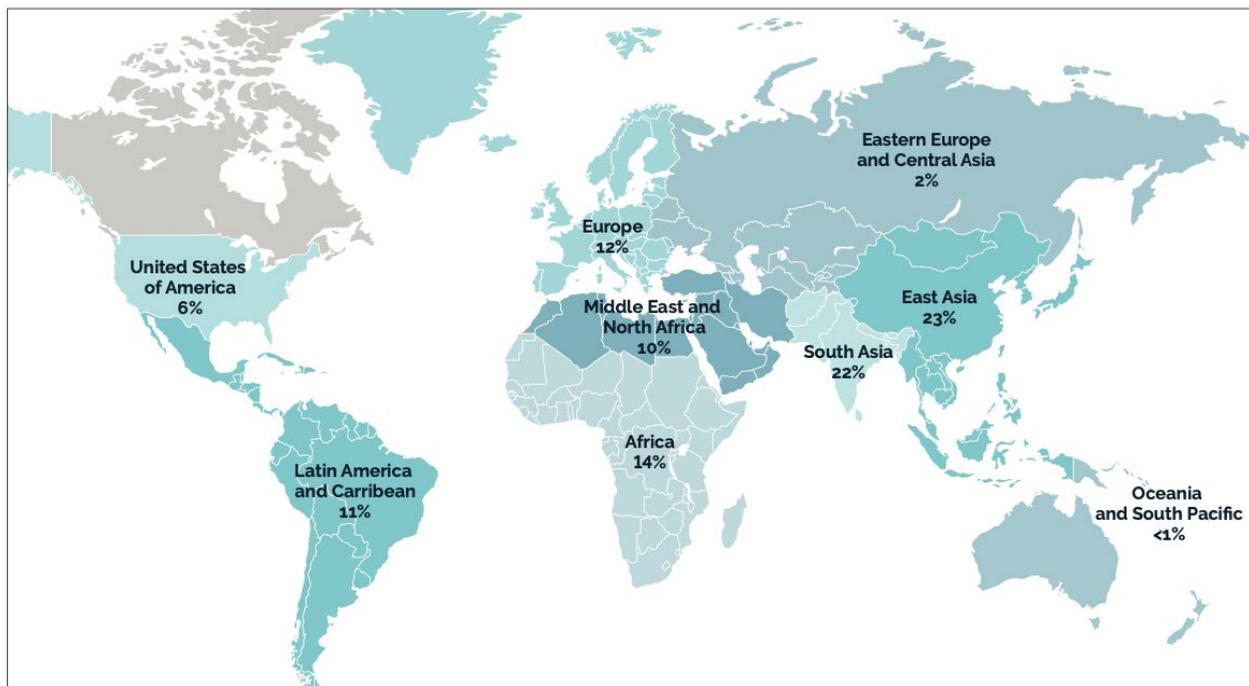


Figure 2. *International students' origins (reproduced from CBIE, 2018).*

In comparison to domestic students, international students tend to be older, ranging from 21 to 30 years old, more likely to be male, have a non-English first language, possess a university degree, express a higher inclination to pursue further study if they entered college directly from high school, and are less likely to have a job or dependents (Decock et al., 2016). Out of the total 373,599 international students enrolled in tertiary education in Canada in 2022, there are 195,357 male students, 175,449 female students, and 2,793 students whose gender is unknown (Canada International Student Statistics, 2023). Between 2000 and 2019, the majority of first-time study permit holders fall within the 18 to 24 age bracket, predominantly seen at the college level. Despite an increase in absolute numbers, there is a declining share of students aged 17 and below, mirroring a trend of reduced new entrants at primary and secondary education levels. Additionally, there is a slight decrease in the share of first-time study permit holders aged 25 to 34, consistent with the relatively stable proportion at the doctoral degree level (Crossman et al., 2021).

Specifically, within the field of STEM subjects, there are 85,635 male students, 47,088 female students, and 1,053 students with unknown gender who are enrolled (gender breakdown provided for STEM subjects only) (Canada International Student Statistics, 2023). In the fields of Science and Science and Technology, there are more women (18,570) than men (16,170), and 417 students have an unknown gender (Canada International Student Statistics, 2023). In Engineering and Engineering Technology, there is a notable difference in enrollment between male and female students, with 38,757 male students, 12,780 female students, and 252 students of unknown gender (Canada International Student Statistics, 2023). For Mathematics and Computer and Information Sciences, there are 30,708 male students, 15,741 female students, and 381 students of unknown gender (Canada International Student Statistics, 2023). In BHASE (Business, Humanities, Arts, Social Science, and Education) subjects, out of the total 233,577 international students enrolled, 107,427 are men, 124,599 are women, and 1,548 students have an unknown gender (Canada International Student Statistics, 2023). Between 2011 and 2017, business, management, and public administration emerged as the predominant field of study for international students at both the college and university levels, constituting 41% and 25% of enrollments, respectively, in the 2015-to-2017 cohort. This shift was accompanied by a compensatory decline in other fields, such as architecture, engineering, visual and performing arts, and communications technologies at the college level. Additionally, a discernible increase in international students pursuing mathematics, computer and information sciences, and physical and life sciences and technologies was observed, with the latter experiencing a more substantial expansion at the university level during the same period (Crossman et al., 2021).

International students' experiences of gender-based violence in Canada

The economic contributions of international students to Canada are significant. In 2018, it was estimated that international students contributed approximately \$21.6 billion to Canada's GDP and supported nearly 170,000 jobs for the country's middle class (CFS, 2017; GAC, 2019; Sivapalan & Khan, 2021). Furthermore, international students have helped compensate for the decline in domestic student enrollment in postsecondary institutions and have facilitated the continuous growth in overall student enrollment (Decock et al., 2016; El Masri & Khan, 2022; Statistics Canada, 2020). International students pay more than four times the tuition fees compared to domestic students (One Voice Canada, 2021). British Columbia and Ontario, which attract the highest number of international students, have the highest tuition fees for international students (One Voice Canada, 2021). Many institutions now rely heavily on international student tuition fees to support their operational budgets, with international students generating around 40 % of university tuition revenues in 2017/18 (Trilokekar et al., 2021; Usher, 2023).

According to Figure 3, undergraduate tuition for international students has seen a substantial increase of nearly \$10,000, whereas domestic tuition has remained relatively unchanged from 2018 to 2023. This significant rise in tuition for international students is observed as a strategy to address fiscal challenges (Hong et al., 2022; Kovacs Burns et al., 2014; Usher, 2023). These increases in tuition fees for international students are exceptionally high, indicating the financial burden placed on this student population. It is pertinent to note that the tuition fees for international students remain unregulated. In December 2016, an extension of the tuition fee framework capped post-secondary institutes from increasing domestic student tuition fees in Ontario to an annual increment ranging from three to five percent (CFS, 2017). However, this regulatory framework does not extend its purview to international tuition fees. Since 1996, along with the cessation of institutional funding for international students by the provincial government, international tuition fees have been bereft of regulatory constraints (Government of Ontario, 1996). This lack of oversight confers institutional autonomy, enabling unrestricted escalation of international tuition fees, a phenomenon exemplified by instances where fees have undergone substantial increments, reaching up to 50 percent within a single academic year (York University Graduate Students' Association, 2014). The absence of regulatory oversight introduces an additional layer of complexity and unpredictability to the financial challenges encountered by international students pursuing higher education (Koca, 2016).

Geography	Level of study	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022	2022 / 2023
		Current dollars				
Canada (map)	Canadian undergraduate	6,822	6,468	6,580	6,660	6,834
	Canadian graduate	7,388	7,186	7,361	7,315	7,437
	International undergraduate	27,613	29,883	32,039	33,446	36,123
	International graduate	16,995	17,934	19,429	20,246	21,111

Figure 3. Undergraduate fees for international and Canadian domestic students (reproduced from Statistics Canada, 2022).

El Masri and Khan (2022) offer a comprehensive discussion of the challenges international students in Canada face. Broadly related to racism (Ahmad, 2019; Apna Health, 2021; Baas, 2014; Forbes-Mewett & McCulloch, 2016; Houshmand et al., 2014; Hutcheson, 2020; Jamal & Kaur Mucina, 2021; Lee, 2020; Lee & Rice, 2007; McMaster Student Union, 2017; PRC, 2021; Yao et al., 2022; Yercich et al., 2023); financial precarity (Apna Health, 2021; McMaster Student Union, 2017; PRC, 2021; Varughese & Schwartz, 2023); compromised academic performance (Andemariam et al., 2015; Tessema et al., 2014; Varughese & Schwartz, 2023); hostile, alienating, and unsafe environment (Bascaramurty et al., 2021; Das Gupta & Su, 2023; Latimer, 2022); and poor health and well-being outcomes (Arthur & Flynn, 2011; Bell & Trilokekar, 2022; Bennett et al., 2022; Chen & Ross, 2015; Das

International students' experiences of gender-based violence in Canada

Gupta & Su, 2023; Moranis & Haider, 2023; Ricci, 2019; Trilokekar et al., 2021; Zivot et al., 2020), the constraints that international students face do not occur in isolation.

Moreover, in addition to the multifaceted challenges highlighted by El Masri and Khan (2022), international students in Canada confront an additional layer of complexity arising from political uncertainty and volatility. Instances of diplomatic tensions between host countries and nations of origin, such as the strained relations between Canada and India, and Canada and China, significantly contribute to the challenges faced by international students. The geopolitical landscape, marked by shifting diplomatic ties and policy changes, introduces an element of unpredictability that can exacerbate existing issues (Chiang, 2023). For instance, changes in visa regulations, diplomatic incidents, or alterations in international trade agreements may impact the stability and well-being of international students. This political turbulence may further compound feelings of insecurity, potentially affecting their academic performance, mental health, and overall integration into the host society (Gravenor, 2023).

In addition to these challenges, currency fluctuations resulting from geopolitical uncertainties can pose financial challenges for international students. For example, diplomatic tensions between countries may lead to changes in exchange rates, affecting the value of the currency in which students hold their financial resources. A decline in the value of the students' home currency relative to the Canadian Dollar could result in increased living costs, making it more difficult for them to afford essential expenses. This financial strain adds an extra layer of complexity to their already demanding academic and personal experiences (Cook, 2023; Qureeshi, 2023).

Calder et al. (2016) conducted a comprehensive study involving 571 international students in an unspecified large western Canadian city. The study explored the challenges faced by graduate international students, as well as the barriers encountered by university staff and service providers when assisting this population. The findings indicated that the most commonly reported challenge faced by international students was affordability, followed by barriers to employment, inadequate housing conditions, and insufficient information provided to incoming students. These factors significantly impact the well-being and experiences of international students.

In addition to the challenges faced by all students due to the COVID-19 pandemic, international students encountered challenges in traveling to Canada, and feelings of isolation for those already in the country (Arora, 2022; Du, 2022; King et al., 2022; Kumar, 2021; Mbous et al., 2022; Canada, 2020). These studies highlight the additional hardships experienced by international students during the pandemic, affecting their educational and personal circumstances. In the fall of 2020, Varughese & Schwartz conducted a survey and in-depth interviews with international students living in Ontario, to gain better insight into their experiences and challenges during the ongoing pandemic. It shed light on the significant psychological, academic, and financial vulnerabilities they were grappling with. These vulnerabilities often occurred simultaneously, exacerbating the overall impact on their well-being. Psychologically, many international students reported feeling intense levels of stress, anxiety, and isolation. The pandemic disrupted their sense of belonging and support systems, as they were unable to return home and faced challenges in maintaining social connections due to social distancing measures. The uncertainty surrounding their health, academic progress, and future plans added to their emotional strain (Varughese & Schwartz, 2023). As we will demonstrate in this review, compounding vulnerabilities put many international students in potentially exploitative and unsafe conditions, which causes them to be at disproportionate risk for GBV.

Gender-Based Violence and International Students

GBV is defined as any coercive, harmful act towards another person that violates basic human rights, based upon a person's gender. It is asserting power and manipulation over another, leading to an unsafe situation, with even more damaging long-term effects. While examining the impact and prevalence of gender-based violence in Canada, it is important to consider what violence is defined as in connection to economic, social, and cultural influences. Gender-based violence can take many forms: cyber, physical, sexual, societal, psychological, emotional, and economic. Forms of neglect, discrimination, and harassment can also constitute as forms of gender-based violence (Government of Canada, 2021).

International students' experiences of gender-based violence in Canada

GBV is a global pandemic affecting 1 in 3 women in their lifetime (Javed & Chattu, 2021, p. 33; IRC, n.d.). The extent and different forms of GBV are impacted by western ideals and values about a particular form of heteronormativity and power over women's sexuality (Kaur Mucina, 2018). Women and those who are seen as not conforming to dominant white cis-gender norms and expectations are subject to GBV (Government of Canada, 2021). Power hierarchies and institutional hegemonic masculinity privileging white cis-gender norms lead survivors to not/under report violence.

Indigenous women are reported to be three times more likely to experience assault and/or violence compared to non-indigenous women, and individuals with physical disabilities are found to be twice as likely to be assaulted compared to individuals without physical disabilities (Government of Canada, 2021; Hannaford, 2021). When racialized women report violence, their experiences are often taken less seriously within the criminal law system and their perpetrators routinely receive less harsh punishments (Canadian Women's Foundation, 2022; Chisale, 2022; Hannaford, 2021). These figures highlight the disproportionate vulnerabilities and heightened risks of GBV faced by marginalized groups.

GBV in postsecondary settings is under-researched, although there are a few studies on the prevalence of sexual violence on Canadian college/university campuses (for instance, Burczyka, 2020; Hutcheson, 2020; Hutcheson & Lewington, 2017; Hutcheson & Parson, 2022; Jeffrey & Barata 2020; 2021; Jeffrey et al., 2022). Hannaford (2021) estimates that one in five Canadian and American women will be victims of assault while completing their university or college education. Based on the Survey on Individual Safety in the Postsecondary Student Population, Burczyka (2020) reported that one in ten (11 %) female students experienced a sexual assault in a postsecondary setting, more than twice the proportion of male students who experienced the same (4 %). The figures are higher for unwanted sexual behaviours in a public place in the context of postsecondary studies. Racialized students are more likely to experience sexual violence than non-Indigenous and white students as are LGBTQ+ students, students with disability, and students who wear a visible religious symbol.

Objectives

From the literature on GBV more broadly, and specifically on sexual violence in postsecondary settings, the extent and prevalence of GBV among international students are unclear. The current study represents the first comprehensive review of international students' experiences of GBV in Canada. It aims to fill a significant void in the existing research and focus dedicated to international students and the unique challenges they face.

There are several compelling reasons on the importance and timeliness of focusing on international students' experiences of GBV:

1. If Canada is a beacon of protecting human rights, then ensuring a secure and safe environment lies at the heart of promoting the well-being of international students.
2. These students often come from countries with varying degrees of oppressive gender norms, and/ or they may have already encountered or be aware of GBV prior to arriving in Canada. Unfortunately, the exploitative conditions that international students frequently encounter upon their arrival in Canada make them particularly susceptible to GBV.
3. In Canadian postsecondary institutions, prioritizing mental health and overall wellness among students is currently a top concern. GBV has significant detrimental effects on both physical and mental health, underscoring the importance of addressing this issue.
4. Despite the substantial and rapidly growing number of international students and the reliance on international students, little is known about their experiences of GBV.
5. Many international students go on to live, work, and settle in Canada, making it crucial to prevent GBV among them to foster a healthy citizenry.
6. We urgently need to acquire the knowledge necessary to comprehend the scale and nature of this issue, to enable us to develop culturally sensitive preventive policies and support.

Our scoping review focused on the following questions:

1. What are international students' experiences of GBV? What is the extent of different forms of GBV?
2. What are the underlying causes of GBV among international students?

International students' experiences of gender-based violence in Canada

3. What are the impacts of GBV on international students?
4. What supports are available for international student survivors of GBV?
5. What are the gaps in research, policy and practice that need to be addressed to prevent GBV among international students in Canada?

Methods

Preliminary review of literature revealed that a gender perspective in conceptualizing and analyzing international students' experiences is wanting (exceptions include: Sondhi & King, 2017; Sondhi, 2013). Given that gender and race are key identities shaping international students' experiences, the scoping review is set within an overarching feminist perspective that privileges gender and race and adopts a gender lens to understand international students' lived experiences with an explicit acknowledgement of hierarchical power relations. While intersecting identities can render some groups particularly vulnerable to GBV and their impacts, our purpose in undertaking this review is to demonstrate that international students' GBV experiences are mostly invisible in research, policy and practice in Canada and elsewhere. Through this review, we developed a clearer and more nuanced picture of the specific challenges faced by international students in the context of GBV.

Our research involved a comprehensive review of scholarly and non-scholarly sources utilizing a political economy framework to explore the issue of GBV within the intersections of gender, race, international student status, immigration, and power hierarchies. Throughout our review, we were mindful of the racialized contexts that shape the experiences of international students. This awareness allowed us to consider the influence of race on GBV and to understand how it intertwines with gender, power dynamics, and migration. To enrich our analysis, we engaged with critical theories on neo-racism and geographies of migration, drawing insights from authors such as Lee (2020), Lee & Rice (2007), and Yao & Mwangi (2022).

Our preliminary review of scholarly sources did not yield satisfactory results. This motivated us to include policy, practice, and media sources (broadly categorized as non-scholarly sources) on international students' experiences of GBV. Also, the practical nature of our research focus meant that postsecondary institutions, community-based organisations, and media are often at the forefront of information and we attempted to tap into these resources. Again, having found insufficient information from these non-scholarly sources, we added another layer to our search, by proactively reaching out directly to postsecondary institutions requesting them to share reports and other information on international students' experiences of GBV based on their work with international students and addressing GBV in their respective contexts.

We emailed 67 public universities and 53 public colleges across Ontario, British Columbia, Quebec, Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland and Labrador, since these regions attract high volumes of international students. Considering the substantial number of private colleges, we emailed a sample of 10% in provinces with the highest international student percentages, namely, Ontario, Quebec, and Nova Scotia. We used a random number generator to select 10% of private colleges that are registered with each province in our sample, totalling 79 private career colleges in Ontario, Quebec, and across the Maritimes. Our selection criteria were designed to capture a representative sample from the Canadian higher education landscape. We prioritized larger institutions that typically attract a higher enrollment of international students. By including universities and colleges, we aimed to encompass a diverse range of academic programs, student demographics, and regional characteristics. Additionally, we leveraged existing partnerships and collaborations with certain postsecondary institutions. By employing these selection strategies, we aimed to ensure the validity and impact of our study. Out of the institutions contacted, only 32 responded, of which solely three provided materials that are used in this review.

Our research encountered several limitations:

1. Our focus was solely on web-based resources, which may have resulted in the exclusion of unpublished papers and materials that could have provided valuable insights. Not all postsecondary institutions and community-based organizations that undertake work with international students provide information on their websites. Additionally, while we did not impose any restrictions based on the publication date, we excluded non-English literature, such as French, due to the absence of French-speaking researchers on our team. Consequently, there may be relevant information and perspectives that we were unable to access. The knowledge mobilization workshops with various

International students' experiences of gender-based violence in Canada

stakeholders including international students as part of our research process did not help to mitigate this limitation to the extent we had hoped for due to poor response and attendance.

2. In response to the lack of comprehensive information about GBV among international students in Canada, we expanded our search to include similar western countries that host a significant number of international students. Canada currently has over 800,000 international students, while Australia hosts more than half a million international students. We also identified several sources from the United States, which houses the largest international student population globally, with over one million students (Study in the USA, n.d.). China and India serve as the primary source countries for international students in Canadian, Australian and American post-secondary institutions¹ (Duffin, 2020; Nawaz, 2023). By including data and insights from Australia and the United States, countries with significant international student populations, we aimed to supplement the limited information available from Canada. Immigration processes, the cost of living, and tuition fees are comparable between Canada and Australia, although Australia tends to be slightly more expensive for international students. Australian researchers and organizations have made more concerted efforts to gather nationally representative data on GBV among international students. Additionally, there is Australian commentary available on this topic. This approach allowed us to draw upon experiences, research, and discussions from different contexts and provide a broader understanding of GBV among international students. However, it is important to acknowledge that while these countries share similarities with Canada in terms of immigration processes, cost of living, and tuition fees, there may still be unique contextual factors that influence the experiences of international students and the prevalence of GBV in each specific country.
3. Despite our efforts to gather information directly from postsecondary institutions, we did not receive much information from them. There could be several reasons for this outcome. One possibility is that institutions may not have specific data or information regarding the experiences of international students with GBV. Alternatively, it is possible that certain institutions were unwilling to share the requested information due to concerns about potential exposure. Despite our assurance of anonymity, institutions may have had reservations about disclosing sensitive information. GBV is a complex and sensitive issue, and institutions may have internal protocols or legal considerations that restrict their ability to share certain details.
4. We also encountered methodological limitations within the materials we reviewed. A notable limitation is the lack of a gender perspective within the scholarly literature on international students. An intersectional analysis with a critical gender and/or race lens was lacking in many of the sources we examined. There is a dearth of attention given to women, gender diverse groups, and gender issues, let alone a comprehensive adoption of a feminist perspective. Although there is a growing body of work on international students and GBV separately, the literature that combines the two areas is insufficient.

There is an insufficient number of studies being conducted that include international students, or are about international students (Bonistall Postel, 2020). And those that do exist fail to recruit adequate numbers to provide a thorough comparative analysis. Studies such as Fethi et al. (2022), Budd et al. (2023) and Daigle et al. (2018) attempt to make generalization about the prevalence of various kind of violence among international and domestic students; however, the population of international students included in their samples are extremely disproportionate, thereby debasing their results. Moreover, there are instances wherein researchers obtain data from the general student population, and attempt to generalize their results to international students, when the data may not even adequately encapsulate the experiences of international students (Bonistall Postel, 2020). Furthermore, in sources that do analyze GBV and international students together, the sample sizes of international students are often small, resulting in statistically insignificant results and potentially leading to erroneous conclusions, particularly when compared to domestic students. Additionally, the challenges faced by international students are often magnified by media and CBO reports that, at times, rely heavily on anecdotes. While personal narratives can provide valuable insights, the overreliance on anecdotal evidence may hinder the development of comprehensive and systemic approaches to addressing the issues at hand and may at times oversimplify potential solutions. It is imperative to balance these narratives with rigorous research methodologies and data-driven approaches to ensure a more accurate and nuanced comprehension of the systemic issues affecting international students in Canada. For instance, initially, international students faced stigmatization in the context of food bank utilization, driven by anecdotal narratives in the media that portrayed them as not requiring food assistance (Bhugra, 2023). However, extensive research has contradicted this narrative, revealing a more nuanced reality (Ibiyemi et al., 2022; Lupton, 2023; Tarasuk & Li, 2023).

Notwithstanding these limitations, a primary scholarly literature search was conducted using:

- Google Scholar

International students' experiences of gender-based violence in Canada

- PubMed
- Elsevier
- Sagepub
- Frontiers
- Research Gate
- PsycInfo
- JSTOR
- Sage Journals
- Omni
- Anthro Source (American Anthropological Association)
- UK Data Archive (UKDA)
- LibGuides at the Australian National University
- Monash University
- CITY – University of London Library Services
- UK Health Security Agency
- Public Health Scotland
- Scottish Public Health Observatory
- British Sociological Association
- UWE Bristol
- University of South Wales – FINDit
- Australian Psychological Society
- Gov.UK
- Maynooth University
- University of Edinburgh
- Princeton University Library
- University of British Columbia
- New York Academy of Sciences

A secondary reference search was conducted solely using Google Scholar to (1) ensure that the articles referencing other articles had summarized the articles adequately and (2) to identify more articles and their eligibility for the current review. The inclusion criteria for the literature review consisted of the following: written in English, qualitative or quantitative scholarly articles, dissertations, Master's theses, and studies, concentrated on international students and GBV while considering their experience, underlying cause, impact, supports, and gaps in research and literature.

All search terms included "international students AND" with one or more of the following terms: "(International students') status," "COVID-19," "Gender," "Statistics," "Gender Inequality," "Race," "Visible Minority," "Nationality," "Ethnicity," "Reporting (GBV)," "Domestic students," "Identity," "Perpetrators," "Power hierarchy," "Mental Health," "Gender-based violence," "GBV," "Kinds of (GBV)," "Survivor(s)," "Intimate partner abuse," "Intimate partner violence," "Domestic violence," "domestic abuse," "Physical abuse," "Physical violence," "Sexual abuse," "sexual violence," "sexual assault," "Emotional abuse," "Psychological abuse," "Trauma," "traumatic experience," "Consent," "Extent of (GBV)," "Reasons behind (GBV)," "Understanding (GBV)," "Why (GBV) occurs," "Underlying cause of (GBV)," "Cause(s) (of) (GBV)," "Prevalence of (GBV)," "Reasons of/for (GBV)," "Supports for (GBV)," "Impact of/on (GBV)," "Interventions (GBV)," "How to support (victims of GBV)," "Prevent/Prevention (GBV)," "Combating," "Helping (GBV)," "Gaps in," "Limitations in," "Policies," "Positive difference," "Suggestions for policies," "Suggestions for clinical practitioners," "Improvements," "Recommendations," "Promoting safety," "Guidelines," and "Initiatives". The current study aimed to find articles related to international students and gender-based violence in Canada, U.K., Australia, and U.S.A., hence the following terms were added to each search: "Canada," "North America," "USA," "America," "United States," "Australia," "U.K.," "United Kingdom," "England," "Scotland," "Wales," and "Ireland".

Following the initial compilation of literature found, duplicates were removed via a manual approach. An annotated bibliography was created to verify the relevance of the remaining articles. Articles that did not meet the inclusion criteria were removed. A total of 243 sources were found and reviewed against the inclusion criteria, leaving 87 scholarly sources.

International students' experiences of gender-based violence in Canada

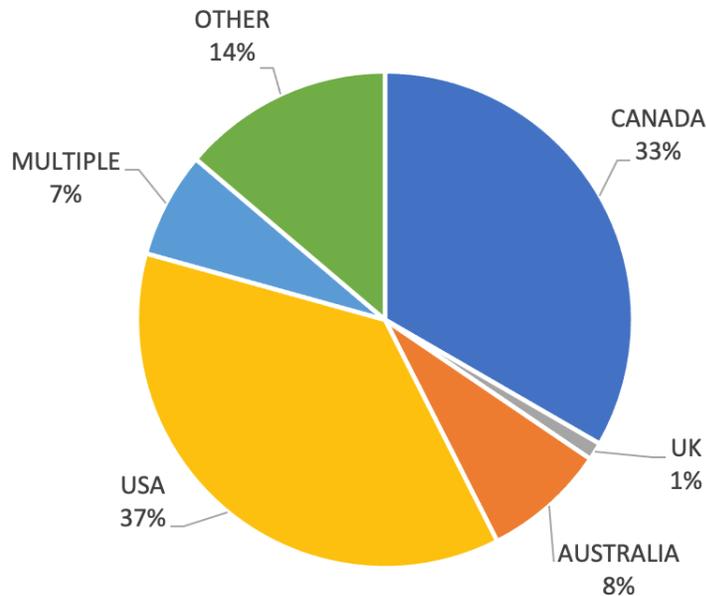


Figure 4. *Distribution of origin for 87 articles included in this study.*

Of the articles identified, twenty-nine were about international students living in Canada, one in the U.K., 32 in the U.S, and 7 were about international students in Australia (refer to Figure 4). The remaining 18 articles were regarding international students from multiple countries (6) or in other countries such as Netherlands, India, USA, China, Norway, Belgium, Lithuania, and Indonesia (12) (refer to Figure 4).

Recurring themes that arise across empirical articles, academic institutions, news articles, and government documents are insufficient literature, vulnerability to sexual and labour exploitation, cultural barriers, neo-racism, language barriers, immigration and administrative barriers, and insufficient aid. These recurring themes impact international students' well-being, safety, and vulnerability to GBV. We found that 20% of the included literature focused on the prevalence of GBV (within international students, domestic students, and other populations), 21% focused on the causes of GBV, 11% focused on the impact of GBV, 11% focused on available supports, 6% focused on gaps in policy, research and practices, and 31% focused on other topics (i.e., research on international students regarding their mental health, statistics on international students) (Figure 5). To elaborate further, of the 20% of included literature (17 articles) that focused on the prevalence of GBV, only 47% (8 articles) were regarding international students and GBV. Articles regarding international students and GBV made up for only 9.2% of the total scholarly literature included. The findings highlight the limited literature on GBV in relation to international students, indicating a significant gap in research and understanding in this area.

International students' experiences of gender-based violence in Canada

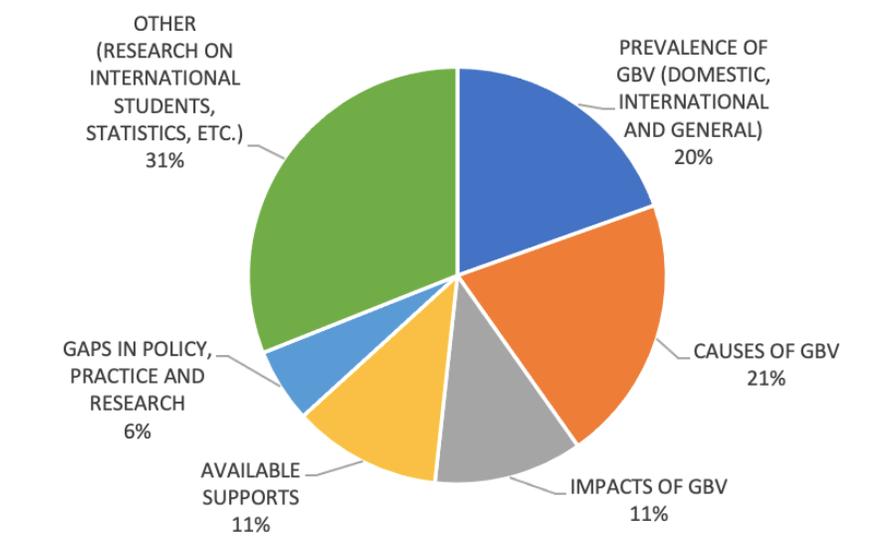


Figure 5. Pie chart of included literature in scholarly review.

Non-scholarly sources were located by using a string of relevant search terms combined using Boolean operators (AND, OR, NOT) input into Google, Canadian post-secondary institution websites, relevant organizations' websites—identified through referrals from stakeholders, participation in the International Student Experience Summit at Sheridan College held in July 2022, or references from sources that had already been located—and media sources that specialize in higher education. Each source was looked at for references related to authors, reports, and articles that could also be included in the review.

We located 56 non-scholarly sources published between 2011 and 2023. Non-scholarly work included organizational resources, institutional reports, policies, programming, and blog posts, news articles, and a documentary. Thirty-nine sources are situated in the Canadian context. To supplement gaps in Canadian data such as extent of GBV among international students, types of GBV, and impacts of GBV, we looked for sources in other western countries hosting international students and found 11 Australian sources and seven American sources (Figure 6). We found two Canadian organizational reports Grewal & Kim (n.d.) and MOSAIC BC (2021) that delved deeper into the impacts of GBV on international students.

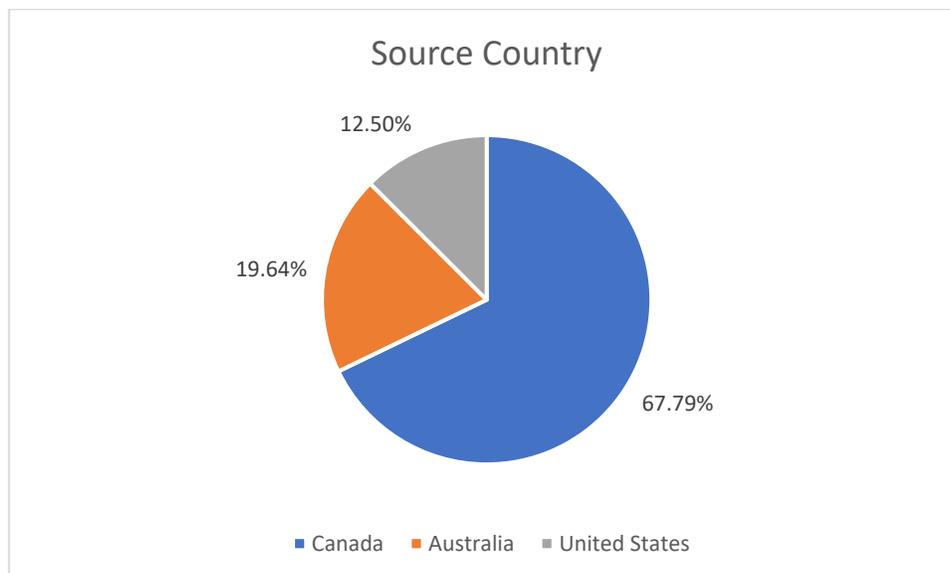


Figure 6. Distribution of origin non-scholarly materials included in this study.

International students' experiences of gender-based violence in Canada

Review of reports and documents from, community organizations, media, and postsecondary institutions reveal the extent of GBV among international students, its underlying causes, impacts, supports available, gaps in policy, practices, and research, and implications of the findings. Recurring themes are: financial insecurity, immigration status, isolation, and cultural differences. We found that 25% of sources included in this review discuss the extent of GBV among international students, 57.14% explore underlying causes of the issue, only 14.29% of sources mention impacts of GBV that international students might face, 39.29% mention supports available for students, and 28.57% of sources found point out gaps in policy, practices, and research (refer to Figure 7). Unsurprisingly, several sources mentioned more than one category. International students are found to be disproportionately vulnerable to GBV because of financial insecurity, precarious immigration statuses, isolation from campus and local communities, and real and perceived cultural differences.

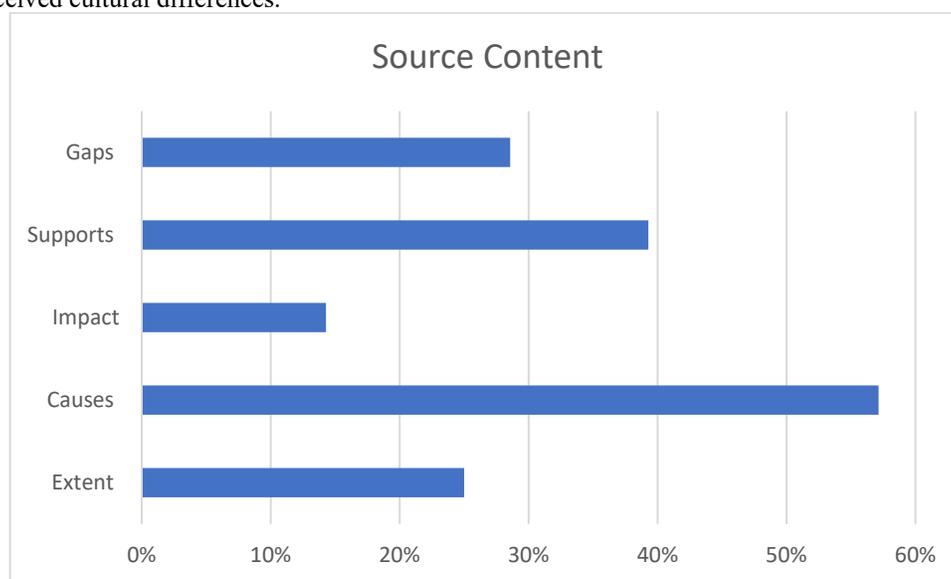


Figure 7. Distribution of non-scholarly works included.

Results

Despite the limited scholarly and non-scholarly resources, we gained important insights on international students' experiences of GBV. This section presents the findings of our scoping review.

Extent of GBV among international students in Canada

International students encounter barriers in reporting and accessing support services resulting in lower rates of GBV reporting (for instance, Australian Human Rights Commission, 2017; Grewal & Kim, n.d.; Heywood et al., 2022; Jack, 2023; MOSAIC BC, 2021; One Voice Canada, 2021; Pottie, 2023). As a result, the existing numbers do not accurately reflect the true extent of GBV experienced by international students (Crace, 2017; Hutcheson & Parsons, 2022). Through this scoping review, we found that current work on prevalence of GBV among international students in Canada is based on self-reported data from either small-scale studies or from organizations outside of post-secondary institutions such as Apna Health (2021). There is no systematic sustained study of international students' experiences of GBV even though many reports on GBV in Canada (for example, Grady, 2020; Ministry of Advanced Education, 2021) highlight international students—as a homogenous group—as a vulnerable and at-risk population. Efforts to identify the core aspect of this issue fall short outside of information campaigns and workshops that vaguely recognize that international students might also need GBV prevention efforts.

Based on the perspectives of 65 individuals across Australia and the United States whose work involved providing support services to international students, Forbes-Mewett and McCulloch (2016) found that international female students were particularly vulnerable to sexual harassment, domestic violence, and sexual exploitation. Flack et al. (2015) investigated the prevalence of sexual assault victimization among American undergraduate students enrolled

International students' experiences of gender-based violence in Canada

in study-abroad programs based on a sample of 208 female students from a university in northeastern United States. Approximately 19 % of the participants experienced some kind of sexual assault during their time as an international student abroad. This highlights the concerning issue of sexual assault and the vulnerability of female students studying abroad, irrespective of the location.

The only nationally representative data on GBV among international students that we found is from Australia, where a survey conducted by the Australian Human Rights Commission revealed that 5.1% of international students (approximately 22,000 individuals) studying in Australia reported experiencing sexual assault in a university setting in 2015 or 2016, with a higher likelihood of knowing the perpetrators involved (101 East, 2018; Australian Human Rights Commission, 2017). The Commission's findings also showed that in 2016, 22% of international students experienced sexual harassment at university, compared to 27% of domestic students. International students were more than twice as likely (27%) as domestic students (13%) to be sexually assaulted on public transit. Notably, a significant proportion of assaults against international students occurred within the first month of their arrival in Australia (EROC Australia, 2018). International students also reported instances of sexual harassment at work or in professional placements (Heywood et al., 2022).

In the absence of a similar national survey, data on GBV among international students in Canada is limited to the results of a climate survey out of McGill University by Shariff et al. (2018). Among the 41.1% of the student body who participated in the survey, 28.3% of those who reported experiencing sexual harassment were international students and 30.9% of the students who reported experiencing sexual assault were international students. Although this study was based on a small sample (1260 completed responses, 28% of which were from international students), it highlights the need for focused research on GBV among the over 800,000 international students in Canada. Hutcheson & Parsons (2022) summarize the findings of and refer to a French study conducted by Bergeron et al. (2016). Bergeron et al. (2016) report that 41.6 % of international students (out of a sample of 260 international students) from Francophone universities in Quebec experienced at least one incident of sexual violence on campus. About 39 % of international students at McGill University experienced sexual harassment and 23.6 % experienced sexual assault.

Fethi et al. (2022) conducted a study in Canada examining campus sexual violence among international and domestic students. With a sample size of 6,554 students, including 764 international students, their research revealed that international students had higher odds of experiencing campus sexual violence compared to domestic students. Research on violent victimization rates among domestic and international college students in the US yielded contrasting findings. While Daigle et al. (2018) discovered a significant percentage (17.3%) of violent victimization among a sample of 403 international students, Budd et al. (2023) found, with a larger sample size (4980 participants), that international students had a lower perception of campus sexual assault risk and were less likely to be victims compared to domestic students, although international students constituted only 18.3% of the survey sample.

While some studies indicate higher victimization rates among international students, others suggest lower perception of risk and victimization compared to domestic students. In the absence of research and rich data, we can only surmise the factors leading to contrasting findings are related to cultural and contextual differences, methodological variations, heterogeneity of international student population, and campus contexts.

The scoping review did not find specific data that disaggregated GBV among international students based on gender identity, race, class, disability, sexual orientation, and religion. The lack of differentiated data makes it challenging to fully understand the extent of GBV. Several characteristics, including being a member of the 2SLGBTQ+ community, identifying as female, being young, and pursuing an undergraduate degree, are associated with an increased risk of experiencing sexual violence (Beaulieu et al., 2017). Irrespective of whether students are international or domestic, one consistent finding across studies is that female students face more GBV than their male counterparts (Budd et al., 2023; Burczycka, 2020; Daigle et al., 2018; Fethi et al., 2022; Flack et al., 2015; Forbes-Mewett & McCulloch, 2016).

Indeed, there is a significant lack of knowledge regarding the specific forms of GBV experienced by international students, including the experiences of non-binary international students and who the perpetrators are.

International students' experiences of gender-based violence in Canada

Roots and ramifications of GBV among international students

This section forms the bulk of the results' section. It is organized under the main root causes of GBV, with the first part under each root cause discussing the causes and the latter part focusing on how GBV relates back to the root cause. This is followed by a discussion of two specific impacts of GBV on international students: academic outcomes and health outcomes. The final part of the results section focuses on prevention and support strategies.

Almost two thirds (61%) of all sources we found discuss underlying causes of GBV among international students. To reiterate, the roots of GBV for this population lie at the intersection of gender and race, with inequality and neo-colonialism underpinning the current commodification of international higher education. Privileging education offered in western countries, and in turn charging exorbitant tuition fees from international students from mostly non-western countries is at the heart of the challenges and problems that international students face. The intersection of gender, race, international student status, immigration, financial and other forms of precarity that international students endure is likely to make women and non-cis conforming international students more vulnerable to GBV and less likely to report violence against them (Hutcheson, 2020). Moreover, colonial narratives play a role in sexualizing and objectifying the bodies of international women students from non-Western countries (Hutcheson, 2020; Jamal & Kaur Mucina, 2021; Krane et al., 2000; Park, 2010).

Culture, racism, & isolation

Racism, stereotypes and prejudice play a significant role in making international students vulnerable to GBV (Ahmad, 2019; Hutcheson, 2020; Lee, 2020; Lee & Rice, 2007). The cultural differences and the experience of being in an unfamiliar country further amplify this vulnerability, affecting their access to protective and supportive services, as well as the relevance and effectiveness of such services. The recent media reports on the banning of international students from utilizing food banks underscore the manifestation of cultural, racial, and social isolation within this demographic. Such restrictions perpetuate a culture of exclusion by disproportionately affecting international students, potentially driven by stereotypes or biased assumptions about their financial capabilities (Bhugra, 2023). This policy not only exacerbates the challenges faced by international students but also reinforces systemic inequalities, contributing to their sense of isolation within the host community (Lupton, 2023). Research points out high levels of food insecurity among this student population (Ibiyemi et al., 2022; Sivapalan and Khan, 2021).

Reports show that many international students are inadequately educated about sex, domestic violence, and sexual violence, as well as stigma (Kamal Khanum, 2019; MOSAIC BC, 2021). This does not mean that international students do not understand what GBV is. Instead, they are vulnerable to misconceptions about GBV such as the misperception that only rape qualifies as sexual violence which can cause them to minimize their victimization, and they are less likely to find supportive, accessible services that make them feel comfortable and validated (Grewal & Kim, n.d.; MOSAIC BC, 2021).

International students become targets of prejudice at times of crisis such as during the recent COVID pandemic. In a study exploring the social stigma surrounding Asian international students during COVID-19 in the U.S., it was found that after COVID-19, Americans thought of Asian international students as "scapegoats, bearers of disease, cash cows, and political pawns" (Yao et al., 2022, p.1034). When it comes to GBV, the foreign status of international students presents them as "exotic" individuals, increasing unwanted sexualization and stereotypes regarding these students ((Ahmad, 2019; Hutcheson, 2020; Lee & Rice, 2007; Shariff et al., 2018; Yao et al., 2022). International students find themselves unduly blamed and stigmatized in the discourse surrounding issues such as housing crises and food bank shortages (Bhugra, 2023; Lupton, 2023). This scapegoating reflects broader societal dynamics, where vulnerable populations, including international students, become the focal point of blame. Such framing not only obscures the complex socio-economic factors contributing to these issues but also exacerbates the social isolation and discrimination experienced by international students (Su et al., 2023). In academic circles, there is a growing awareness of the need to challenge these unfounded narratives, advocating for research-informed discussions that address the structural issues underlying housing and food insecurities faced by international students, rather than perpetuating stereotypes that contribute to their marginalization.

Literature outside of Canada point to similar themes. International students in Australia reported feeling too embarrassed or ashamed to report sexual harassment or sexual assault. In the case of sexual harassment, some

International students' experiences of gender-based violence in Canada

international students reported that they did not realize what they had experienced was harassment and thought it might be part of Australian culture (Australian Human Rights Commission, 2017). The Red Zone Report (EROC Australia, 2018) found that disclosing assault in a second language is difficult, especially when technical terms are involved or required (for example, vulva, penis, anus, rape, consent).

Reports from the United States note that stigma and lack of sexual education in international students' home countries could add barriers to discussing GBV (Cobler, 2014), and international students often do not understand that they had experienced misconduct or abuse, as per Title IX regulations² meant to protect students in American post-secondary institutions (Folts & Sanina, 2022). At the same time, international students are not a homogenous category. Apart from individual differences, there are differences in political, economic, socio-cultural, age, and gender contexts and thus are likely to engender different levels of sensitivity and understanding of appropriate and healthy gender behaviour. Many international students may already have experienced GBV in their home countries. For example, students from India may have experienced gender regressive practices and behaviour, son preference, gender discrimination, inequality, and violence (Harris et al., 2020; Shetty, 2022) or targeted due to their nonconforming sexual/ gender identities.

The literature tends to point to international students' naivete as a root cause of vulnerability to GBV, which fails to understand structural causes of GBV and wrongly blames international students for not understanding their host country contexts. Johal (2022) writes that, international students can possess the misconception that industrialized, Western countries like Canada will have less violence or more resources than students' home countries, which might cause naivete among incoming international students in turn putting them at risk. Hoock et al. (n.d.) found that international students in Pittsburgh, Pennsylvania are targeted for GBV because of perceived vulnerability due to inexperience with host culture, which Yercich et al. (2023) corroborate with Canadian evidence.

The danger of relying on anecdotes, such as the notion that international students deliberately become pregnant in Canada as a means to secure permanent residency and citizenship, lies in the perpetuation of harmful stereotypes and misinformation. This narrative oversimplifies complex immigration processes and fails to recognize the diverse motivations, aspirations, and challenges that international students face. More importantly, this narrative fails to consider the potential adverse consequences, as health insurance coverage for pregnancy and related complications may not be comprehensive for all international students, further emphasizing the need for a more informed and compassionate discourse on the challenges faced by this demographic (The Real Canadian Experience, 2021).

Yercich et al. (2023) argue that within international student communities, there can be a feeling of newfound freedom among male and female international students who now are living away from their families and home cultures, encouraging them to engage in riskier (sexual) behaviour which opens them up to potential GBV. However, being ignorant of GBV and newfound freedom on college and university campuses are not unique to international students, and do not sufficiently account for increased vulnerability that international students face when it comes to GBV.

International students, especially those who come from collectivist cultures that emphasize interdependencies (Hofstede & Bond, 1984) are largely isolated because of their unique experiences in Canada (and other host countries) and having moved away from informal supports such as family in their home countries (Allimant & Ostapiej-Piatowski, 2011; Kale, 2021; MOSAIC BC, 2021). Chira (2013) found in a small study of international students in Atlantic Canada that participants overwhelmingly rely primarily on co-nationals for friendship and support; however, most international students interviewed were disappointed by this and wished to have a fuller network including Canadian friends. Isolation is therefore not always voluntary and is often due to language barriers, cultural differences, and social exclusion. At the same time, being alienated from domestic students and ghettoized with students from the same cultural/gender contexts may reproduce inappropriate gender/sexual behaviour around consent, male privilege along with a lack of awareness around consent and rights in Canada.

GBV results in further isolation and loneliness for international students. Additional impacts of GBV include psychological or social impacts such as fear and aggression, anxiety and depression, confusion or amnesia, feelings of grief, guilt, and shame, phobias such as social phobia, obsessive compulsive behaviour, PTSD, self-harm or

² Title IX states that no person in the United States shall be excluded, denied benefits, or subjected to discrimination of any education program or activity receiving federal financial assistance on the basis of sex.

International students' experiences of gender-based violence in Canada

suicidality, substance abuse, fear of intimacy, sexual dysfunction, or dependence on others which contribute to further isolation of international students who experience GBV (Grewal & Kim, n.d.; MOSAIC BC, 2021). One Voice Canada's (2021) report titled "The Realities for International Students: Evidenced Challenges" draws attention to the distressing trend of increasing suicides among international students in Canada (also Rumneek, 2023; Sasitharan, 2023). While the causes and gender of the international students are not available, the unsettling reality is that a portion of these international student fatalities may well be linked to suicides resulting from GBV. It is plausible to posit that incidents of GBV and suicide may be intricately linked to a confluence of diverse vulnerabilities and risk factors discussed in this report, suggesting a complex interplay of various elements that contribute to these distressing outcomes.

Survivors of GBV often turn to mothers or female peers to disclose their experiences; however, international students are more isolated and do not always have this option (Lee, 2019). For international students who are from "face saving" cultures, where family appearances are important social capital, survivors also might not disclose to their families back home because of shame (EROCA Australia, 2018; Ma et al., 2021). International students experience a lack of social support in general which makes them more vulnerable to exploitation and violence and the repercussions of violence often more damaging (Apna Health, 2021; Grewal & Kim, n.d.; Yercich et al., 2023).

Heywood et al. (2022), in Australia's National Student Safety Survey, found that international students were more likely than domestic students to report "I didn't want to get anyone into trouble" (21.0% compared with 13.3%) or "I was worried it would affect my studies or career opportunities" (17.2% compared with 10.1%), but less likely to report "I did not think I needed help" (51.3% compared with 62.1%). This group is less likely to formally report sexual harassment or sexual assault as they do not know who to make a formal report to (Australian Human Rights Commission, 2017). Once again supplementing Australian data to understand the context of international students in Canada experiencing GBV, highlights isolation, fear and shame as central barriers to accessing protective services and reporting GBV, despite often recognizing that they need support.

Existing campus supports are also underutilized by international students because of barriers such as shame, cultural and community beliefs, language and comprehension barriers, and lack of awareness of support. Furthermore, bias and discrimination from service providers, concerns over confidentiality, victim blaming (individually, collectively and institutionally), and unsatisfactory past experiences with university services also play a role in underutilization (Yercich et al., 2023). This additionally creates a cycle of silence and vulnerability that reinforces perpetrators' perceptions that international students will not report violence or access support, which contributes to further risk of GBV. This indicates that Canadian on-campus services are inadequate to make international students feel comfortable and supported, which is a disservice to international students who are being targeted for GBV and must be addressed.

Lack of understanding of reporting procedures and protective policies bar international students from accessing formal support when they experience GBV, which contributes to isolation that international students already experience. VanTassel (2020) and Joshī et al. (2013) found that international students in Canada expressed a lack of knowledge surrounding sexual assault and Canadian university policies, and experienced anxiety about the university's services and prevention procedures. International students can experience disenfranchisement when they are not properly supported or educated on campus services, leading to further isolation, fear, at a time when they are already adjusting to a new culture and country (Hechanova-Alampay et al., 2002; VanTassel, 2020). Post-secondary institutions are responsible for these oversights.

As Yercich et al. (2023) point out, international students often experience bias, discrimination, social stigma, racism, and victim blaming with university services. Health and violence prevention services can also perpetuate discrimination and stigma. When international students experience GBV and various impacts of GBV, particularly physical and sexual health impacts such as physical injuries and sexually transmitted infections, they often need to access services where they might experience language and comprehension barriers, stigma, victim blaming, service providers who are unwilling to be patient with international students, and further victimization that is unique to international students' situations. Health and violence prevention services, ostensibly designed to offer support, may perpetuate discrimination and stigma. Barriers that international students encounter can encompass language and comprehension challenges, pervasive stigma, potential victim blaming, and service providers who may exhibit impatience with international students, contributing to a distinct form of victimization. Additionally, experiences with

International students' experiences of gender-based violence in Canada

rape crisis centers and interactions with law enforcement officers may, at times, retraumatize and revictimize international students, as biases held by officers may insinuate promiscuity, thereby compounding the victim-blaming phenomenon. The existence of these challenges underscores the imperative for cultural sensitivity training within these entities to ensure a trauma-informed and empathetic response to the unique needs of international students facing GBV. Addressing these systemic biases is paramount for cultivating an environment wherein survivors, specifically international students, feel secure in seeking assistance without apprehension of further trauma.

Underreporting

Despite the widespread recognition of the long-term impacts and negative health consequences, GBV remains significantly underreported on a global scale. The literature we examined highlights the persistent theme of underreporting of GBV among international students. This not only hampers our ability to accurately assess the true extent and nature of GBV but also undermines the effectiveness of criminal deterrence measures and support. Underreporting does not directly cause GBV; rather, underreporting can have several indirect consequences that can contribute to further GBV. Underreporting is influenced by various factors, including social stigma, fear of reprisal, lack of trust in institutions, cultural barriers, and systemic issues. In addition to emotions of shame, embarrassment and guilt, victim blaming is not uncommon (i.e., where the woman is blamed for not protecting her virginity), which contributes to victims' hesitancy to report their assault and/or reach out for help (Lee et al., 2005). Addressing underreporting requires efforts to create a safe and supportive environment for survivors to come forward, combat stigma and victim-blaming, strengthen legal and support systems, and raise awareness about GBV and its consequences.

Across Canada, U.S.A. Spain and Australia, international students' experiences of GBV can go unreported due to social norms in their respective cultural backgrounds (Apna Health, 2021; Aubert and Fletcha, 2021; Brubaker et al., 2017; Forbes-Mewett & Mcculloch, 2016). This reluctance to report GBV amongst international students is specifically hindered by feelings of social stigma, guilt and shame (Apna Health, 2021; Forbes-Mewett & Mcculloch, 2016). As Forbes-Mewett and Mcculloch (2016) note, the reluctance to report GBV is further hindered by fear of the repercussions (such as deportation) associated with filing a report, letting the family down and/or embarrassing them, and fearing that their safety or their family's safety may be at risk (for example, in intimate partner violence, the perpetrator may retaliate or attack not only the victim but their supporters as well in order to isolate the victim) (Alasmari et. al., 2022).

Financial precarity

As we unravel the complex web of causes underlying GBV experienced by international students, financial insecurity seems to be at the crux of the exploitation and risky situations that these students often find themselves in which in turn expose them to GBV. To understand how financial insecurity leads to GBV, we first discuss the financially precarious situations that most international students find themselves in.

International students not only face the burden of exorbitant tuition fees in Canada, but they are also required to pay immigration fees, often send money back to their families, and struggle to find adequate and affordable accommodations, all of which contribute to financial insecurity (Heck, 2021; MOSAIC BC, 2021). International students are also vulnerable to exchange rate fluctuations and face restricted access to financial aid and government assistance programs. A high proportion of international students do not have adequate financial resources to take care of the steep tuition fees, high cost of living and remittances. International students are ineligible to apply for most scholarships and funding opportunities and must rely on employment, high interest loans from home, and cost cutting measures such as living in overcrowded apartments and forgoing meals to make ends meet.

Even before travelling to Canada, international students are at risk of exploitation and abuse. Recruiters for career colleges in Canada have been criticized for financial abuse of prospective international students (Baksh et al., 2022). This could put international students at risk of financial precarity and immigration misinformation, which are underlying factors that contribute to GBV. The Office of the Auditor General of Ontario found that public colleges in Ontario have limited oversight or power over recruitment agencies. This is perhaps even worse for private colleges in Canada; private colleges are often predatory and take advantage of prospective international students' desire to come to Canada and lack of knowledge of the Canadian context (Baksh et al., 2022; Edwardson, 2022). The extent of

International students' experiences of gender-based violence in Canada

exploitation and misinformation needs to be studied further in order to truly understand international students' contexts and vulnerability when they arrive in Canada.

Bringing international students to countries such as Canada is an unregulated market, in which everyone profits except the student at least in the short term.³ For instance, various companies in India assist individuals in applying to universities and colleges abroad, lending money for tuition, teaching students required languages, and providing consultations for the immigration process resulting in a lucrative business (Bascaramurty et al., 2021). Many of these companies routinely provide false promises, misleading information, exaggerate the chances of admission to prestigious universities, job prospects, or potential immigration opportunities, creating unrealistic expectations among students, and in some instances legal woes for the international students (for example HT, 2023; Vasudeva, 2023). They often charge high fees for their services, such as application assistance, visa processing, language training, or exam preparation while also inexplicably inflating fees, increasing the financial burden on students and their families prior to departure. Once students arrive in Canada, the academic institutions, property owners, and employers benefit financially while the student's financial burden worsens (Bascaramurty et al., 2021). Over the next 2 years, the IRCC is enhancing international student recruitment effectiveness by introducing mandatory verification of letters of acceptance directly between IRCC and designated learning institutions. These measures aim to streamline processes, strengthen partnerships, and address fraud, but their impact on the overall quality of life for international students within Canada remains to be observed, emphasizing the need for ongoing evaluation and analysis (IRCC,2023).

International students are typically targets of wages lower than the legal minimum due to their perceived lack of experience and immigration status (El Masri & Khan, 2022; Kaur, 2022; One Voice Canada, 2021). In turn, due to the low wages, international students work in excess of 20 hours, which until November 15, 2022 was in violation of their student visas (Kaur, 2022; One Voice Canada, 2021). In November 2022, the cap of 20 hours per week on legal working hours for international students with select work permits was removed as a temporary measure (IRCC, 2022). This cap was identified as a major source of exploitation (Kaur, 2022; One Voice Canada, 2021). Furthermore, the restricted work hours contributed to an environment conducive to workplace sexual harassment (Apna Health, 2021). While the removal of the cap of 20 hours of legal work could have made work more accessible, it is unclear if and how it has reduced the exploitation of international students through low wages.

Companies are often hesitant to hire international students due to their unfamiliarity with the host country, young age, and (citing) lack of professional experience (Kaur, 2022). This puts international students at the mercy of whoever is willing to hire them, making them extremely vulnerable to labour exploitation (Kaur, 2022; One Voice Canada, 2021). Coffey et al. (2021) studied the experiences of three female international students working at a hospital in Australia in 2020. These international students worked through COVID-19 in healthcare and described instances of racial discrimination, the exploitative nature of their work, and even having to work "with a creep", due to the lack of financial stability during the pandemic. The groundbreaking legislation eliminating the requirement for Canadian work experience in over 30 occupations in Ontario, including regulated professions such as law, accounting, architecture, engineering, electrical, and plumbing, signifies a significant stride towards reducing barriers for international students. The removal of the Canadian experience requirement, starting with Professional Engineers Ontario (PEO), sets a precedent for enhanced career opportunities and professional integration for international students seeking to contribute their expertise in the Canadian workforce and to foster a more inclusive and equitable environment that recognizes their skills and qualifications (Jones, 2023).

Students in a financially insecure position can experience sexual exploitation by locals or property owners offering "free" rental living in exchange for sex, or truck drivers who drive students through the Hamilton-Windsor belt (Apna Health, 2021). Sex for money is reported to be common among international students who are in financially precarious situations (Heck, 2021). Furthermore, Johal (2022) found that students in this cohort living in Canada have complained about propositions for sexual favours by abusive employers and property owners, as well as unwanted or unplanned pregnancies. Survivors of trafficking and sexual violence are disproportionately girls and women, making this a deeply gendered issue. Inadequate money and contraception compounded by barriers to integrating into Canada sufficiently, social stigma, inequities in and inaccessibility to health coverage, and lack of support systems may lead to unwanted pregnancies, further isolation and greater vulnerability (Apna Health, 2021).

³ One could argue that international students are willing to spend exorbitant sums on their educational experience in Canada in the hope of securing a good life through PR, citizenship, and employment.

International students' experiences of gender-based violence in Canada

High levels of insecurity around finances, food and housing, and other stresses noted among international students can trigger violence as a response, often against intimate partners and those perceived as weaker (Decock et al, 2016). These factors that lead to vulnerability also place international students in potentially exploitative situations such as sexual exploitation and human trafficking (Apna Health, 2021; Ricci, 2019). Financial conditions also foster dependency and insecurity that cause many GBV survivors to remain in violent relationships, be fearful of accessing support and “rocking the boat,” or continue to exchange sexual favours for money or housing in order to remain financially afloat.

International students in Canada report higher rates of housing insecurity than domestic students, which is a significant factor in their vulnerability to abusive arrangements (Brunet, 2022; Simpson & Fitzgerald, 2021). Housing costs make up a significant portion of international students' budgets (Apna Health, 2021; McMaster Student Union, 2017; PRC, 2021). This is in the context of housing availability lagging behind the exponential increase in international student enrolment (Bula, 2022; Statistics Canada, 2022).

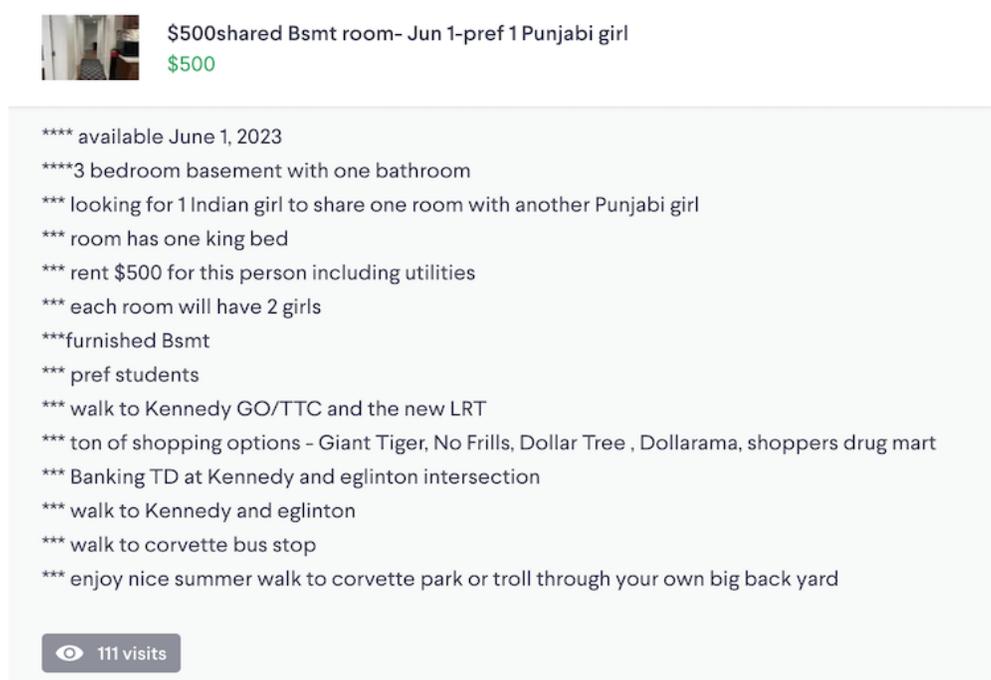


Figure 8. Screenshot of an advertisement on Kijiji for a shared room in Brampton, Ontario (Das Gupta & Su, 2023).

International students in Canada disproportionately experience severe housing abuse, discrimination, and abuse from property owners,⁴ and abuses such as overcrowded housing, illegal basement units, overcharged rent and deposits, and expectations that the student bears maintenance costs (Das Gupta & Su, 2023; PRC, 2021). Many international students experience bullying, harassment, and/or assault in connection with their housing. The Peel Region Council (PRC, 2021) reported racialized international students being abused and discriminated against by property owners. These housing conditions, which are illegal, overcrowded, and substandard, are frequently targeted at international students (refer to Figure 8 for an example). Property owners exploit their unfamiliarity with the country and temporary immigration status for their own gain (Das Gupta & Su, 2023).

While there is no data on how many international students in Canada experience violence in university owned or affiliated accommodations, Australian data is useful to supplement what international students in Canada might be facing when it comes to housing, and therefore develop comprehensive solutions. The University of New South Wales

⁴ While “landlord” is the legal term for property owners who lease property to tenants, we use the more inclusive term “property owners” in this study.

International students' experiences of gender-based violence in Canada

Human Rights Clinic (UNSW Human Rights Clinic, 2019) in Australia reported threats or assault by property owners against international students, particularly when the owner lived with the student in a head tenant/subtenant, homestay arrangement, which is an added risk factor that Canadian researchers should look into for in homestays and other common living arrangements for international students. International students in Australia experience abuse from property owners and disproportionate housing insecurity, but potentially experience heightened risk of sexual harassment and sexual assault in university owned or affiliated housing (EROCAustralia, 2018). A solution that focuses on underlying causes of students' housing insecurity and vulnerability to abuse both on and off campus is therefore critical.

COVID-19 added another layer of precarity for international students, contributing to heightened risk of GBV (Apna Health, 2021). Many international students who had on-campus housing accommodations were rendered homeless when campuses shut down (One Voice Canada, 2021). Many newcomers and international students in Canada did not have access to the Canada Emergency Response Benefit or the Canada Emergency Student Benefit, therefore experiencing financial precarity that had potential to exacerbate harmful relationships and contributing to the rise of domestic violence and "problematic dynamics within relationships" during the pandemic (Grady, 2020, para. 5; One Voice Canada, 2021). International students experienced increased housing insecurity, harmful living conditions (for example, overcrowding), financial insecurity and poverty, physical and mental health concerns, and isolation at higher rates than domestic counterparts during the COVID-19 pandemic, as well as immigration delays and travel restrictions that contributed to further insecurity and isolation (Yercich et al., 2023).

Financial impacts of GBV on international students include disrupting the ability to earn an income (both short and long term) due to time off; changes in performance at work/school; job loss; and inability to work (Grewal & Kim n.d.; MOSAIC BC, 2021). This affects students' financial positions, their ability to pay rent or send money to family back home, support themselves, and feel like they can leave abusive relationships, jobs, or housing arrangements. International students who have experienced GBV could therefore experience increased vulnerability to violence because of heightened financial precarity and dependency, contributing to the vicious cycle of abuse.

Immigration

International students experience insecurity related to immigration status and fear of immigration repercussions (Grewal & Kim, n.d.; Malankov & Mooney, 2019). It would not be an exaggeration to infer that deportation and other immigration woes are the worst fears of international students which follows that they will engage in behaviour to avoid this risk.

International students often encounter administrative and financial hurdles both before and after their arrival in Canada (Hutcheson & Lewington, 2017). If an international student fails to meet the regulations and requirements set by the host country, government, or academic institution, there is a possibility of severe consequences such as deportation. Unfortunately, there have been instances where academic institutions exploit the international students' need to comply with these regulations and stipulations (Singh, 2023). These cases are reported to be increasingly prevalent, particularly as the population of international students continues to grow and more designated learning institutions (DLIs) emerge. Some of these institutions seem to focus on enticing international students with promises of high-quality education but fail to deliver on those promises (Singh, 2023).

Many international students in Canada do not report inappropriate behaviour because they think it will cause them to be deported (Khan et al., 2019; Pottie, 2023). International students can also be dependent on abusive partners through secondary visa status or due to financial insecurity, which creates added barriers to leaving abusive conditions (Yercich et al., 2023). Navigating reporting and justice systems are especially complicated with non-citizen status, as making sense of these processes require language proficiency, understanding complex jargon, dealing with a lack of targeted services, and financial ability to pay for many of the services (Hutcheson & Parsons, 2022).

In addition, prior to November 15, 2022, study permits in Canada only allowed international students to work up to 20 hours per week off campus, unless under certain circumstances (e.g. scheduled breaks), which put many students in positions of financial insecurity and in competition with other students for on-campus jobs (IRCC, 2022). Financial precarity and economic dependency that many international students experience may result in illegal work. This puts them in a vulnerable position, and many are victims of overwork or labour exploitation across Canada (Ricci, 2019).

International students' experiences of gender-based violence in Canada

Because of the gender-related power imbalances that exist, women, gender-diverse individuals, and 2SLGBTQ+ students are at a heightened risk of experiencing abuse and exploitation. Students are less likely to leave exploitative or dangerous work environments for fear of further financial precarity, immigration repercussions, and the risk of not finding another job.

Research out of Australia and the United States illuminate further why international students might be vulnerable to GBV because of immigration status. Australian researchers have found that international students can hold the belief that they do not have protection under national laws in their host country (101 East, 2018). International students in Australia also fear immigration repercussions if they speak out about GBV (101 East, 2018; Allimant & Ostapiej-Piatowski, 2011; Kale, 2021; EROC Australia, 2018). In the United States, reports reveal international students have a lack of understanding of or unfamiliarity with protective legal and administrative policies (Fischer, 2022; Folts & Sanina, 2022) and insecurity related to immigration status and fear of immigration repercussions (Cobler, 2014; Fischer, 2022). Additionally, international students can be at risk of exploitation by their professors and advisors, primarily due to the academic obligations associated with their student permits and visas (Bloom et al., 2021; Hutcheson, 2020).

International students with academic difficulties as a result of GBV face the risk of deportation. Bonistall Postel (2020) reports how international students in the U.S. who are unable to maintain a full course load must obtain special approval in order to keep their visa status. Furthermore, in order to obtain the aforementioned special approval, international students must share details of their assault with multiple authorities and individuals to prove their need to reduce their course load (Bonistall Postel, 2020; Lin et al., 2013). This is also the case in the event that an international student wants to transfer schools, change their address, change their name, or need more time to complete their study than initially planned (Bonistall Postel, 2020). It should be noted that a reduced course load can only be requested once during the duration of an international students' education (Lin et al., 2013). More recent considerations by the IRCC indicate that international students can request a reduced course load beyond a singular instance. This flexibility is contingent upon extenuating circumstances, including medical reasons, although the documentation process may not necessarily adopt a trauma-informed approach, requiring detailed submissions such as a police report.

Taken together, these studies highlight the intricate connections between academic repercussions, immigration status, and the experiences of international students who have experienced GBV. The added pressure to maintain academic performance for immigration purposes, combined with the emotional and psychological toll of GBV, creates a heightened sense of stress, anxiety, and uncertainty among international students in Canada. Addressing these challenges requires a comprehensive approach that recognizes and supports the unique needs of international students, both academically and in terms of immigration processes, while also providing appropriate resources for healing and recovery from GBV.

Impacts of GBV on academic and health outcomes of international students

GBV has far-reaching consequences for survivors—international students are no exception—a affecting various aspects of their lives. As discussed above, international students' experiences of GBV feeds into a vicious loop of financial precarity, immigration woes, isolation, and underreporting. In this section we highlight further two interrelated effects.

Academics

One significant area where GBV affects international students is their academic performance. Brewer et al. (2018), Brewer and Thomas (2019), Jeffrey et al. (2022), and Klein and Dudley (2014) highlight the negative consequences of GBV on academic outcomes for both international and domestic students. For instance, Brewer et al. (2018) found that in the U.S. undergraduate students who experienced intimate partner violence were more likely to have lower GPAs and encounter higher academic issues, irrespective of their sexual orientation. Findings from this study and others hold true for international students as well. International students who experience GBV are also susceptible to negative academic impacts, similar to their domestic counterparts. The challenges posed by GBV, such as physical and psychological trauma, financial stress, fear, and isolation, can significantly hinder international students' ability to focus on their studies and perform academically. It underscores the need for support services and interventions

International students' experiences of gender-based violence in Canada

tailored to address the unique circumstances faced by international students who are victims of GBV, aiming to mitigate the detrimental effects on their academic success and overall well-being.

Additionally, research conducted in Canada by Khan et al., (2019), Shariff et al. (2018), and Francis et al., (2016) sheds light on the academic repercussions that international students face when dealing with the mental and emotional tolls of GBV, which, in turn, can have a direct impact on their immigration status. If international students' academic performances suffer or they need to take time off of school, this can affect their academic timelines and study permit status in Canada. This added dimension of the international student experience in Canada contributes to heightened stress, anxiety, and overall precarity among these students.

Mental health

GBV has a profound impact on the mental health of (international) students, exacerbating their vulnerability and affecting various aspects of their well-being. Survivors of GBV may experience a range of mental health issues, including post-traumatic stress disorder (PTSD), depression, anxiety, and suicidal ideation. The trauma and distress associated with GBV can disrupt their academic progress, social integration, and overall sense of belonging, leading to heightened levels of stress, isolation, and anxiety (Francis et al., 2016; Khan et al., 2019; Shariff et al., 2018). International students may face additional challenges, such as cultural and social isolation, language barriers, immigration-related stress, cultural stigma, and financial dependence, which further contribute to the adverse mental health impacts of GBV (Khan et al., 2019; Shariff et al., 2018). These factors, combined with the cultural adjustment and unique experiences of being an international student, intensify the psychological toll of GBV and hinder their access to appropriate support services (Shariff et al., 2018).

Research indicates that addressing the mental health needs of international students affected by GBV requires comprehensive and culturally sensitive support services. Providing accessible mental health resources, counseling, and trauma-informed care can help survivors navigate the complex challenges they face (Khan et al., 2019; Mori, 2000; Shariff et al., 2018). It is crucial to create a safe and inclusive environment that fosters awareness, understanding, and prevention of GBV among international student populations. Educational initiatives, cross-cultural training, and community networks can play a significant role in promoting mental well-being and empowering survivors to seek help and support (Francis et al., 2016; Shariff et al., 2018). By addressing the mental health impacts of GBV, institutions and organizations can contribute to the overall safety, well-being, and success of (international) students.

Physical health

GBV has significant implications for the physical health of international students. Survivors of GBV often experience a range of physical health consequences, including injuries, chronic pain, and reproductive health issues. The physical violence associated with GBV can result in various injuries, such as bruises, cuts, fractures, and internal trauma (Duvvury et al., 2013). Additionally, sexual violence can lead to sexually transmitted infections (STIs), unintended pregnancies, and gynecological complications (Duvvury et al., 2013; Kim et al., 2016). These physical health consequences not only pose immediate risks but also have long-term impacts on the overall well-being and quality of life of international students affected by GBV.

The trauma experienced as a result of GBV can lead to chronic stress, which has been associated with a range of physical health problems. Prolonged exposure to stress hormones can weaken the immune system, making survivors more susceptible to infections and diseases (Dillon et al., 2013). Additionally, the constant state of hyperarousal and vigilance that accompanies the aftermath of GBV can disrupt sleep patterns and contribute to sleep disorders, further compromising physical health (Coker et al., 2002). The physical health impacts of GBV can extend to somatic symptoms such as headaches, gastrointestinal issues, and musculoskeletal pain (Chen et al., 2017; Randle & Graham, 2019). These physical health consequences can not only cause immediate discomfort but also have long-term implications for the overall well-being and quality of life of international students affected by GBV.

International students face unique challenges that contribute to worse physical health outcomes related to GBV compared to domestic students. Cultural barriers, including language and unfamiliarity with local resources, fear of deportation, make it more difficult for international students to seek immediate medical attention and hinder their access to healthcare. Immigration and administrative barriers, such as visa concerns, financial insecurity and limited

International students' experiences of gender-based violence in Canada

access to health insurance compound the difficulties in affording medical care and support for the physical health consequences of GBV. Social isolation, stemming from being away from their support networks, exacerbates the impact of violence on their physical well-being.

GBV can also contribute to the development or exacerbation of chronic health conditions among international students. The stress and trauma associated with GBV can result in physical health issues such as chronic pain, migraines, gastrointestinal problems, and sleep disorders (Krug et al., 2002; Stockman et al., 2018). International students who are already managing pre-existing chronic health conditions may experience worsening symptoms or increased difficulty in managing their conditions due to the physical and emotional toll of GBV (Shariff et al., 2018). The physical health impacts of GBV further compound the challenges faced by international students, impacting their daily functioning, overall physical well-being, and ability to pursue their academic and personal goals.

Addressing the physical and mental health consequences of GBV for international students requires a multidimensional approach. It involves providing access to medical care, counseling, and support services that address both the immediate and long-term health needs of survivors. Culturally sensitive healthcare providers and comprehensive support systems can play a crucial role in promoting the recovery and well-being of international students affected by GBV.

Support

In our scoping review, we also examined current support available to international students in Canada and other western countries with high international student populations. All Canadian universities have support and resources dedicated to sexual and gender-based violence and a separate unit that focuses on international students. From the limited information we gathered from Canadian postsecondary institutions, we do not have information about GBV experiences of or support dedicated to international students experiencing GBV. The expectation may well be that international students like domestic students will reach out to student support services.

A review of literature on existing supports and key recommendations reveals that efforts in Canada to address GBV among international students is focused on addressing cultural differences and awareness, which relies on explanations of vulnerability to violence that remove agency from international students and at worst reproduces neo-racist narratives that international students are inherently naïve and pliable. Rather than assuming that international students do not understand GBV or are unaware when they are victimized, we advocate for support and programs that acknowledge the specific vulnerabilities faced by international students. These vulnerabilities, including financial instability, discrimination, language barriers, immigration-related anxieties, and limited access to relevant and empathetic services need to be addressed at their roots. This approach is more likely to be effective than further marginalizing international students. Where information is available, we strive to highlight examples of supportive programming and services that address root causes of GBV and international students' vulnerability.

Financial support

Financial support for international students experiencing GBV are not discussed in the materials we were able to find in our review; however, the temporary removal of the 20-hour work limit on study permits for select permit holders is a win for international students' labour mobility and rights (IRCC, 2022; Rho, 2022). Ensuring that international students make enough money and can afford to leave work or housing arrangements that are abusive or exploitative is critical for mitigating and preventing GBV among international students. However, a temporary removal of the 20-hour cap on working hours is not a long-term solution, and therefore more needs to be done. While this is recognized as a positive step toward enhancing international students' labor mobility and rights, it remains unclear whether this policy change has effectively reduced instances of exploitation or GBV. An ongoing evaluation and analysis of the policy's outcomes are essential to ascertain its effectiveness and guide the development of more sustainable, long-term solutions. Additionally, it is imperative to delve into the origins of the policy change. Understanding whether this adjustment resulted from input by international students advocating for their rights or if it was influenced by business interests is crucial. If businesses played a significant role in influencing the policy change it could potentially represent a conflict of interest. Businesses, particularly those that benefit from the increased availability of international student labor, may prioritize their economic interests over the well-being and rights of the students. This alignment of policy

International students' experiences of gender-based violence in Canada

decisions with business interests may result in regulations that favor short-term economic gains but fail to adequately address the nuanced challenges faced by international students, including issues related to exploitation and gender-based violence. A transparent and inclusive policymaking process, driven by a comprehensive understanding of the diverse needs of international students, is crucial for fostering a balanced and just regulatory framework.

Increases in international student population and experiences of housing-related exploitation and abuse call for a greater need for housing protection efforts (Brunet, 2022; Simpson & Fitzgerald, 2021; McMaster Student Union, 2017). This could include additional on-campus housing accommodations for international students, assistance to find suitable housing off-campus, housing mediation services that include language translation, education for international students about tenant rights, or government-led rent controls or subsidies to ensure international students are less precariously housed in overpriced and overcrowded accommodations.

The Red Zone Report (EROC Australia, 2018) out of Australia indicates that students are more at risk of sexual violence when living in accommodations owned by or affiliated with their institution. Data needs to be collected in order to investigate whether international students in Canada face similar disproportionate risks when living on campus. If so, post-secondary institutions need to commit to better oversight and regulations to protect students against violence.

Precarious housing and whether they live on- or off-campus are not sole reasons international students might experience GBV; therefore, financial insecurity writ large needs to be taken on in research, policy, and practice. GBV can occur anywhere that international students reside, which is why giving students more options and increased financial security is truly the goal, so they are able to leave abusive conditions and advocate for better treatment. The Brampton Charter (Sheridan College, 2023) once again offers practical steps to attain this level of security for international students that includes affordable housing. The Charter advocates for municipalities to consider housing and transportation opportunities for international students in their planning, support the delivery of affordable student housing through streamlined approvals, promote safe and legal rental accommodations that are subject to regular inspection and reporting, educate property owners on registration of rental units and regulations, educate international students on tenant rights, facilitating access to affordable and accessible (including multilingual) legal counsel, and allocating a percentage of international student tuition fees and revenue to financial scholarships for international students.

Allocating designated percentages of international student tuition revenue to international student support, scholarships, and services is particularly noteworthy to consider. International students are relied on heavily for post-secondary institution revenue and GDP; however, services and scholarships for international students are lacking. Increased funding allocated specifically for international students from governments and post-secondary institutions, who both benefit from international student revenue, would help international students have more options especially when they are in abusive or exploitative situations, in housing, employment, or a relationship.

In fall 2021, the City of Brampton and Sheridan College organized a Roundtable to address the unique challenges faced by international students. The Roundtable aimed to develop a comprehensive strategy to support the success of international students. Over a period of six months, a planning committee consisting of community leaders such as Indus Community Services, Punjabi Community Health Services, Brampton Board of Trade, Peel Regional Police, William Osler Health System, World Sikh Organization, International Students' Association, and Center for Global Education and Internationalization collaborated to define the issues, identify barriers and gaps, exchange research and lived experiences, and generate potential ideas and solutions. The initiative recognized the significant contributions of international students to the community and aimed to create an integrated approach to help them thrive.

In July 2022, the Roundtable held a two-day summit in Sheridan College that fostered collaboration, dialogue, and a shared commitment to enhancing international student outcomes. Over 200 participants, including government representatives, international students, researchers, education administrators, and community leaders, came together to discuss and develop strategies for improving the international student experience. The summit aimed to create seamless support for international students throughout their journey, including as prospective students, current students, temporary workers, and potential future residents or citizens. The outcomes of the summit laid the groundwork for what would be the Brampton Charter, a roadmap to position Brampton as a leader in supporting international students and implementing best practices in their education.

International students' experiences of gender-based violence in Canada

The Brampton Charter (Sheridan College, 2023) recommends key practical goals to address gaps in policy and practice that put international students at risk. While the Charter does not focus on gender issues or mention GBV, which limits its direct applicability, it offers thoughtful and direct goals and actions for the safety and well-being of international students in Canada that is unique in the literature. Regarding financial insecurity, the Charter argues for increased funding for international students, more transparency about overall cost of living, and protection against substantial increases in international student tuition and fees. The latter recommendation is critical, considering how domestic tuition is often subsidized by increasing international student tuition. The Charter also recommends work protections and opportunities for international students such as targeted experiential learning and co-op opportunities, stronger enforcement of provincial labour laws (especially as they relate to temporary work and the gig economy), provision to connect students with appropriate legal complaint and advocacy support services, and educate employers about immigration regulations and benefits of hiring international students and graduates.

While it is still early days for the Charter, the current lack of clarity on accountability mechanisms raises questions about the practical implementation of the Charter's recommendations and the extent to which all stakeholders, including educational institutions, governmental bodies, and employers, are actively adhering to its principles. Without a clear and enforceable mechanism for compliance, there is a risk that the recommended goals may be unevenly implemented or neglected by certain stakeholders, potentially limiting the Charter's impact. Further research and evaluation are essential to assess the Charter's impact, to ensure that it becomes a robust tool for safeguarding the interests and safety of international students in Canada.

Support to navigate immigration

Grewal and Kim (n.d.) articulate for students how to access law enforcement in Canada, and how legal proceedings work for GBV specifically. Khan et al. (2019) recommend inclusion of information such as aspects of Canadian immigration law that applies to GBV criminal procedures and what students can expect regarding confidentiality if they report GBV. Concerns over confidentiality is a major barrier to reporting GBV for international students because they are concerned the process for permanent residency will entail lifting confidentiality. One of the few postsecondary institutions, St. Lawrence College (n.d.) in Ontario, explains via their website law enforcement, legal proceedings, and protective orders for GBV survivors who are international students. Liu et al. (2021) suggests institutions routinely direct international students to licensed immigration specialists that many institutions employ in order for students to gain advice that is specific to their context; however, these specialists are not always prepared for disclosures of GBV or know what resources are available to students, which is a potential gap.

Australian sources (OSA, n.d.; UniSA, n.d.) and an American source (Cornell University, n.d.) give examples of student-facing immigration information for international students. They answer the following questions:

- How to access law enforcement in their host country.
- How legal proceedings work for GBV.
- How to press criminal charges as a documented or undocumented immigrant.
- Whether there are visas or extensions for crime victims to stay in their host country during court proceedings.

These resources give in-depth information for students who may have experienced GBV and are concerned about immigration repercussions or reporting procedures, especially since immigration laws are sometimes opaque and the legal system is sometimes difficult for international students to navigate because of language and comprehension barriers and unfamiliarity with the host country.

Ultimately, international students need to be assured that speaking out about GBV (or other crimes) will not put their immigration status in jeopardy or cause them to be deported. Dispelling these myths will address a large barrier that international students face to disclosing GBV and to seek help.

More government responsibility and intervention are needed, which is currently lacking. Apna Health (2021) calls for more financial support from the government to address the issue of GBV among international students, as well as a government-led central hub for international students for learning and resources. Baksh et al. (2022) and the Brampton Charter (Sheridan College, 2023) argue that the Canadian government needs to regulate predatory recruiters and

International students' experiences of gender-based violence in Canada

private colleges specifically because of allegations against international recruiters financially abusing prospective students and lack of regulation of private colleges lending an added level of vulnerability to international students.

Governments also must collaborate with post-secondary institutions in order to recognize the long-term impacts of GBV that might affect students' timeline and in turn international students' funding or visas (Khan et al., 2019). Grewal and Kim (n.d.) call out Immigration, Refugees and Citizenship Canada (IRCC) specifically for their lack of attention to the impacts of sexual assault on students' immigration prospects. According to Kemeni and Kotadia (2022), post-secondary institutions need to work alongside international students, campus services, and IRCC to develop comprehensive policies that address the needs of international students who have been affected by GBV, including study permit extensions and leaves of absence. They also argue that international student survivors need formal immigration protections.

The Brampton Charter (Sheridan College, 2023) suggests that to sufficiently protect and support international students, all levels of government must strive for well-defined and transparent pathways to security and citizenship. This requires the IRCC to provide "timely, accurate and plain-language information" to international students on immigrant matters. This must include information on reporting GBV and criminal proceedings while in Canada on a study permit to address fears of deportation or repercussions that international students have reported. The Charter echoes Kemeni and Kotadias (2022) recommendations for further collaboration and calls on the IRCC to partner with regional and municipal governments to provide increased access to and awareness of community and public health resources to ensure a safe and successful transition to permanent residency. It is also recommended that all levels of government commit to increased transparency and streamlining of services and immigration resources.

Currently, IRCC is committed to a review of the International Student Program (ISP), integrating Gender Based Analysis (GBA) Plus considerations and tools (IRCC, n.d.). GBA Plus is said to be an analytical process employed by the Canadian government, providing a rigorous method for assessing systemic inequalities based on gender, race, ethnicity, religion, age, and disability. It is focused on reviewing disaggregated data on study permit holders and Post-Graduate Work Permit (PGWP) holders broken down by gender, age, and country of origin. Additionally, IRCC has committed to a unique collaborative partnership between settlement and anti-violence sectors to support newcomers to Canada in situations of GBV. There appears to be no acknowledgment of international students' experiences or risk of GBV, which is a critical gap. The IRCC claims to have a framework for data collection and supportive education and programming but has yet to mobilize funds and efforts to fully and directly support international students.

Cross-cultural empathy and culturally sensitive support

Awareness of issues and vulnerabilities that international students face is important for GBV prevention and fighting isolation among students (Heck, 2021; VanTassel, 2020). This can include educating the wider campus community of GBV among international students and fostering cross-cultural empathy and collaboration that might mitigate violence toward international students and social exclusion that they experience. Brock University, for instance, offers a GSV (Gender and Sexual Violence) Support Certificate that includes a workshop on international perspectives (Sonekan et al., 2022).

While awareness and education are recommended in the literature and represent relatively accessible solutions for post-secondary institutions to implement in the form of workshops, webpages, information sheets, and sections in student handbooks and so on (Crudgington et al., 2020; Forbes-Mewett & McCulloch, 2016), systemic problems need systemic solutions. Strategic programming can and should be utilized to complement other support for international students, especially ones that reflect international students' communication patterns, technology use, and how they find community amidst isolation. For instance, Callan (2021) writes that while international students do not tend to use platforms like Facebook, they have WhatsApp and Instagram groups, some that have up to 15,000 students connecting with each other. Callan (2021) finds, "they are connected to each other, they don't trust anybody except each other" (para. 12).

To empower the networks that international students already connect with, it is crucial to develop informed and accessible bystander training programs that cater to their specific needs. These training programs should introduce essential skills and vocabulary that normalize disclosures of GBV among peers. Recognizing that international

International students' experiences of gender-based violence in Canada

students often feel most comfortable with other international students due to shared experiences of social exclusion; the training should focus on fostering supportive relationships within these communities.

However, it is essential to acknowledge that bystander intervention strategies may need to be adapted to different cultural contexts outside of North America. Cultural factors influence perceptions of appropriate intervention and the content of bystander training. To ensure effectiveness, bystander training programs should take into account the cultural norms and expectations of the international student population they are targeting. The *BYSTANDER* (2023), Grewal and Kim (n.d.) and VanTassel (2020) highlight the importance of tailoring bystander training to address different cultural standards and content.

By implementing bystander training programs that are specifically designed for international student networks, institutions can empower students to take an active role in preventing and addressing GBV. Equipping them with the necessary skills, vocabulary, and cultural sensitivity will contribute to the normalization of disclosures and the creation of a supportive environment. These efforts not only promote bystander intervention but can also foster a sense of community and enhance the overall well-being of international students.

It is important to consult with international students when formulating interventions and services for GBV prevention and education. Janse Van Rensburg et al., (2021) suggest what they call a Coalition Model for sexual violence prevention, education, and services, involving individuals with a variety of lived experiences including international students specifically at every stage of program design and implementation. British Columbia's Ministry of Advanced Education also comes to this conclusion (Ministry of Advanced Education, 2021).

International students should have access to proactive information regarding institutional GBV policies and services at educational institutions and culturally appropriate education (Francis et al., 2016). A central critique in the literature is that GBV support services and prevention education is not culturally appropriate or accessible, in part because of language and comprehension barriers as articulated above, but also because cultural expressions and experiences of violence often differ (Malankov & Mooney, 2019; NAPIESV, 2021). Templates, training, and programming needs to address the specific needs of distinct groups, including international students (Crabb et al., 2019). International students are treated as a homogenous group and are often not featured specifically in GBV policies; "As a result, key variables that may put women international students at an increased risk of experiencing such violence are neglected (e.g., race, ethnicity, socioeconomic status, country of origin)" (Yercich et al. 2023, page 11).

A good example is the collaboration between Brock University's Gender and Sexual Violence office and Brock International in developing programming specifically for international students. These initiatives include events where information and resources are shared, as well as the creation of safe spaces for discussions on the unique experiences and challenges faced by international students (Sonekan et al., 2022). While these smaller-scale programs address some information gaps, they serve as an initial step for institutions to recognize and acknowledge the distinct vulnerabilities that international students encounter. Campuses should conduct research to identify priority needs, recognize the potential barriers international students face when accessing traditional reporting mechanisms and institutional support systems, such as law enforcement (Hooek et al., n.d.; Malankov & Mooney, 2019). Raising awareness about the issue and advocating for increased funding and training for specialized services tailored to international students are also crucial (One Voice Canada, 2021).

Information on GBV for international students ought to use simple, plain language (Malankov & Mooney, 2019; VanTassel, 2020). Two reports—one Australian and one American—reveal that English consent and violence prevention training is currently inaccessible for international students (Kale, 2021; NAPIESV, 2021). To aid language comprehension, it is recommended that post-secondary institutions work to ensure that international students understand key definitions (Bekmuratova et al., 2012; OSA, n.d.), are translated into main non-English languages spoken on campus (Sexual Violence Support & Prevention Office, n.d.; VanTassel, 2020), and give concrete examples of GBV in relationships (Grewal & Kim, n.d.; Khan et al., 2019). Concepts used to speak of GBV, such as consent, or vocabulary related to hook-up culture or sex and dating norms, need additional context, as opposed to straight translation, as they may be concepts that international students have not discussed (Bhanot & Senn, 2007; Fischer, 2022). GBV prevention and education materials at many post-secondary institutions, particularly sexual violence education, are often explicit and discuss sex candidly. However, VanTassel (2020) found that international students are more receptive to and prefer when materials and programming do not include "explicit content" (page 2). Khan et

International students' experiences of gender-based violence in Canada

al. (2019) recommend that post-secondary institutions revisit and rewrite sexual violence policies that employ a settler-colonial perspective and legalistic language, which alienates international and Indigenous students.

There is also a need for more off-campus community resources (Apna Health, 2021; Hutcheson & Parsons, 2022). To meet this need, some organizations and projects across Canada have contributed efforts or resources. Punjabi Community Health Services offers support network development for international students, ensuring some support to combat some of the vulnerability international students face (Apna Health, 2021). Laadliyan's Udaari program supports female South Asian international students in the Greater Toronto Area by connecting them to resources related to sexual and mental health, immigration, legal education, food security, and professional development (Laadliyan, n.d.). MOSAIC, an organization in British Columbia, has developed free training materials and offers workshops for staff at post-secondary institutions to build capacity to respond effectively to international students' disclosures of sexual assault (Lee, 2019). Possibility Seeds, a Canadian national project, has developed a guide for post-secondary institutions on how to put together GBV tools for international students, organized into frequently asked questions (FAQs) that international students ask (Liu et al., 2021). The guide includes tips for answering these questions, sample FAQ answers using a fictional post-secondary institution, and clarifying definitions.

International students face social exclusion, stigma, and language barriers that cause them to be most comfortable amongst their peers. Peer-to-peer campus advocacy and support are important for ensuring international students are comfortable and reached where they are (Aljaberi et al., 2021; Human Resources Committee, 2022; VanTassel, 2020). Partnering with campus student organizations or transnational services is also recommended (NAPIESV, 2021). Malankov and Mooney (2019) offer recommendations for community services providing outreach on GBV to newcomer groups, which can be applied to international students. Best practices include sharing information and holding events where newcomers typically are and looking for "side door" events on topics such as employment or parenting to share information about GBV. Additionally, provision for one-on-one support at events is critical for potential disclosures from survivors or bystanders. The same logic can be applied to post-secondary campuses; having a presence at events that are more accessible to international students and offering information and confidential support could be a good way to educate and give resources to international students who might be experiencing abuse.

The Australian Human Rights Commission (2017) found that international students in Australia are more likely to seek support from their university or campus security than domestic students, which has implications for university services. International students are less likely to pursue formal reporting (Australian Human Rights Commission, 2017); however, are more likely to seek immediate help from campus supports. Campus security is more accessible to students who live in student accommodations and are more visible to students looking for help, given campus security personnel often wear uniforms and have on-campus offices. While we are unaware if this is already happening or to what extent, Canadian institutions should ensure international students have options for seeking help that make sense for where they are and match their help-seeking patterns. More research on what those patterns are is therefore critical.

Many post-secondary institutions have international offices/teams and GBV prevention and education offices/teams. While there are some examples of collaboration (Chassels, 2020; Sonekan et al., 2022; University of Windsor, n.d.), these teams rarely join forces on a regular basis to support international student GBV survivors. Sustained collaboration that recognizes the unique position of international students is needed to ensure students feel safe, supported, and equipped.

Post-secondary institutions are recommended to diversify faculty, staff, and administration so that international students feel more represented and safer among support people (VanTassel, 2020). There should also be more avenues to ask questions and get information, as well as improved complaints processes that are more accessible and easier to understand (Jack, 2023; VanTassel, 2020). Support personnel should be available to meet with international students for reporting and disclosures outside of offices or support centers that are devoted to GBV or sexual violence prevention (Birenbaum et al., 2022). The Brampton Charter (Sheridan College, 2023) recommends that culturally appropriate and multilingual health care and support should be easily accessible to international students.

While some Canadian community organizations have put together resources and recommendations on GBV among international students for post-secondary institutions (Grewal & Kim, n.d.; Liu et al., 2021; MOSAIC BC, 2021), off-campus resources specifically for international student survivors are limited. The lack of acknowledgment that

International students' experiences of gender-based violence in Canada

international students require relevant and unique services is a disservice to international students in Canada. This reinforces the notion that international students do not experience violence disproportionately and causes international students to fall through the cracks of supportive services because of language barriers, mobility issues, or thinking that local organizations are not meant for them.

Finally, international students should also be included more fully in key migrant rights movements in Canada to call for comprehensive immigration protections. Recent wins such as temporarily lifting the 20-hour work cap for international students, the expansion of the agri-food pilot offering temporary workers in the sector a pathway to permanent residency (Osman, 2023), and reducing the amount of work experience required in Canada by half for the Caregiver Immigration programs (Singer, 2023) are noteworthy. International students, however, are often isolated from other migrant workers and have unique experiences with GBV and labour exploitation. Further, as Bascaramurty et al., (2021) point out, international students' immigration status as "residents, but not immigrants; workers, but only allowed up to 20 hours of employment a week; tenants, but often not leaseholders" often means that they fall through the cracks of services and solidarity movements. International students have had a presence in organizations and movements such as Migrant Workers Alliance for Change and Migrant Rights Network, but increased solidarity among migrant organizations and international students is necessary for a strong and united front.

Health services

Recognizing the importance of addressing the health needs of international student survivors of GBV, connecting health services with their experiences is crucial. Health services not only help to treat victims of GBV but can help prevent it by providing education and awareness, implementing screening protocols, offering support and referrals, providing comprehensive care, and implementing prevention programs. By engaging in these strategies, health services can contribute to preventing GBV, supporting survivors, and promoting safer communities.

Accessing healthcare especially in Ontario, the home to the largest international student population in Canada poses unique challenges for international students, as they cannot benefit from the Canada's publicly funded healthcare system like their domestic counterparts and their student insurance may have limitations that do not fully cover the comprehensive care required for GBV survivors, including medical examinations, counseling, and medication costs (Sivapalan & Khan, 2021). In 1994, the Ontario government implemented a policy shift, discontinuing coverage for international students within the Ontario Health Insurance Program (OHIP) (Lama, 2023). Consequently, international students enrolled in universities were mandated to participate in a privately administered health insurance initiative, namely, the University Health Insurance Plan (UHIP). UHIP, being a for-profit health insurance program, provides restricted health coverage, and its acceptance is not universally acknowledged by healthcare practitioners, facilities, and clinics across Ontario. The disparity in health insurance diverges from the policies observed in other provinces, including British Columbia, Manitoba, Prince Edward Island, Nova Scotia, and New Brunswick, where international students are covered within the purview of provincial health insurance programs. Furthermore, certain student insurance plans require international students to make upfront payments for healthcare services (Sivapalan & Khan, 2021). The upfront payment requirement for healthcare services can impose a financial burden on international students, leading to delayed or denied care, limited access to providers, health disparities, and increased psychological distress, particularly for survivors of GBV.

Despite the critical importance of counselling as a support for international students who experience GBV, it remains financially inaccessible to them (Apna Health, 2021; Hyun et al., 2007; Liu et al., 2021; Pottie, 2023). Particularly when it comes to obtaining psychological assessments, which can cost up to \$3000 and are typically not covered by their student insurance (Max & Waters, 2018). Additionally, current counselling practices often lack cultural responsiveness, failing to adequately address the diverse needs of international students. This lack of understanding among therapists and healthcare providers can deter patients from seeking further treatment or make them reluctant to seek help in the first place (Ebert et al., 2019). Unfortunately, reaching out for mental health services is often seen as a sign of failure or weakness, bringing shame to both the individual and their family (Flaskerud, 1986).

When addressing the mental health challenges faced by international students, it is important to go beyond generic recommendations and consider their specific needs and circumstances. For instance, while meditation and other mindfulness practices can be beneficial for mental well-being, providing concrete information and support tailored to their specific needs or practical problems such as information around comprehensive medical care (e.g., sexual assault

International students' experiences of gender-based violence in Canada

forensics examinations – SAFE), contraception, legal support, and financial planning, may be the need of the hour in helping international students cope with their mental health challenges. By addressing these practical concerns, GBV survivors can feel more supported, empowered, and better equipped to navigate the challenges they face.

Additionally, it is crucial to acknowledge that the attitudes and attributes of healthcare providers can serve as barriers for international students, especially when seeking assistance for sensitive matters like being a survivor of GBV. The attitudes and knowledge of healthcare providers play a significant role in shaping the experiences and willingness of international students to seek help and support in such situations. Research conducted by Heise et al. (2002) highlights that healthcare professionals, despite their capacity to provide support to victims of GBV, often fall short due to being judgmental, unaware, and indifferent. Moreover, due to cultural difference, they are at times unaware of how to provide care to this particular population (Forbes-Mewett & Nyland, 2008). This can have a negative impact on patients, potentially leading them to avoid seeking care or being hesitant to return to the same practitioners.

Gopichandran and Chetlapalli (2013) and Van de Walle and Marien (2017) highlight the significance of specific qualities and characteristics in establishing trust and rapport between doctors and patients. Patients perceive doctors as trustworthy when they demonstrate qualities like personal involvement, cultural competence, approachability, and behavioral competence. Additionally, the gender of physicians can influence communication and care dynamics. Henderson and Weisman (2001) found that female physicians are more likely to provide preventive counseling to both male and female patients. Moreover, a systematic review conducted by Roter et al. (2002), which examined studies and physician reports from 1967 to 2001, revealed that female physicians tend to engage in more communication, foster active partnerships with patients, provide psychosocial counseling, and ask questions during medical visits or check-ups. These factors play a crucial role in nurturing a positive doctor-patient relationship, particularly for international students who encounter unique challenges in accessing healthcare services in a foreign country (unique challenges that are but not limited to the somatization of demographic, depressive symptoms, language barriers, and more) (Auerbach et al., 2016; Sivapalan & Khan, 2021).

To address some of these gaps in healthcare support for international students, Dr. Khan and Dr. Sivapalan at the campus clinic of Durham College and Ontario Tech University in Ontario, have been actively researching and working on improving health literacy, expanding access to family doctors and healthcare services, addressing prevalent health conditions such as anemia, thyroid disease, and vitamin B12 deficiency among international students, and bridging informational gaps in mental health, sexual health, GBV, contraception, cervical cancer screening, and the COVID-19 pandemic. By providing access to female nurses for health teaching, they have noted high student satisfaction when discussing sensitive issues such as unintended pregnancies or GBV. Their clinic currently provides mental health counselling, trauma-informed therapy, access to wellness coaches, and psychiatric consultation at no additional cost to the student; this in addition to access to a comprehensive medical examination. These services are crucial for GBV survivors to better meet their healthcare needs, enhance their overall well-being, and provide the necessary resources to overcome the barriers they face (Sivapalan & Khan, 2021).

Addressing the health needs of GBV survivors among international students requires collaboration among various stakeholders, including educational institutions, healthcare providers, student organizations, and local communities. Such collaboration can help establish comprehensive support systems that are sensitive to the cultural, linguistic, and legal contexts within which international students find themselves. Furthermore, prevention efforts must go hand in hand with survivor support. Educational institutions can play a pivotal role in raising awareness about GBV, promoting healthy relationships, and fostering a safe and inclusive environment for all students.

Implications

Ending GBV is a priority in Canada broadly and in postsecondary institutions in particular. International students are indispensable for Canada and postsecondary institutions. Yet, sadly, the well-being and rights of international students are not a priority for Canada or for postsecondary institutions. This is reflected in the limited research, policy and practice focused on international students. In some ways this lack of interest in the well-being of the 'other' visible minorities is not uncommon. For instance, there is limited research related to south Asians in Canada whether on their culture, gender norms, discrimination and violence, or mental health (Karasz et al., 2019; Lai & Surood, 2008; Postulart & Srinivasan, 2018; Srinivasan, 2018).

International students' experiences of gender-based violence in Canada

A complex web of interrelated structural factors leads to international students experiencing greater GBV than domestic students in Canada. Female international students are more likely to experience GBV than male students.

1. International students' GBV can go unreported due to cultural background, unfamiliarity with the legal system, and fear/misconceptions that it will jeopardize student visas or PR prospects
2. Financial insecurity: Debt due to the higher costs of tuition and living results in precarious living conditions and risk-taking behaviour such as illegal exploitative employment, illegal overcrowded housing, and sex for money.
3. Housing insecurity: International students report higher rates of housing insecurity than domestic students. They disproportionately experience discrimination and abuse from landlords: overcrowded housing, illegal basement units, overcharged rent and deposits, higher maintenance costs, and sexual exploitation.
4. Neo-racism and stereotypes cause this population to be targets of sexualization and GBV.
 - a. Exploitation from professors/advisors due to the academic requirements on their visas.
 - b. A culture of silence around GBV due to a lack of awareness of what constitutes sexual violence, reporting system, and support; cultural barriers; stigma; isolation; and fear of deportation resulting in a continued spiral of abuse.

While mental health of students is a growing priority, not much is known about the mental health challenges that international students face. Specifically, the incidence of GBV exerts a high toll on international students.

- 1) Academic performance and mental health suffer.
- 2) They are less likely to report GBV due to:
 - a) Barriers to reporting and accessing supports;
 - b) Lack of awareness on who to make a formal report to;
 - c) Lack of understanding of supports for students;
 - d) a culture of shame.
- 3) Thus, a vicious cycle of lack of awareness, vulnerability and GBV is reproduced.
- 4) International students experience a lack of social support, which makes them more vulnerable to exploitation and violence and the repercussions of violence often more damaging.
- 5) International students may be dependent on abusive partners through secondary visa status or due to financial insecurity.

Our scoping review has the following implications to offer:

1. Research on GBV among international students in Canada

Given the exponential growth in the international student population especially from non-western countries, Canada needs to invest in their well-being and rights as well as in research about their experiences including GBV. International students are not a homogenous group and experience GBV in unique ways based on sexuality, gender, race, class, disability, religion, regions and socio-cultural contexts they come from. The scholarly literature, reports, resources, and media sources that we located do not sufficiently account for the diversity in international student experiences across Canada, and they hold no information on which international students are particularly vulnerable to GBV or how it manifests depending on the social locations of the students. In order to appropriately tailor and target services to the international student body, in-depth research must be done that accounts for these differences. We need comprehensive, nationally representative baseline data about international students which are regularly updated to reflect the dynamics within this population and their interaction with the Canadian context. Simultaneously we need a regularly updated open access database of best practices from various stakeholders on preventing GBV and supporting GBV survivors among international students.

While international students need support services immediately and urgently, launching/ enacting policies and services as a kneejerk reaction without adequate research or based on anecdotes would prove detrimental most of all to international students. There is a desperate need for policy, practice and research to come together at the level of postsecondary institutions, communities, city, province and nationally if we truly care for international students.

In our scoping review we found the voices of international students wanting. While within Canada there is a growing recognition—however unsatisfactory—for decolonial and EDI practices across all sectors, this needs to apply to research and working with international students as well, privileging their marginalized voices, and lived

International students' experiences of gender-based violence in Canada

experiences. The feedback we received from international students in the workshop to discuss the draft report was invaluable confirming that such epistemic knowledge can lead to better informed findings, policies and support that international students need.

2. Research- policy-practice on GBV among international students in Canada

Urgent research is needed on GBV among international students to develop sound policies and practices to prevent GBV and support survivors. In the absence of a regulatory framework and the involvement of many authorities and the poor coordination among them, international students fall through the crack. This can have devastating consequences for students who are experiencing GBV and are trapped in an abusive situation that they cannot get out of. While no single stakeholder is solely responsible for preventing GBV and supporting international student survivors, the question is who is to take the lead in bringing and working together with all stakeholders. Our sense from the review of scholarly and non-scholarly sources is that it is the postsecondary institutions that are well-positioned to do so. They of course need resources to play an effective facilitator role.

- i. Postsecondary institutions should be mandated to promote international students' well-being and rights. An overarching framework at each postsecondary institutions would include all stakeholders—government (immigration, health, bylaw, higher education), private and community organizations, media members, researchers. The Brampton Charter is a baby step in the right direction. The postsecondary institutions should:
 - a. Gather and report systematic and regular data on various aspects of international students' experiences including GBV. A good quick place to begin would be to collect demographic data including immigration status of students that seek support from sexual and gender violence units. A well-built comprehensive survey on GBV is absolutely essential.
 - b. Address financial insecurity and students' dependence on property owners by providing scholarships and affordable housing.
 - c. Increase access to (emergency/ crisis) shelter for students who are financially struggling, forced to live in crowded co-ed dwellings, and are in abusive relationships/ situations.
 - d. Offer (legal) support to students in navigating the immigration system/ process.
- ii. Establish on-campus support groups for international students that offer culturally responsive counselling practices, and education about services available, legal rights and processes.
- iii. Educate all students and authorities to challenge myths/stereotypes/gender norms and promote healthy gender behaviour.
- iv. Campuses have to become truly multicultural where all students feel welcome and do not suffer from ghettoization and isolation. It is crucial to implement proactive measures that foster intercultural experiences. Initiatives such as pairing domestic and international students in collaborative study or class activities, engaging in joint projects, and participating in volunteering efforts contribute to meaningful cultural exchange. Furthermore, the introduction of activities like the "home-share" initiative, where students from different backgrounds share living spaces with Canadian families, and volunteering alongside international peers in diverse social settings not only dispels stereotypes but also promotes a sense of community. These activities not only enrich the educational experience by exposing students to a variety of perspectives but also actively contribute to building an inclusive and welcoming campus environment where all students can thrive. These activities also facilitate the development of organic relationships between students. Post-secondary institutions must also consciously avoid the assumption that international students exclusively seek interaction within their own communities, recognizing the diverse interests and aspirations that motivate them to engage in intercultural experiences across the campus community.
- v. Addressing upfront payments for healthcare services is crucial to ensure equitable access to care for international students, especially GBV survivors. Implementing alternative payment options and establishing universal health insurance can alleviate financial burdens, improve access to specialized services, and provide a sense of security and support for survivors, enabling them to seek timely medical attention, counseling, and support.
- vi. Querying newcomer agencies regarding the availability and potential dissemination of relevant data, possibly through year-end reports. This inquiry aims to ascertain the extent to which such agencies may possess valuable insights that can contribute to a more comprehensive understanding of pertinent issues.
- vii. Empower international students by:
 - a. Ensuring they know their rights, support services and processes to follow.

International students' experiences of gender-based violence in Canada

- b. Providing health education on consent, healthy gender behaviour, and strategies to reduce risks. The provision of pre-arrival information to international students in a format that is clear and linguistically accessible would ensure not only effective communication but also facilitates broader inclusivity, catering to the information needs of both students and their families.
 - c. Encouraging solidarity and collective action to strengthen students' efforts to achieve their rights and well-being. Often individual students are extremely vulnerable to independently assert their rights.
- viii. Ultimately the commodification of international education in a context of inequality and neo-colonialism has to be addressed to genuinely contribute to the wellbeing of international students and for education to be a global good. Advocating for a more equitable approach involves scrutinizing the economic model governing international education, which often results in disproportionately high tuition fees. It must delve into the structural aspects of educational financing, exploring avenues for capping tuition and fostering a more accessible and inclusive environment. Such deliberations are pivotal for recalibrating the financial dynamics of international education, thereby addressing the longstanding concerns surrounding affordability and cultivating a system that prioritizes global educational equity.

Conclusion

With this comprehensive scoping review on the intersection of GBV and international students we set out to not only fill a critical void in the discourse surrounding this urgent issue but also provided essential insights and actionable recommendations that we hope will drive meaningful change and foster a safer and more inclusive environment for international students in Canada. Recognizing the urgent need to address this issue, we meticulously examined a wide range of scholarly materials, reports, organizations, media sources, and other relevant platforms focusing on international students in Canada and countries with significant international student populations. This review will be shared with international students, researchers, university and college frontline staff, community organisations and governments agencies, to add content that the review may have missed, generate insights from different perspectives, identify gaps, and recommend actionable points for research and practice.

From a purely instrumental view international students are the proverbial geese that lay the golden eggs; therefore, Canada and postsecondary institutions need to be more compassionate and treat them well. From a rights' perspective, postsecondary institutions need to care for and promote international students' rights and well-being so they can excel in their study and flourish. Being indifferent to GBV and international students' well-being is unacceptable and does not bode well for Canada's image on human rights, gender justice, as a welcoming place for all immigrants, and for multiculturalism. And it may well affect the number of international students coming to Canada given the poor treatment and quality of life (Punwasi, 2023.)

Knowledge mobilization activities

This project produced the first of its kind comprehensive scoping review on international students' experiences of GBV in Canada. It provides an urgently needed assessment of the current state of knowledge and practice with regard to what we know about the extent and nature of GBV among international students in Canada as well as the policies and services that are available to support them. It maps gaps in research and practice which is invaluable to researchers, universities and colleges, community organisations and governments at all levels to prioritize action and resources to create a healthy and safe environment for international students in Canada.

To ensure that our scoping review is accurately reflective of international student experiences, we sought input on the draft scoping review from and involve different stakeholders across Canada to map existing information and services, to generate insights and recommendations on gaps, needs and resources in research and practice. We had hoped to host workshops for researchers, university/college support staff, community organisations and government staff who work and interact with international students, and international students in Ontario, British Columbia, Alberta (mid-

International students' experiences of gender-based violence in Canada

to west coast), and Atlantic Canada. Following a lack of response, we conducted four Canada-wide workshops, one each for researchers, community organisations, frontline staff at postsecondary institutions and international students. We had in total 16 participants.

The project output—a report and a journal article—will be shared widely to generate much needed awareness among university/college staff, governments at all levels, community-based organizations, media, the general public, and international students themselves. We also hope to create accessible materials to share widely with various stakeholders in the form of visually appealing materials, podcasts, and short videos in English and the top three languages of international students in Canada. The project will thus contribute to enriching public discourses to create a safe, healthy and supportive environment for international students.

Work Cited

Scholarly sources

- Ahmad, S. M. (2019). Islamophobic violence as a form of gender-based violence: A qualitative study with Muslim women in Canada. *Journal of Gender-Based Violence*, 3(1), 45-66. <https://doi.org/10.1332/239868019X15492770695379>.
- Alasmari, A. B. A., Frederico, M., Cleak, H., Lewis, V., & Walker, G. (2022). Prevalence of intimate partner violence among Saudi Arabian international students and their spouses. *Journal of Religion & Spirituality in Social Work: Social Thought*, 41(3), 260–279.
- Aljaberi, M. A., Alsalahi, A., Juni, M. H., Noman, S., Al-Tammemi, A. B., & Hamat, R. A. (2021). Efficacy of Interventional Programs in Reducing Acculturative Stress and Enhancing Adjustment of International Students to the New Host Educational Environment: A Systematic Review and Meta-Analysis. *International Journal Environmental Research and Public Health*, 18(15), 7765, MDPI AG. <http://dx.doi.org/10.3390/ijerph18157765>.
- Andemariam, K., Tsegai, S., Andrew, R., Dhumal, P., & Tessema, M. (2015). Work participation and academic achievement: theoretical and practical implications. *European Journal of Business and Social Sciences*, 3(11), 15–32.
- Arthur, N., & Flynn, S. (2011). Career Development Influences of International Students Who Pursue Permanent Immigration to Canada. *International Journal for Educational and Vocational Guidance*, 11, 221- 237. <https://psycnet.apa.org/doi/10.1007/s10775-011-9212-5>.
- Aubert, A., Flecha, R. (2021). Health and Well-Being Consequences for Gender Violence Survivors from Isolating Gender Violence. *Int. J. Environ. Res. Public Health*, 18, 8626. <https://doi.org/10.3390/ijerph18168626>.
- Auerbach, R. P., Alonso, J., Axinn, W. G., Cuijpers, P., Ebert, D. D., Green, J. G., Hwang, I., Kessler, R. C., Liu, H., Mortier, P., Nock, M. K., Pinder-Amaker, S., Sampson, N. A., Aguilar-Gaxiola, S., Al-Hamzawi, A., Andrade, L. H., Benjet, C., Caldas-de-Almeida, J. M., Demyttenaere, K., Bruffaerts, R. (2016). Mental disorders among college students in the World Health Organization World Mental Health Surveys. *Psychological Medicine*, 46(14), 2955–2970. <https://doi.org/10.1017/s0033291716001665>.
- Baas, M. (2014). Victims or profiteers? Issues of migration, racism and violence among Indian students in Melbourne. *Asia Pacific Viewpoint*, 55(2), 212–225. <https://doi.org/10.1111/apv.12046>.
- Beaulieu, M., Dunton, C., Williams, L. M., & Porter, J. L. (2017). The Impact of Sexual Orientation on College Student Victimization: An Examination of Sexual Minority and Non-Sexual Minority Student Populations. *Psychology*, 8, 1728-1747. <https://doi.org/10.4236/psych.2017.811114>.
- Bekmuratova, S. Z. (2012). Study of international students' definitions of, and perceptions about, domestic violence against women. [Master's thesis, Minnesota State University, Mankato]. Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato. <https://cornerstone.lib.mnsu.edu/etds/55/>.

International students' experiences of gender-based violence in Canada

- Bell, N., & Trilokekar, R.D. (2022). We just try to work with the needs in front of us: How Teachers in Secondary Schools Enact Ontario's International Education Strategy. *Comparative and International Education/Éducation Comparéet Internationale*, 50(2), 51-67. <https://doi.org/10.5206/cieeci.v50i2.13982>.
- Bennett, D., Carlo, G., Davis, N., A., Gallarza, W., & Saiz, D. (2022). Understanding Racial Attitudes Among Students and Teachers in an Ethnically/Racially Diverse High School. *Journal of Research on Adolescence*, 32(2), 417-431. <https://doi.org/10.1111/jora.12730>.
- Bhanot, S., & Senn, C. Y. (2007). Attitudes Towards Violence Against Women In Men of South Asian Ancestry: Are Acculturation and Gender Role Attitudes Important Factors? *Journal of Family Violence*, 22(1), 25-31. <https://doi.org/10.1007/s10896-006-9060-0>.
- Bloom, B. E., Sorin, C. R., Wagman, J. A., & Oaks, L. (2021). Employees, Advisees, and Emerging Scholars: A Qualitative Analysis of Graduate Students' Roles and Experiences of Sexual Violence and Sexual Harassment on College Campuses. *Sexuality & Culture*, 25(5), 1653-1672. <https://doi.org/10.1007/s12119-021-09841-w>.
- Bonistall Postel, E. J. (2020). Violence against international students: A critical gap in the literature. *Trauma, Violence, & Abuse*, 21(1), 71-82. <https://doi.org/10.1177/1524838017742385>.
- Brewer, N., Thomas, K.A., & Higdon, J. (2018). Intimate partner violence, health, sexuality, and academic performance among a national sample of undergraduates. *Journal of American College Health*, 66(7), 683-692. DOI: 10.1080/07448481.2018.1454929.
- Brewer, N.Q. & Thomas, K.A. (2019). Intimate partner violence and academic performance: the role of physical, mental, behavioral, and financial health. *Social Work in Health Care*, 58(9), 854-869. DOI: 10.1080/00981389.2019.1659905.
- Brubaker, S., Keegan, B., Guadalupe-Diaz, X.L., & Beasley, B. (2017). Measuring and reporting campus sexual assault: Privilege and exclusion in what we know and what we do. *Sociology Compass*, 11(12), e12543. <https://doi.org/10.1111/soc4.12543>.
- Budd, K. M., Ward, R. M., & Barrios, V. R. (2023). International and Domestic College Students: A Comparison of Campus Sexual Assault Victimization. *Violence and Victims*, 38(1), 77-94. <https://doi.org/10.1891/VV-2022-0035>.
- Burczycka, M. (2020). Students' Experiences of Unwanted Sexualized Behaviors and Sexual Assault at Postsecondary Schools in the Canadian Provinces, 2019. *Juristat. Canadian Centre for Justice Statistics*, 1-48. <https://www150.statcan.gc.ca/n1/pub/85-002-x/2020001/article/00005-eng.html>.
- Calder, M. J., Richter, S., Mao, Y., Kovacs Burns, K., Mogale, R. S., & Danko, M. (2016). International Students Attending Canadian Universities: Their Experiences with Housing, Finances, and Other Issues. *Canadian Journal of Higher Education*, 46(2), 92-110. <https://doi.org/10.47678/cjhe.v46i2.184585>.
- Chen, L. P., Murad, M. H., Paras, M. L., Colbenson, K. M., Sattler, A. L., Goranson, E. N., & Zirakzadeh, A. (2017). Sexual abuse and lifetime diagnosis of psychiatric disorders: systematic review and meta-analysis. *Mayo Clinic Proceedings*, 92(11), 1721-1733. <https://doi.org/10.4065/mcp.2009.0583>.
- Chen, Y. & Ross, H. (2015). 'Creating a home away from home': Chinese undergraduate student enclaves in US higher education. *Journal of Current Chinese Affairs*, 44(3), 155-181.
- Chira, S. (2013). Dreaming Big, Coming Up Short: The challenging realities of international students and graduates in Atlantic Canada. The Atlantic Metropolis Centre's Working Papers Series, Working Paper No.47 2013. <http://community.smu.ca/atlantic/documents/ChiraDreamingbigcomingupshort.pdf>.
- Chisale, S.S. (2022). COVID-19 and Ubuntu Disruptions: Curbing the Violence against Women and Girls with Disabilities through African Women's Theology of Disability. *Journal of International Women's Studies*, 24(4). <https://vc.bridgew.edu/jiws/vol24/iss4/3>.
- Coffey, J., Cook, J., Farrugia, D., Threadgold, S., & Burke, P. J. (2021). Intersecting marginalities: International students' struggles for "survival" in COVID-19. *Gender, Work, and Organization*, 28(4), 1337-1351. <https://doi.org/10.1111/gwao.12610>.

International students' experiences of gender-based violence in Canada

- Coker, A. L., Smith, P. H., Thompson, M. P., McKeown, R. E., Bethea, L., & Davis, K. E. (2002). Social support protects against the negative effects of partner violence on mental health. *Journal of Women's Health & Gender-Based Medicine*, 11(5), 465-476. <https://doi.org/10.1089/15246090260137644>.
- Crossman, E., Choi, Y., & Hou, F. (2021). [International students as a source of labour supply: The growing number of international students and their changing socio-demographic characteristics](https://doi.org/10.25318/36280001202100700005-eng). Statistics Canada *Economic and Social Reports*, 1(7). <https://doi.org/10.25318/36280001202100700005-eng>.
- Daigle, L. E., Hoffman, C. Y., & Johnson, L. M. (2018). The Extent and Risk of Violent Victimization Among International College Students Enrolled in the United States: A Gendered Analysis. *Journal of Interpersonal Violence*, 33(19), 3053-3073. <https://doi.org/10.1177/0886260516633686>.
- Decock, H., McCloy, U., Steffler, M., & Dicaire, J. (2016). International students at Ontario colleges: A profile. *Canadian Bureau for International Education Research in Brief*, 6.
- Dillon, G., Hussain, R., Loxton, D., & Rahman, S. (2013). Mental and physical health and intimate partner violence against women: A review of the literature. *International Journal of Family Medicine*, 2013, 313909-15.
- Du, L.J. (2022). The crisis of international education students and responsive service in and after COVID-19 pandemic. *Front. Psychol.* 13, 1053512. doi: 10.3389/fpsyg.2022.1053512.
- Duvvury, N., Callan, A., Carney, P., Raghavendra, S., & Saggurti, N. (2013). Health impacts of violence against women. Washington, D.C.: The World Bank.
- Ebert, D. D., Mortier, P., Kaelhke, F., Bruffaerts, R., Baumeister, H., Auerbach, R. P., Alonso, J., Vilagut, G., Martínez, K. U., Lochner, C., Cuijpers, P., Kuechler, A. M., Green, J., Hasking, P., Lapsley, C., Sampson, N. A., & Kessler, R. C. (2019). Barriers of mental health treatment utilization among first-year college students: First cross-national results from The WHO World Mental Health International College Student initiative. *International Journal of Methods in Psychiatric Research*, 28(2). <https://doi.org/10.1002/mpr.1782>.
- El Masri, A. & Khan, N. (2022). International Students' Lived Experiences: A Review of Literature. *Centre for Global Education and Internalization Resources and Reports*, 1, 5-45.
- Fethi, I., Daigneault, I., Bergeron, M., Hébert, M., & Lavoie, F. (2022). Campus Sexual Violence: A Comparison of International and Domestic Students. *Journal of International Students*, 13(1), 1-21. <https://doi.org/10.32674/jis.v13i1.3685>.
- Flack, W. F., Kimble, M. O., Campbell, B. E., Hopper, A. B., Petercă, O., & Heller, E. J. (2015). Sexual Assault Victimization Among Female Undergraduates During Study Abroad: A Single Campus Survey Study. *Journal of Interpersonal Violence*, 30(20), 3453-3466. <https://doi.org/10.1177/0886260514563833>.
- Flaskerud, J. H. (1986). The effects of culture-compatible intervention on the utilization of mental health services by minority clients. *Community Mental Health Journal*, 22(2), 127-141. <https://doi.org/10.1007/BF00754551>.
- Forbes-Mewett, H., & McCulloch, J. (2016). International Students and Gender-Based Violence. *Violence Against Women*, 22(3), 344-365. <https://doi.org/10.1177/1077801215602344>.
- Forbes-Mewett, H., & Nyland, C. (2008). Cultural diversity, relocation, and the security of international students at an internationalised university. *Journal of Studies in International Education*, 12, 181-203. <https://doi.org/10.1177/1028315307308136>.
- Gopichandran, V., & Chetlapalli, S. K. (2013). Factors influencing trust in doctors: A community segmentation strategy for quality improvement in Healthcare. *BMJ Open*, 3(12). <https://doi.org/10.1136/bmjopen-2013-004115>.
- Harris, J., Jeffrey, C., & Brown, T. (2020). Why does gender inequality persist in India? In *India: Continuity and change in the twenty-first century* (pp. 248-272). Polity.
- Heise, L., Ellsberg, M., & Gottmoeller, M. (2002). A global overview of gender-based violence. *International Journal of Gynecology and Obstetrics*, 78, S5-S14. [https://doi.org/10.1016/S0020-7292\(02\)00038-3](https://doi.org/10.1016/S0020-7292(02)00038-3).

International students' experiences of gender-based violence in Canada

- Henderson, J. T., & Weisman, C. S. (2001). Physician gender effects on preventive screening and counseling: an analysis of male and female patients' health care experiences. *Medical care*, 39(12), 1281–1292. <https://doi.org/10.1097/00005650-200112000-00004>.
- Hechanova-Alampay, R., Beehr, T. A., Christiansen, N. D., & Van Horn, R. K. (2002). Adjustment and Strain among Domestic and International Student Sojourners: A Longitudinal Study. *School Psychology International*, 23(4), 458–474. <https://doi.org/10.1177/0143034302234007>.
- Hofstede, G., & Bond, M. H. (1984). Hofstede's culture dimensions: An independent validation using Rokeach's Value Survey. *Journal of Cross-Cultural Psychology*, 15(4), 417–433. <https://doi.org/10.1177/0022002184015004003>
- Hong, M., Lingard, B. & Hardy, I. (2023). Australian policy on international students: pivoting towards discourses of diversity? *Australian Educational Researcher*, 50, 881–902. <https://doi.org/10.1007/s13384-022-00532-5>.
- Houshmand, S., Spanierman, L. B., & Tafarodi, R. W. (2014). Excluded and avoided: Racial microaggressions targeting Asian international students in Canada. *Cultural Diversity and Ethnic Minority Psychology*, 20(3), 377–388. <https://doi.org/10.1037/a0035404>.
- Hutcheson, S. (2020). Sexual Violence, Representation, and Racialized Identities: Implications for International Students. *Education & Law Journal*, 29(2), 191–221.
- Hutcheson, S., & Lewington, S. (2017). Navigating the Labyrinth: Policy Barriers to International Students' Reporting of Sexual Assault in Canada and the United States. *Education & Law Journal*, 27(1), 81-98, X-XI.
- Hyun, J., Quinn, B., Madon, T., & Lustig, S. (2007). Mental Health Need, Awareness, and Use of Counseling Services Among International Graduate Students. *Journal of American College Health*, 56(2), 109- 118. DOI: 10.3200/JACH.56.2.109-118.
- Ibiyemi, T., Najam, W., & Oldewage-Theron, W. (2022). *Interplay Between Food Insecurity and Stress Among International Students at a University in West Texas*. *Curr Dev Nutr*. Jun 14;6(Suppl 1):116. doi: 10.1093/cdn/nzac051.032. PMID: PMC9193392.
- Jamal, A., & Kaur Mucina, M. (2021). Assimilation, Interrupted: Transforming Discourses of Culture- and Honour-Based Violence in Canada. *International Journal of Child, Youth and Family Studies*, 12(1) 1-12. <https://doi.org/10.18357/ijcyfs121202120080>.
- Javed, S., & Chattu, V. K. (2021). Patriarchy at the Helm of Gender-Based Violence During COVID-19: Running Title: Gender-Based Violence and COVID-19. *AIMS Public Health*, 8(1), 32-35. <https://doi.org/10.3934/publichealth.2021003>.
- Jeffrey, N. K., & Barata, P. C. (2021). Intimate partner sexual violence among Canadian university students: Incidence, context, and perpetrators' perceptions. *Archives of Sexual Behavior*, 50(5), 2123-2138. <https://doi.org/10.1007/s10508-021-02006-8>.
- Jeffrey, N. K., Senn, C. Y., Krieger, M. A., & Forrest, A. (2022). The scope, nature, and impact of sexual violence among students from a Canadian university: A random sample study. *Canadian Journal of Behavioral Science* 55(2), 100-112. <https://psycnet.apa.org/doi/10.1037/cbs0000329>.
- Jeffrey, N.K. & Barata, P.C. (2020). The intersections of normative heterosexuality and sexual violence: University men's talk about sexual behavior in intimate relationships. *Sex Roles*, 83, 353-369. <https://doi.org/10.1007/s11199-019-01110-3>.
- Joshī, M., Thomas, K. A., & Sorenson, S. B. (2013). Domestic Violence and International Students: An Exploratory Study of the Practices and Role of US University International Offices. *Journal of College Student Development*, 54(5), 527–533. <https://doi.org/10.1353/csd.2013.0080>.
- Karasz A, Gany F, Escobar J, Flores C, Prasad L, Inman A, Kalasapudi V, Kosi R, Murthy M, Leng J, Diwan S. (2019). Mental Health and Stress Among South Asians. *J Immigr Minor Health*, 21(Suppl 1), 7-14. doi: 10.1007/s10903-016-0501-4. PMID: 27848078; PMID: PMC5643212.

International students' experiences of gender-based violence in Canada

- Kaur Mucina, M. (2018). Exploring the Role of "Honour" in Son Preference and Daughter Deficit Within the Punjabi Diaspora in Canada. *Canadian Journal of Development Studies*, 39 (3). 426-442. <https://doi.org/10.1080/02255189.2018.1450736>.
- Kim, M., Fongkaew, W., & Muessig, K. (2016). Gender-based violence against female international students: A critical review of the literature. *Trauma, Violence, & Abuse*, 17(2), 160-173.
- King, N., Pickett, W., Rivera, D., Byun, J., Li, M., Cunningham, S., & Duffy, A. (2022). The impact of the COVID-19 pandemic on the Mental Health of first-year undergraduate students studying at a major Canadian university: A successive Cohort study. *The Canadian Journal of Psychiatry*, 070674372210945. <https://doi.org/10.1177/07067437221094549>.
- Klein, N.A. & Dudley, M.G. (2014). Impediments to Academic Performance of Bisexual College Students. *Journal of American College Health*, 62(6), 399-406. DOI: 10.1080/07448481.2014.917653.
- Kovacs Burns, K., Richter, M., Mao, Y., Mogale, S., & Danko, M. (2014). Case Study of a Post-Secondary Institution and Its Response to Student Homelessness. *International Journal of Case Studies*, 3(9), 49-70. <https://ssrn.com/abstract=2874157>.
- Krug, E. G., Dahlberg, L. L., Mercy, J. A., Zwi, A. B., & Lozano, R. (2002). World report on violence and health. Geneva: World Health Organization.
- Krane, J., Oxman-Martinez, J., & Ducey, K. (2000). Violence against women and ethnoracial minority women: examining assumptions about ethnicity and "race." *Canadian Ethnic Studies*, 32(3), 1-18.
- Lai, D.W.L. & Surood, S. (2008). Predictors of Depression in Aging South Asian Canadians. *Journal of Cross-Cultural Gerontology*, 23, 57-75. <https://doi.org/10.1007/s10823-007-9051-5>.
- Lee, J., Pomeroy, E.C., Yoo, S.K., & Rheinboldt, K.T. (2005). Attitudes toward rape: a comparison between Asian and Caucasian college students. *Violence Against Women*, 11(2), 177-196. doi: 10.1177/1077801204271663.
- Lee, J.J. & Rice, C. (2007). Welcome to America? International student perceptions of discrimination. *Higher Education*, 53(3), 381-409. <https://doi.org/10.1007/s10734-005-4508-3>.
- Lee, J.J. (2020). Neo-Racism and the Criminalization of China. *Journal of International Students*, 10(4). i-vi.
- Ma, S., Zhu, Y., & Bresnahan, M. (2021). Chinese international students' face concerns, self-stigma, linguistic factors, and help-seeking intentions for mental health. *Health Communication*, 37(13), 1631-1639. <https://doi.org/10.1080/10410236.2021.1910167>.
- Mbous, Y. P. V., Mohamed, R., & Rudisill, T. M. (2022). International students challenges during the COVID-19 pandemic in a university in the United States: A focus group study. *Current Psychology (New Brunswick, N.J.)*, 1-13. <https://doi.org/10.1007/s12144-022-02776-x>.
- Mori, S. C. (2000). Addressing the mental health concerns of international students. *Journal of Counseling & Development*, 78, 137-144. <https://doi.org/10.1002/j.1556-6676.2000.tb02571.x>.
- Park, H. (2010). The stranger that is welcomed: female foreign students from Asia, the English language industry, and the ambivalence of 'Asia rising' in British Columbia, Canada. *Gender, Place and Culture*, 17(3), 337-355. <https://doi.org/10.1080/09663691003737603>.
- Postulart, S. and Srinivasan, S. (2018). Daughter discrimination and son preference in Canada. *Canadian Journal of Development Studies*, 39 (3): 443-459. <https://doi.org/10.1080/02255189.2018.1450735>.
- Randle, A. A., & Graham, C. A. (2019). Sexual coercion in intimate relationships: A mixed-methods systematic review of prevalence, gender differences, and health outcomes. *Trauma, Violence, & Abuse*, 20(1), 3-21.
- Roter, D. L., Hall, J. A., & Aoki, Y. (2002). Physician gender effects in medical communication: a meta-analytic review. *JAMA*, 288(6), 756-764. <https://doi.org/10.1001/jama.288.6.756>.
- Sivapalan S., & Khan, Y. (2021). *Improving Health Access for International Students*. Webinar hosted by Canada India Research Centre for Learning and Engagement on December 1, 2021 <https://canadaindiaresearch.ca/events/2021/12/integrated-health-review-improving-health-access-international-students>

International students' experiences of gender-based violence in Canada

- Sondhi, G. & King, R. (2017), Gendering international student migration: an Indian case-study. *Journal of Ethnic and Migration Studies*, 43(8), 1308-1324. DOI: 10.1080/1369183X.2017.1300288.
- Sondhi, G. (2013). Indian International Students in Toronto: Exploring Young Men Resisting Their Family's Expectations. *South Asian Diaspora*, 5(2), 223- 235. <https://doi.org/10.1080/19438192.2013.750957>.
- Srinivasan, S. (2018). Transnationally relocated? Sex selection among Punjabis in Canada. *Canadian Journal of Development Studies*, 39 (3): 408-425. <https://doi.org/10.1080/02255189.2018.1450737>.
- Stockman, J. K., Hayashi, H., & Campbell, J. C. (2018). Intimate partner violence and its health impact on ethnic minority women. *Journal of Women's Health*, 27(2), 206-216. <https://doi.org/10.1089/jwh.2014.4879>.
- Tessema, M. T., Ready, K. J., & Astani, M. (2014). Does part-time job affect college students' satisfaction and Academic Performance (GPA)? the case of a mid-sized public university. *International Journal of Business Administration*, 5(2). <https://doi.org/10.5430/ijba.v5n2p50>.
- Tarasuk, V. Li, T. (2023). Food insecurity in Canada is the worst it's ever been—here's how we can solve it. *The Conversation*, November 21, 2023. https://theconversation.com/food-insecurity-in-canada-is-the-worst-its-ever-been-heres-how-we-can-solve-it-216399?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20Canada%20for%20November%2020%202023&utm_content=Latest%20from%20The%20Conversation%20Canada%20for%20November%2020%202023+CID_e3f8d73d084f05f79f68203769fe17c8&utm_source=campaign_monitor_ca&utm_term=Food%20insecurity%20in%20Canada%20is%20the%20worst%20its%20ever%20been%20%20heres%20how%20we%20can%20solve%20it
- Van de Walle, S., & Marien, S. (2017). Choice in Public Health Services: A Multilevel Analysis of Perceived Primary Care Doctor Choice in 22 Countries. *Administration & Society*, 49(10), 1471–1493. <https://doi.org/10.1177/0095399715581047>.
- Williams, K., Williams, G., Arbuckle, A., Walton-Roberts, M., & Hennebry, J. (2015). International Students in Ontario's Postsecondary Education System, 2000–2012: An evaluation of changing policies, populations and labour market entry processes. *Toronto: Higher Education Quality Council of Ontario*.
- Yao, W. C., & George Mwangi, A. C. (2022). Yellow Peril and Cash Cows: The Social Positioning of Asian International Students in the USA. *Higher Education*, 84(5), 1-18. <https://doi.org/10.1007/s10734-022-00814-y>.
- Yercich, S., Jackson, M., Lehal, K.K. & Ruan, C. (2023). Gender-Based Violence and Access to Justice for International Students at Canadian Post-Secondary Institutions. *Family Violence & Family Law Brief*, 19.
- Zivot, C., Dewey, C., Heasley, C., Srinivasan, S., and Little, M. (2020). Exploring the state of gender-centered health research in the context of refugee resettlement in Canada: A scoping review, Special issue Women, Patriarchy and Health Inequalities: An unresolved Issue. *International Journal of Environmental Research and Public Health*, 17(20), 7511. <https://doi.org/10.3390/ijerph17207511>.

Non-scholarly sources

- 101 East. (2018). Australia: Rape on Campus. Al Jazeera English. <https://www.youtube.com/watch?v=EGGRdXCpHz0>.
- Allimant, A. & Ostapiej-Piatowski, B. (2011). Supporting women from all backgrounds who are victims/survivors of sexual violence: Challenges and opportunities for practitioners. Australian Centre for the Study of Sexual Assault. <https://www.ecald.com/assets/Resources/Assets/Supporting-Women-CALD-Backgrounds.pdf>.
- Apna Health. (2021). Invited and Forgotten: International Students in Crisis. *Indus Community Services, Punjabi Community Health Services and Social Planning Council of Peel*. <https://apnahealth.org/>.
- Arora, K. (2022). Setback For Lakhs From Punjab, Haryana As Canadian Student Visa Refusal Rises Sharply. *The Wire*. Retrieved August 8, 2022, from <https://thewire.in/rights/canada-student-visa-refusal-sharp-spike-punjab-haryana>.

International students' experiences of gender-based violence in Canada

- Australian Human Rights Commission. (2017). Change the course: National Report on Sexual Assault and Sexual Harassment at Australian Universities. <https://humanrights.gov.au/our-work/sex-discrimination/publications/change-course-national-report-sexual-assault-and-sexual>
- Baksh, N., Ellenwood, L., Kelley, M. & Singh Aulakh, S. (2022). International students enticed to Canada on dubious promises of jobs and immigration. *CBC*. <https://www.cbc.ca/news/canada/international-students-canada-immigration-ontario-1.6614238>
- Basaramurty, D., Bhatt, N., & Rana, U. (2021). Canada's international student recruiting machine is broken. *The Globe and Mail*. Retrieved November 4, 2021, from <https://www.theglobeandmail.com/canada/article-india-canada-international-student-recruitment/>
- Bergeron, M., Hébert, M., Ricci, S., Goyer, M.-F., Duhamel, N., Kurtzman, L., et al. (2016). Violences sexuelles en milieu universitaire au Québec: rapport de recherche de l'enquête ESSIMU [Sexual violence in academia in Quebec: ESSIMU Study's research report]. Retrieved from http://essimu.quebec/wp/wp-content/uploads/2015/12/Rapport-ESSIMU_COMPLET.pdf
- Bhugra, S. (2023). Citing overwhelming demand, Ontario Food Bank turns away international students. *CBCnews*. <https://www.cbc.ca/news/canada/toronto/no-international-students-as-need-grows-brampton-food-bank-turning-some-away-1.7024375>
- Birenbaum, J., Campbell, A. & Mathen, C. (2022). Independent Review of Bishop's University's Practices and Policies Related to Sexualized Violence. *Canadian Centre for Legal Innovation in Sexual Assault Response*. <https://www.ubishops.ca/wp-content/uploads/CCLISAR-Independent-Review-of-Bishops-University-June-9-2022.pdf>
- Brunet, T.A. (2022). Universities and colleges want to enrol more students. But where are they supposed to live? *The Conversation*. December 22, 2022. <https://theconversation.com/universities-and-colleges-want-to-enrol-more-students-but-where-are-they-supposed-to-live-195624>.
- Bula, F. (2022). Solving the student housing crisis. *University Affairs*. Retrieved March 9, 2022, from <https://www.universityaffairs.ca/features/feature-article/solving-the-student-housing-crisis/>.
- Burczycka, M. (2020). Students' Experiences of Unwanted Sexualized Behaviors and Sexual Assault at Postsecondary Schools in the Canadian Provinces, 2019. *Juristat*. Canadian Centre for Justice Statistics. Ottawa. September 14, 2020: 1-48. <https://www150.statcan.gc.ca/n1/pub/85-002-x/2020001/article/00005-eng.html>
- BYSTANDER. (2023). International Student Project. The bystander initiative. Retrieved April 3, 2023, from <https://www.bystanderinitiative.ca/international-student-project>.
- Callan, I. (2021). Charity hopes to prepare international students for the pitfalls of studying in Canada. *The Pointer*. https://thepointer.com/article/2021-11-10/charity-hopes-to-prepare-international-students-for-the-pitfalls-of-studying-in-canada_
- Canada International Student Statistics 2023. (2023). *Erudera*. April 4, 2023. <https://erudera.com/statistics/canada/canada-international-student-statistics/#:~:text=International%20Students%20in%20Canada%20by%20Sex,in%20STEM%20subjects%20in%20Canada>.
- Canadian Women's Foundation. (2022). *The Facts About Gender- Based Violence*. Canadian Women's Foundation. June 1, 2022. <https://canadianwomen.org/the-facts/gender-based-violence/>.
- CBIE. (2018). The Student's Voice: National Results of the 2018 CBIE International Student Survey. https://cbie.ca/wp-content/uploads/2018/08/Student_Voice_Report-ENG.pdf.
- CBIE. (2020). 530,540 international students in Canada at all levels of study in 2020. *International Students in Canada. Canadian Bureau for International Education*.
- CBIE. (2022). About: Mission and Values. *Canadian Bureau for International Education*. Retrieved August 12, 2022, from <https://cbie.ca/who-we-are/mission-vision-values/>.

International students' experiences of gender-based violence in Canada

- CFS. (2017). Fairness for International Students. International Students in Ontario. *Canadian Federation of Students-Ontario*. <https://cfsontario.ca/wp-content/uploads/2017/07/Factsheet-InternationalStudents.pdf>.
- Chassels, C. (2020). Sexual Violence Support, Response and Education (Students): Annual Report. University of Guelph. <https://api.liveugconthub.uoguelph.dev/sites/default/files/2022-03/Sexual-Violence-Annual-Report.pdf>.
- Chira, S. (2013). Dreaming Big, Coming Up Short: The challenging realities of international students and graduates in Atlantic Canada. The Atlantic Metropolis Centre's Working Papers Series, Working Paper No.47 2013. <http://community.smu.ca/atlantic/documents/ChiraDreamingbigcomingupshort.pdf>.
- Chiang, C. (2023). Canadian universities bet on international students, but global shifts present risks. *CP24*. <https://www.cp24.com/news/canadian-universities-bet-on-international-students-but-global-shifts-present-risks-1.6593757>
- CMEC. (n.d.). Council of Ministers of Education, Canada. <https://www.cmec.ca/299/education-in-canada-an-overview/index.html>
- Cobler, N. (2014). International students and their partners face additional barriers when dealing with domestic violence. *The Daily Texan*. <https://thedailytexan.com/2014/04/01/international-students-and-their-partners-face-additional-barriers-when-dealing-with/>.
- Cook, T. (2023). Know how the exchange rate fluctuations affect international students. *Thomas Cook India Travel Blog*. <https://www.thomascook.in/blog/know-how-the-exchange-rate-fluctuations-affect-international-students#:~:text=If%20the%20value%20of%20the,their%20spending%20in%20other%20areas>.
- Cornell University. (n.d.). Victim of Violence? Sexual Assault and Domestic Violence. International Services, Cornell University. Accessed April 3, 2023, from <https://international.globallearning.cornell.edu/victim-violence>.
- Crabb, S., Love, P., Cordon, A., McGillivray, T., & Pagano, J. (2019). Sexual Violence and Harassment Policies in Post-Secondary Institutions in Canada. *Canadian Federation of University Women (CFUW)*. <https://cfuwadmin.org/wp-content/uploads/2020/11/Post-Secondary-SVH-Research-Project-final-1.pdf>.
- Crace, A. (2017). Australia: most int'l students experience barriers in reporting sexual abuse. *The PIE News*. <https://thepienews.com/news/intl-students-experience-reporting-sexual-abuse-universities-australia/>
- Das Gupta, T. & Su, Y. (2023). Canada's costly housing market leaves international students open to exploitation. *The Conversation*. April 30, 2023. <https://theconversation.com/canadas-costly-housing-market-leaves-international-students-open-to-exploitation-204242>
- Duffin, E. (2020). Top host destination of international students worldwide 2019. *Statista*., 2020, March 9.
- EduCanada (2023). *Universities in Canada*. Government of Canada Global Affairs Canada International Education Promotion. (2023, May 3). <https://www.educanada.ca/study-plan-etudes/universite-universite.aspx?lang=eng>
- Edwardson, L. (2022). Increased oversight of private career colleges needed to protect students, report says. *CBC News*. Retrieved October 26, 2022, from <https://www.cbc.ca/news/canada/calgary/private-career-colleges-oversight-urged-1.6629652>.
- El-Assal, K. (2022a). 642,000 international students: Canada now ranks 3rd globally in foreign student attraction. *CIC News*. 2022, June 27. Retrieved February 14, 2023, from <https://www.cicnews.com/2020/02/642000-international-students-canada-now-ranks-3rd-globally-in-foreign-student-attraction-0213763.html>.
- El-Assal, K. (2022b). *Canada Welcomed 450,000 New International Students In 2021, An All-Time Record: Canada's International Student Population Has Recovered Nicely Amid Pandemic*. *CIC News*. (2022, March 24). Retrieved August 12, 2022, from <https://www.cicnews.com/2022/03/canada-welcomed-450000-new-international-students-in-2021-an-all-time-record-0323762.html#gs.8g4i34>
- EROC Australia. (2018). The Red Zone Report: An investigation into sexual violence and hazing in Australian university residential colleges. *End Rape on Campus Australia*. <https://apo.org.au/sites/default/files/resource-files/2018-02/apo-nid134766.pdf>

International students' experiences of gender-based violence in Canada

- Fischer, K. (2022). When Dating Violence Is a Taboo Topic: Colleges struggle to make sexual-assault education culturally relevant. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/when-dating-violence-is-a-taboo-topic>.
- Folts, E. & Sanina, M. (2022). We asked Pittsburgh higher ed institutions what they are doing to address sexual violence. This is what they said. *Open Campus Media*. <https://www.opencampusmedia.org/2022/10/04/we-asked-pittsburgh-higher-ed-institutions-what-they-are-doing-to-address-sexual-violence-this-is-what-they-said/>.
- Francis, M., Giesbrecht, J., Henry, K., & Turgeon, J. (2016). From the margins to the centre: Re-thinking sexual violence education and support at Brock University. *Brock University*. <https://dr.library.brocku.ca/handle/10464/12729>
- GAC. (2019). Building on Success: International Education Strategy (2019- 2024). Global Affairs Canada. <https://www.international.gc.ca/education/strategy-2019-2024-strategie.aspx?lang=eng>.
- Gent. (2022). Canada International Student Statistics (updated 2022). *Study in Canada*. July 20, 2022. Retrieved February 14, 2023, from <https://studying-in-canada.org/canada-international-student-statistics/>.
- Government of Ontario. (1996). *Ministry of Education and Training*. Future Goals for Ontario Colleges and Universities.
- Government of Canada. (2021). A Year in Review: 2018-2019. Canada's Strategy to Prevent and Address Gender-Based Violence, April 4, 2021. Retrieved August 12, 2022, from <https://women-gender-equality.canada.ca/en/gender-based-violence-knowledge-centre/year-review-2019.html>
- Grady, M. (2020). As gender-based violence increases, support services shift gears. *TorontoMet Today*. <https://www.torontomu.ca/news-events/news/2020/06/as-gender-based-violence-increases-support-services-shift-gears/>
- Gravenor, K. (2023). Dispute between Canada and India could affect 230,000 high-paying international students. CoStar. <https://www.costar.com/article/1105289939/dispute-between-canada-and-india-could-affect-230000-high-paying-international-students>
- Grewal, A. & Kim, R. (n.d.). Peer Creating Awareness to Facilitate Education & Support: International Student Safety Guide. *MOSAIC*. Accessed March 31, 2023, from <https://www.mosaicbc.org/wp-content/uploads/2020/03/International-Student-Safety- Guide.pdf>.
- Hannaford, S. (2021). Gender-Based Violence at Post-Secondary Institutions. *YWCA Canada*. 2021, March 19. Retrieved August 12, 2022, from <https://ywcacanada.ca/news/gender-based-violence-at-post-secondary-institutions/>.
- Heck, A. (2021). International students are being exploited in Peel and they're dying, say advocates. *Brampton Guardian*. https://www.bramptonguardian.com/news/international-students-are-being-exploited-in-peel-and-they-re-dying-say-advocates/article_10fd8ca9-4868-59f9-a568-af3fc4eb1fa5.html.
- Heywood, W., Meyers, P., Powell, A., Meikle, G., & Nguyen, D. (2022). National Student Safety Survey: Report on the prevalence of sexual harassment and sexual assault among university students in 2021. *The Social Research Centre*. <https://apo.org.au/sites/default/files/resource-files/2022-03/apo-nid317074.pdf> .
- Hoock, H., Besterfield-Sacre, M. & Lee, A. (n.d.). Culturally Sensitive Sexual Misconduct Prevention Programming for International Graduate and Professional Students. University of Pittsburgh. <https://www.planforpitt.pitt.edu/projects/culturally-sensitive-sexual-misconduct-prevention-programming-international-graduate-and>

International students' experiences of gender-based violence in Canada

- HT. (2023). Indian students in Canada fearing deportation receive 'stay' orders; step lauded, *Hindustan Times*, June 12, 2023. Retrieved June 12, 2023, from <https://www.hindustantimes.com/india-news/canadian-authorities-take-steps-to-prevent-deportation-of-indian-students-with-fraudulent-admission-letters-101686508961639.html>
- Human Resources Committee. (2022). Brock University Human Rights and Equity Office Annual Report 2021 – 2022. June 23, 2022. https://brocku.ca/human-rights/wp-content/uploads/sites/208/05.3-HR_Human-Rights-and-Equity-Annual-Report-2021-2022-1-1.pdf
- Hutcheson, S., & Parsons, A. (2022). International Students and Sexual Violence. *McGill University*. April 13, 2022. <https://www.mcgill.ca/definetheline/article/international-students-and-sexual-violence>
<https://www.mcgill.ca/definetheline/article/international-students-and-sexual-violence>
- INTO University Partnerships. (2022). *Indian gen Z study abroad aspirants aim to work overseas*: Into. INTO University Partnerships. June 15, 2022. Retrieved February 14, 2023, from <https://www.intoglobal.com/media/pressreleases/2022/over-75-of-gen-z-indian-students-looking-to-study-abroad-plan-to-work-and-settle-overseas-into-survey/>.
- IRCC. (2019). 2020 Annual Report to Parliament on Immigration. Government of Canada Immigration, Refugees, and Citizenship Canada. Retrieved August 12, 2022, from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/annual-report-parliament-immigration-2020.html>.
- IRCC. (2021). Temporary Residents: Study Permit Holders – Monthly IRCC Updates. Government of Canada Immigration, Refugees and Citizenship Canada. Retrieved from <https://open.canada.ca/data/en/dataset/90115b00-f9b8-49e8-afa3-b4cff8facaee>
- IRCC. (2022). Temporary public policy to lift the limitation that eligible study permit holders can work without a work permit no more than 20 hours per week off-campus during regular academic sessions. Government of Canada Immigration Refugees and Citizenship Canada. (November 22, 2022). <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/mandate/policies-operational-instructions-agreements/public-policies/off-campus-work.html>
- IRCC. (2023). Notice – Supplementary Information for the 2024-2026 Immigration Levels Plan. <https://www.canada.ca/en/immigration-refugees-citizenship/news/notices/supplementary-immigration-levels-2024-2026.html>
- IRCC. (n.d.). *Gender based analysis Plus*. Government of Canada Immigration, Refugees and Citizenship Canada. Retrieved June 11, 2023, from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/departamental-plan-2022-2023/gender-based-analysis-plus.html>
- Jack, P. (2023). International students 'less likely' to report sexual misconduct. *Times Higher Education*. <https://www.timeshighereducation.com/news/international-students-less-likely-report-sexual-misconduct#:~:text=They%20say%20studies%20have%20indicated,little%20knowledge%20of%20reporting%20procedures.>
- Janse Van Rensburg, M., Sealy, R., Smith, H., & Cormier, K. (2021). Carelton-centered Sexual Violence Prevention and Education. Campus Safety and Equity and Inclusive Communities Department, Carleton University. <https://carleton.ca/equity/wp-content/uploads/Carleton-Centered-Sexual-Violence-Prevention-and-Education-V2.pdf>
- Johal, R. (2022). Canada's Immigration Rules are Leaving International Students Vulnerable to Exploitation and Abuse. *Press Progress*. <https://pressprogress.ca/canadas-immigration-rules-are-leaving-international-students-vulnerable-to-exploitation-and-abuse/>.
- Jones, A. (2023). Ontario to ban Canadian work experience requirement in job postings. *CBC News*. <https://www.cbc.ca/news/canada/toronto/ont-work-experience-1.7024152>
- K. D. (2022). Detailed stats of Indian students studying abroad [with graphs]. *Aspiring Youths*. 2022, November 23. Retrieved February 14, 2023, from <https://aspiringyouths.com/indian-students-studying-abroad/>.

International students' experiences of gender-based violence in Canada

- Kale, N. (2021). "I didn't know where to go": The reality facing female international students after abuse. *SBS*. <https://www.sbs.com.au/topics/voices/culture/article/2019/07/09/i-didnt-know-where-go-reality-facing-female-international-students-after-abuse>.
- Kamal Khanum, M. (2019). An international student lens on consent culture. *UBC Life blog*. <https://students.ubc.ca/ubclife/international-student-lens-consent-culture>.
- Kaur, S. (2022). Struggle of international students in Canada you must know! *Immigration News Canada* | Latest Canada Immigration News. October 21, 2022. Retrieved March 9, 2023, from <https://immigrationnewscanada.ca/struggle-of-international-students-in-canada-you-must-know/>.
- Kemeni, C. & Kotadia, Z. (2022). Our Campus, Our Safety: Student Leaders' Action Plan for Institutions and Governments to Address and Prevent Sexual Violence on Campus. *Courage to Act*. <https://www.couragetoact.ca/blog/student-leaders>.
- Khan, F., Rowe, C.J., & Bidgood, R. (2019). Courage to Act: Developing a National Framework to Address and Prevent Gender-Based Violence at Post-Secondary Institutions in Canada. *Possibility Seeds*. <https://www.couragetoact.ca/report>
- Koca, A. (2016). International Student Fees: An unregulated inequity - pro tem: *York University Glendon Student Newspaper*. Pro Tem. <https://www.protemgl.com/articles/international-student-fees-an-unregulated-inequity>
- Kumar, C. (2021). After 55% dip in 2020, 71k students went abroad this year already. *The Times of India*. March 28, 2021. <https://timesofindia.indiatimes.com/home/education/after-55-dip-in-2020-71k-students-went-abroad-this-year-already/articleshow/81738863.cms>.
- Laadliyan. (n.d.). What is Udaari? Retrieved June 1, 2023, from <https://www.laadliyan.com/udaari>.
- Lama, A. (2023). Health for all but international students?. *The Dialog*. <https://dialognews.ca/2023/04/10/health-for-all-but-international-students/#:~:text=The%20Ontario%20government%20eliminated%20Ontario,paying%20for%20private%20health%20insurance>.
- Latimer, Emily. (2022). Cape Breton University students frustrated lectures will remain at movie theatre for up to 3 years. *CBC news*. November 20, 2022. <https://www.cbc.ca/news/canada/nova-scotia/cbu-students-frustrated-lectures-cinema-1.5471988>
- Lee, D. (2019). Female international students are more likely to be sexually assaulted and less likely to be helped. *Multi-lingual Orientation Services Association for Immigrant Communities*. <https://www.mosaicbc.org/wp-content/uploads/2019/01/International-Students-are-more-likely-to-be-sexually-assaulted.pdf>
- Lin, J., Sreeharsha, K., & McKenzie, N. (2013). When foreign students or their family members are sexually assaulted: Immigration implications of the student and exchange visitor system. *Rep. National Immigrant Woman's Advocacy Project*.
- Liu, C., Flora, P., Gupta, R., Keren, L., Kordich, E., Sharma, S., & Siddiqui, A. (2020). Supporting International Students Affected by GBV: A Customizable Tool for International Students, Post-Secondary Administrators and Frontline Workers. *Possibility Seeds' Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada*. <https://static1.squarespace.com/static/5d482d9fd8b74f0001c02192/t/63ed5b28f95e044c18a051b5/1676499758031/International+Students+CP+Tool+2023.pdf>.
- Lupton, A. (2023). More international students in London, ont., using food banks after social media spread misinformation. *CBCnews*. <https://www.cbc.ca/news/canada/london/misunderstanding-from-social-media-spurs-rise-in-international-student-food-bank-visits-1.7025016>
- Malankov, C. & Mooney, E. (2019). A Future without Gender-Based Violence: Building Newcomers' Resilience through Community Education: A Toolkit for Service Providers. *Ontario Council of Agencies Serving Immigrants*. <https://ocasi.org/sites/default/files/ocasi-gbv-toolkit-english-online.pdf>.
- Max, A., & R., Waters. (2018). Breaking Down Barriers: Mental Health and Canadian Post-Secondary Students. *Canadian Alliance of Student Associations*. Retrieved August 12, 2022, from

International students' experiences of gender-based violence in Canada

- https://assets.nationbuilder.com/casaaca/pages/2449/attachments/original/1515601718/Breaking_Down_Barriers_Mental_Health_and_Post-Secondary_Students.pdf?1515601718.
- McMaster Student Union. (2017). MSU Landlord Report. *McMaster University*. https://issuu.com/msu_mcmaster/docs/landlordreport/1.
- Ministry of Advanced Education. (2021). Preventing and Responding to Sexual Violence and Misconduct at British Columbia Post- Secondary Institutions: A guide for developing policies and actions. *Government of British Columbia*. https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/5233_sexual_violence_and_misconduct_policy_guidelines_web.pdf
- Moranis, S., & Haider, M. (2023). Student housing shortage becomes even more acute with record immigration flows. *Flipboard*. March 31, 2023. <https://financialpost.com/real-estate/student-housing-shortage-acute-record-immigration-flows>
- MOSAIC BC. (2021). Enhanced Access to Safety for International Students: A Tool Kit for Service Providers. *Multilingual Orientation Service Association for Immigrant Communities BC and Law Foundation of British Columbia*. <https://www.mosaicbc.org/wp-content/uploads/2021/02/Enhance-SP-RESOURCE-Final-Revised-Copy.pdf>.
- NAPIESV. (2021). Providing Cultural Specific Services for Victims/Survivors of Sexual Violence who are International Students From Asia. National Organization of Asians & Pacific Islanders Ending Sexual Violence & Monsoon Asians & Pacific Islanders in Solidarity for the Working with Student Populations Campus Consortium from Casa de Esperanza. https://changingourcampus.org/wp-content/uploads/2021/03/Tipsheet_Monsoon.pdf.
- Nawaz, N. (2023). International student data report 2023. *The Migration*. [https://themigration.com.au/2023/03/13/international-student-data/#:~:text=According%20to%20a%20report%20released,learners%20from%20overseas%20\(ELICOS\)](https://themigration.com.au/2023/03/13/international-student-data/#:~:text=According%20to%20a%20report%20released,learners%20from%20overseas%20(ELICOS)).
- One Voice Canada (2021). *Report on the Realities for International Students: Evidenced Challenges*. January 2021. <https://onevoicecanada.org/wp-content/uploads/2021/05/The-Realities-of-International-Students-Evidenced-Challenges-Full-Report-2.pdf>
- Osman, L. (2023). Pilot program for temporary agricultural workers extended after rocky pandemic start. *The Globe and Mail*, 2023, May 8. <https://www.theglobeandmail.com/politics/article-pilot-program-for-temporary-agricultural-workers-extended-for-another/>
- Pottie, E. (2023). Some female international students afraid to report sexual assault, says CBU students' union president. *CBC*. <https://www.cbc.ca/news/canada/nova-scotia/international-students-crime-reporting-1.6709423>.
- PRC. (2021). International students needs assessment. Peel Regional Council. https://peelnewcomer.org/wp-content/uploads/sites/52/2021/10/PNSG_International-Students-Final-Report.pdf.
- Punwasi, S. (2023). Canada's international student boom is ending as Indian applications plummet. *Better Dwelling*. <https://betterdwelling.com/canadas-international-student-boom-is-ending-as-indian-applications-plummet/>
- Qureeshi, S. (2023). Economic realities: How inflation and currency fluctuations affect studying abroad. *M Square Media*. <https://msquaremedia.com/research/economic-realities-how-inflation-and-currency-fluctuations-affect-studying-abroad/>
- Rho, S. (2022). Breaking: More than 500,000 international students win right to work and protect themselves from exploitation. *Migrant Workers Alliance for Change*. October 7, 2022. <https://migrantworkersalliance.org/press/20hrworklimitoct2022/>
- Ricci T. (2019). Foreign students say they “have no choice” but to work more than their permits allow. *CBC*. <https://www.cbc.ca/news/canada/toronto/international-students-speak-out-about-whythey-work-more-hours-1.5162316>.
- Rumneek, J. (2023). Dozens of international students are dying in Canada. the federal government isn't doing anything. *PressProgress*. February 2, 2023. <https://pressprogress.ca/international-students-dying->

International students' experiences of gender-based violence in Canada

- [canada-federal-government-20230202/#:~:text=In%202021%2C%20Ontario%20funeral%20home.by%20suicide%20or%20other%20causes.](https://www.cbc.ca/news/canada/toronto/india-student-repatriation-bodies-mental-health-1.6815961)
- Sasitharan, K. (2023). Funeral Home Workers Worry about youths' mental health as repatriations to India increase, *CBC News*. May 24, 2023. <https://www.cbc.ca/news/canada/toronto/india-student-repatriation-bodies-mental-health-1.6815961>
- Sexual Violence Support & Prevention Office. (n.d.) Supporting International Students Impacted by Sexual Violence: A Guide for SFU and FIC Instructors and Staff. Accessed March 30, 2023, from https://www.sfu.ca/content/dam/sfu/sexual-violence/Supporting%20International%20Students-%20Guide%20for%20Faculty%20and%20Staff_Final.pdf.
- Shariff, S., Vemuri, A., Garcia, C., & Sheepy, E. (2018). Ad Hoc Panel to Conduct a Campus Study on Sexual Violence: Final Report and Recommendations. McGill University Senate. https://www.mcgill.ca/senate/files/senate/8_d18-34_ad_hoc_panel_0.pdf.
- Sheridan College. (2023). The Brampton Charter for improving the international student experience. Accessed May 9, 2023 from <https://www.sheridancollege.ca/en/about/administration-governance/institutional-plans/brampton-charter-international-student-experience>
- Shetty, D. (2022). Why are so many young mothers in India dying by suicide? *India Development Review*. <https://idronline.org/article/health/why-are-so-many-young-mothers-in-india-dying-by-suicide/>.
- Simpson, S. & Fitzgerald, C. (2021). From Input to Action: Your Voice Matters: Report on the Student Experience Survey 2021. Queens University. https://www.queensu.ca/inclusive/sites/igwww/files/uploaded_files/From%20Input%20to%20Action%20-%20QU_Student_Experience_Report.pdf
- Singer, C. R. (2023). *Canada cuts work experience requirement in half for caregiver programs*. Canada Immigration and Visa Information. Canadian Immigration Services and Free Online Evaluation. February 14, 2023. <https://www.immigration.ca/canada-cuts-work-experience-requirement-in-half-for-caregiver-programs/>
- Singh, K. (2023). 2 B.C. private colleges accused of shortchanging international students through misleading tactics. *CBC Radio*. March 3, 2023. Retrieved March 9, 2023, from <https://www.cbc.ca/radio/thecurrent/bc-private-colleges-international-students-1.6764095>.
- Sonekan, A., Bolognone, M., Vasava, A., & Ritondo, T. (2022). The Brock University student union gender and sexual violence advisory report. Brock University. <https://brocku.ca/human-rights/wp-content/uploads/sites/208/2021-2022-BUSU-Report-DRAFT-1.pdf>
- St. Lawrence College. (n.d.) Supports for international students St. Lawrence College. Accessed March 23, 2023, from <https://www.stlawrencecollege.ca/services/international/supports-for-international-students>.
- Statistics Canada. (2020). *International students accounted for all of the growth in postsecondary enrolments in 2018/2019*. Retrieved August 10, 2022, from <https://www150.statcan.gc.ca/n1/daily-quotidien/201125/dq201125e-eng.htm>.
- Statistics Canada. (2022). Table 37-10-0045-01 Canadian and international tuition fees by level of study (current dollars). <https://doi.org/10.25318/3710004501-eng>.
- Study in the USA*. (n.d.). International Student. Retrieved May 15, 2023, from https://www.internationalstudent.com/study_usa/.
- Su, Yvonne., Chatterjee, Soma., & Das Gupta, Tania. (2023). International students are not to blame for Canada's housing crisis. *The Conversation*. <https://theconversation.com/international-students-are-not-to-blame-for-canadas-housing-crisis-213338>
- IRC., The. (n.d.). What is gender-based violence – and how do we prevent it? Retrieved February 23, 2023, from <https://www.rescue.org/uk/article/what-gender-based-violence-and-how-do-we-prevent-it>.

International students' experiences of gender-based violence in Canada

- The Real Canadian Experience. (2021). Delivering a baby in Canada as an international student. *Medium*. <https://immigreat.medium.com/delivering-a-baby-in-canada-as-an-international-student-e4840e586f1b>
- Trilokekar, R.D., Wheelahan, L., & Wright, J.M. (2021). COVID-19 is Changing Our World: It's Time to Rethink International Education. *Globe and Mail* and RSC COVID-19 Series | Publication #74. February 16, 2021. [.https://rsc-src.ca/en/voices/covid-19-is-changing-our-world-its-time-to-rethink-international-education](https://rsc-src.ca/en/voices/covid-19-is-changing-our-world-its-time-to-rethink-international-education).
- UniSA. (n.d.). Additional Information for International Students. University of South Australia. Retrieved March 23, 2023, from <https://i.unisa.edu.au/students/student-support-services/wellbeing-at-unisa/sexual-assault-and-harassment/faqs/additional-information-for-international-students/>
- University of Windsor. (n.d.). Educational Workshops. *Prevent Resist Support*. Retrieved May 30, 2023, from <https://www.uwindsor.ca/prevent-resist-support/educational-workshops>
- UNSW Human Rights Clinic. (2019). No Place Like Home: Addressing Exploitation of International Students in Sydney's Housing Market. <https://www.law.unsw.edu.au/sites/default/files/imce/files/No-Place-Like-Home-UNSW-Human-Rights-Clinic-report.pdf>
- Usher, A. (2023). *The Bill is Coming Due*. Higherstrategy.com. Retrieved May 9, 2023, from <https://higherstrategy.com/the-bill-is-coming-due>
- VanTassel, B. (2020). CAPSAP Report: Culture and Perspectives on a Sexual Assault Policy. *MSVU*. <https://www.msvu.ca/campus-life/health-wellness-services/sexual-assault-policy-resources/culture-and-perspectives-on-a-sexual-assault-policy-capsap-report/>
- Varughese, A. & Schwartz, S. (2023). The pandemic exposed the vulnerability of international students in Canada. *The Conversation*. May 15, 2023. <https://theconversation.com/the-pandemic-exposed-the-vulnerability-of-international-students-in-canada-174105>
- Vasudeva, V. (2023). Punjab's illegal immigration back in spotlight after Canada's recent deportation threat, *The Hindu*, June 16, 2023. Retrieved June 16, 2023, from <https://www.thehindu.com/news/national/other-states/focus-on-illegal-immigration-from-punjab-after-canadas-recent-deportation-threat/article66976103.ece>
- Victorian, The ... (n.d.). Violence against women research overview - vichealth| Retrieved February 24, 2023, from <https://www.vichealth.vic.gov.au/-/media/resourcecentre/publicationsandresources/pvaw/violence-against-women-research-overview.pdf?la=en&hash=fe35b4870e2dad8ffc92c2adbd49ce6d9c94cc9c>.
- York University Graduate Students' Association. (2014). *Close the Gap on Differential Tuition Fees*.

Additional sources

Scholarly

- Berry, J. W. (1997). Immigration, Acculturation, and Adaptation. *Applied Psychology*, 46(1), 5–34. <https://doi.org/10.1111/j.1464-0597.1997.tb01087.x>.
- Brunner, L. R. (2023). Settler nation-building through immigration as a rationale for higher education: A critical discourse analysis. *Higher Education Research & Development*. <https://doi.org/10.1080/07294360.2023.2193732>
- Brunner, L. R. (2023). Higher education institutions as eyes of the state: Canada's international student compliance regime. *Globalisation, Societies and Education*. <https://doi.org/10.1080/14767724.2022.2037407>
- Brunner, L. R., & Tao, W. W. (2023). Artificial intelligence and automation in the migration governance of international students: An accidental ethnography. *Journal of International Students*. <https://doi.org/10.32674/jis.v14i4.5762>
- Brunner, L. R., Streitwieser, B., & Bhandari, R. (2023). Classifications and clarifications: Rethinking international student mobility and the voluntariness of migration. *Globalisation, Societies and Education*. <https://doi.org/10.1080/14767724.2023.2261416>

International students' experiences of gender-based violence in Canada

- Bull, A., Duggan, M., & Livesey, L. (2022). Researching students' experiences of sexual and gender-based violence and harassment: Reflections and recommendations from surveys of three UK heis. *Social Sciences*, 11(8), 373. <https://doi.org/10.3390/socsci11080373>
- Choudhury, P. P., Badhan, N. S., Chugani, S., Choksey, R., Husainy, S., Lui, C., & Wat, E. C. (2009). Community Alienation and its Impact on Help-Seeking Behavior among LGBTIQ South Asians in Southern California. *Journal of Gay and Lesbian Social Services*, 21, 247–266.
- Crooks, C. V., Jaffe, P., Dunlop, C., Kerry, A., & Exner-Cortens, D. (2019). Preventing Gender-Based Violence Among Adolescents and Young Adults: Lessons From 25 Years of Program Development and Evaluation. *Violence Against Women*, 25(1), 29–55. <https://doi.org/10.1177/1077801218815778>.
- Davies, S. E., & True, J. (2015). Reframing Conflict-Related Sexual and Gender-Based Violence: Bringing Gender Analysis Back In. *Security Dialogue*, 46(6), 495–512. <https://doi.org/10.1177/0967010615601389>.
- Dube, S. R., Anda, R. F., Felitti, V. J., Edwards, V. J., & Williamson, D. F. (2002). Exposure to Abuse, Neglect, and Household Dysfunction Among Adults Who Witnessed Intimate Partner Violence as Children: Implications for Health and Social Services. *Violence and Victims*, 17(1), 3–17. <https://doi.org/10.1891/vivi.17.1.3.33635>.
- Feder, J., Levant, R. F., & Dean, J. (2010). Boys and violence: A gender-informed analysis. *Psychology of Violence*, 1(S), 3–12. <https://doi.org/10.1037/2152-0828.1.S.3>.
- Fisher, B. S., Sloan, J. J., Cullen, F. T., & Lu, C. (1998). Crime in the ivory tower: the level and sources of student victimization. *Criminology (Beverly Hills)*, 36(3), 671–710. <https://doi.org/10.1111/j.1745-9125.1998.tb01262.x>.
- Gómez, J.M. (2022). Campus Sexual Violence, Gender, and Mental Health in Diverse Undergraduate/Graduate Students. *Journal of Aggression, Maltreatment & Trauma*, 31(8), 981-995. DOI: 10.1080/10926771.2022.2043972.
- Hamboyan, H., & Bryan, A. K. (1995). International students. Culture shock can affect the health of students from abroad. *Canadian family physician Medecin de famille canadien*, 41, 1713–1716.
- Khan, Y H., Sivapalan, S., Wang, S. (2023). Assessing the Impact of a Health Education Intervention for Post-secondary International Students in Canada. *Cureus* 15(7): e42243. doi:10.7759/cureus.42243
- Kirkegaard, A.M.Ø. & Nat-George, S.M.L.W. (2016). Fleeing through the globalised education system: the role of violence and conflict in international student migration. *Globalisation, Societies and Education*, 14(3), 390–402. <https://doi.org/10.1080/14767724.2016.1151769>.
- Krahe, B., Bieneck, S., & Möller, I. (2005). Understanding gender and intimate partner violence from an international perspective: Understanding gender and intimate partner violence: theoretical and empirical approaches. *Sex Roles*, 52(11- 12), 807–827.
- Leong, P. (2015). Coming to America: Assessing the Patterns of Acculturation, Friendship Formation, and the Academic Experiences of International Students at a U.S. College. *Journal of International Students*, 5(4), 459–474. <https://doi.org/10.32674/jis.v5i4.408>.
- MacGregor, J. C. D., Burd, C., Mantler, T., McLean, I., Veenendaal, J., Rodger, S., & Wathen, C. N. (2022). Experiences of Women Accessing Violence Against Women Outreach Services in Canada During the COVID-19 Pandemic: a Brief Report. *Journal of Family Violence*, 1–9. <https://doi.org/10.1007/s10896-022-00398-2>.
- Mason, G. (2010). Violence against Indian Students in Australia: A Question of Dignity. *Current Issues in Criminal Justice*, 21(3), 461-465, DOI: 10.1080/10345329.2010.12035860.

International students' experiences of gender-based violence in Canada

- McKay, S., Veresova, M., Bailey, E., Lamblin, M., Robinson, J. (2023). Suicide Prevention for International Students: A Scoping Review. *Int. J. Environ. Res. Public Health*, 20, 1500. <https://doi.org/10.3390/ijerph20021500>.
- McKenzie, M., Hegarty, K. L., Palmer, V. J., & Tarzia, L. (2022). "Walking on Eggshells:" A Qualitative Study of How Friends of Young Women Experiencing Intimate Partner Violence Perceive Their Role. *Journal of Interpersonal Violence*, 37(9-10), NP7502–NP7527. <https://doi.org/10.1177/0886260520969238>.
- Merry, L., Vissandjee, B., & Verville-Provencher, K. (2021). Challenges, coping responses and supportive interventions for international and migrant students in academic nursing programs in major host countries: a scoping review with a gender lens. *BMC Nursing*, 20(1), 1–174. <https://doi.org/10.1186/s12912-021-00678-0>.
- Montesanti, S. R. (2015). The role of structural and interpersonal violence in the lives of women: a conceptual shift in prevention of gender-based violence. *BMC Women's Health*, 15(93). <https://doi.org/10.1186/s12905-015-0247-5>.
- Ogunsanya, M. E., Bamgbade, B. A., Thach, A. V., Sudhapalli, P., & Rascati, K. L. (2018). Determinants of health-related quality of life in international graduate students. *Currents in pharmacy teaching & learning*, 10(4), 413–422. <https://doi.org/10.1016/j.cptl.2017.12.005>.
- Patel, S. (2019). "Brown girls can't be gay": Racism experienced by Queer South Asian women in the Toronto LGBTQ community. *Journal of Lesbian Studies*, 23(3), 410–423. <https://doi.org/10.1080/10894160.2019.1585174>.
- Popadiuk, N. E. (2008). Intimate Relationships of Female International Students. *Journal of Multicultural Counseling and Development*, 36(4), 206–218. <https://doi.org/10.1002/j.2161-1912.2008.tb00083.x>.
- Ra, Y.A. (2016). Social Support and Acculturative Stress Among Korean International Students. *Journal of College Student Development*, 57(7), 885–891. <https://doi.org/10.1353/csd.2016.0085>.
- Reed, E., Raj, A., Miller, E., & Silverman, J. G. (2010). Losing the "Gender" in Gender-Based Violence: The Missteps of Research on Dating and Intimate Partner Violence. *Violence Against Women*, 16(3), 348–354. <https://doi.org/10.1177/1077801209361127>.
- Reuter, P. R., & Forster, B. L. (2021). Student health behavior and academic performance. *PeerJ*, 9, e11107. <https://doi.org/10.7717/peerj.11107>.
- Rosenthal, D. A., Russell, J., & Thomson, G. (2008). The health and wellbeing of international students at an Australian university. *Higher Education*, 55(1), 51–67. <https://doi.org/10.1007/s10734-006-9037-1>.
- Russo, N. F., & Pirlott, A. (2006). Gender-based violence: concepts, methods, and findings. *Annals of the New York Academy of Sciences*, 1087(1), 178–205. <https://doi.org/10.1196/annals.1385.024>.
- Sable, M.R., Danis, F., Mauzy, D.L. & Gallagher, S.K. (2006). Barriers to Reporting Sexual Assault for Women and Men: Perspectives of College Students. *Journal of American College Health*, 55(3), 157-162. DOI: 10.3200/JACH.55.3.157-162.
- Sabri, B. & Granger, D.A. (2018). Gender-based violence and trauma in marginalized populations of women: Role of biological embedding and toxic stress. *Health Care for Women International*, 39(9), 1038-1055, DOI: 10.1080/07399332.2018.1491046.
- Scholl, J.A., Cogan, C., Micol, R.L., Steward, J., Hancock, K., & Davis, J.L. (2021). Physical and sexual violence on college campuses: considerations for international students. *Journal of American College Health*, 69(3), 331-334. DOI: 10.1080/07448481.2019.1668398.
- Sharoni, S., & Klocke, B. (2019). Faculty Confronting Gender-Based Violence on Campus: Opportunities and Challenges. *Violence Against Women*, 25(11), 1352–1369. <https://doi.org/10.1177/1077801219844597>.

International students' experiences of gender-based violence in Canada

- Skromanis, S., Cooling, N., Rodgers, B., Purton, T., Fan, F., Bridgman, H., Harris, K., Presser, J., & Mond, J. (2018). Health and well-being of international university students, and comparison with domestic students, in Tasmania, Australia. *International Journal of Environmental Research and Public Health*, 15(6), 1147. <https://doi.org/10.3390/ijerph15061147>.
- Smith, C., Whiteside, B., Blanchard, S., & Martin, C. (2013). International Student Support Services at Ontario universities. *Strategic Enrollment Management Quarterly*, 1(1), 55–66. <https://doi.org/10.1002/sem3.20005>.
- Sondhi, G. & King, R. (2018). International Student Migration: A Comparison of UK and Indian Students' Motivations for Studying Abroad. *Globalization, Societies and Education*, 16(2), 176-191.
- Sundeen, R.A. (1984). Explaining the Fear of Crime among International Students from Developing Countries: A Revised Model. *Criminal Justice Review*, 9(2), 7-13.
- Taliaferro, L.A., Muehlenkamp, J.J., & Jeevanba, S.B. (2020). Factors associated with emotional distress and suicide ideation among international college students. *Journal of American College Health*, 68(6), 565-569. DOI: 10.1080/07448481.2019.1583655.
- Todorova, M., Brooks, H., Persaud, R. & Moorhouse, E. (2022). Sexual Violence Prevention and International Students in Canadian Universities: Misalignments, Gaps and Ways Forward. *Comparative and International Education / Éducation comparée et internationale*, 50(2), 33–50. <https://doi.org/10.5206/cieeci.v50i2.14250>.
- Wang, M. & Dovchin, S. (2022). “Why Should I Not Speak My Own Language (Chinese) in Public in America?”: Linguistic Racism, Symbolic Violence, and Resistance. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.3179>.
- Xiong, L., Nyland, C., Sue Fisher, B., & Smyrnios, K.X. (2017). International students' fear of crime: an Australian case study. *Australian & New Zealand Journal of Criminology*, 50(1), 77–99. <https://doi.org/10.1177/0004865815608676>.
- Zain, Z. M. (2012). The Awareness on Gender-based Violence among Students in the Higher Learning Institutions. *Procedia, Social and Behavioral Sciences*, 38, 132–140. <https://doi.org/10.1016/j.sbspro.2012.03.333>.
- Zark, L., Toumbourou, J. W., & Satyen, L. (2022). Help-Seeking for Intimate Partner and Family Violence Among Tertiary Students in Australia: Nature, Extent, and Cross-Cultural Differences. *Journal of Family Violence*. <https://doi.org/10.1007/s10896-022-00406-5>.
- Zark, L., Toumbourou, J. W., & Satyen, L. (2022). Intimate Partner and Family Violence Among Women Tertiary Students in Australia: Prevalence and Cross- Cultural Differences. *Violence Against Women*, 0(0). <https://doi.org/10.1177/10778012221137922>.
- Non-Scholarly**
- Anitha, Sundari & Lewis, R.. (2018). Gender based violence in university communities: Policy, prevention and educational initiatives.
- Crocker, D., Minaker, J., & Nelund, A. (2021). *Violence Interrupted: Confronting Sexual Violence on University Campuses*. McGill-Queen's University Press. <https://www.mqup.ca/violence-interrupted-products-9780228001003.php>
- Crudgington, M., Khan, F., Naushan, A., Parnell, K., & Rowe, C.J. (2020). Creating Inclusive GBV Prevention and Support with International Students. *Courage to Act*. June 2020. Retrieved August 12, 2022, from <https://www.couragetoact.ca/blog/internationalstudents>.
- Culture and perspectives on sexual assault policy*. Support Survivors. (2022, June 1). <https://supportsurvivors.ca/>

International students' experiences of gender-based violence in Canada

- Peel Newcomer Strategy Group. (2018.). International Students Needs Assessment Report. https://peelnewcomer.org/wp-content/uploads/sites/52/2021/10/PNSG_International-Students-Final-Report.pdf
- SSOCH Mental Health. (2021). Mission: Vision: Values February 8, 2021. Retrieved March 8, 2023, from <https://www.sochmentalhealth.com/mission/>.
- Students for Consent Culture Canada. (2021). The Open Secrets Project: A study on rape culture and accountability at Canadian postsecondary institutions. Preliminary summary and recommendations
- World Health Organization. (2018.). WHO housing and health guidelines. World Health Organization. Retrieved February 14, 2023, from <https://www.who.int/publications/i/item/9789241550376>.