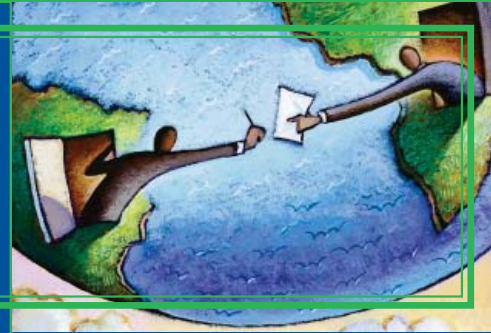


*Professional Development Series*

# INTERNATIONAL MARKETING



EDUCATION PRODUCTS AND

SERVICES

*by Cathy Cameron*



**BCCIE**

# INTERNATIONAL MARKETING

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## EDUCATION PRODUCTS AND SERVICES

*A Handbook for Canadian Educational Institutions*

April 1997

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CATHERINE CAMERON  
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VANCOUVER, BRITISH COLUMBIA

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Cathy Cameron

Vancouver, April 1997



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## 1. OVERVIEW AND OBJECTIVES

### Foreword

This handbook has been developed as part of the *Professional Development International Education Project* of the British Columbia Centre for International Education (BCCIE). Established in 1990, BCCIE has been active in facilitating the internationalization of British Columbia's public post-secondary institutions. One of its key goals is the development of the international education experience and expertise among faculty, staff and students. With the province's colleges, universities and institutes, the BCCIE is taking a leading role in international education in Canada.

*International Marketing: Education Products and Services* is the first of a series of international education modules to be produced by BCCIE. It is designed for individuals at public post-secondary educational institutions in Canada who have been challenged with the task of marketing their educational programs, products or services internationally. While it has been written primarily for those new to the international marketing function, the program will also benefit individuals looking for ways

to refine and re-evaluate their current approach to marketing. Individuals with marketing responsibilities working within the public and private secondary school system, as well as those at private post-secondary institutions, may also find the process and tips provided in this handbook of value.

### Purpose

*International Marketing: Education Products and Services* takes a practical approach in reviewing international marketing concepts as they relate to education providers. The handbook does not attempt to persuade institutions to export, nor does it provide analysis of specific export opportunities. Rather, it includes helpful background information for educators doing business internationally. It outlines useful guidelines and suggestions for assessing "export readiness" and for effectively planning, executing and evaluating international marketing strategies. More specifically, at the end of reviewing this *International Marketing* module, readers will be able to achieve the learning objectives listed on the next page.

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## **Learning Objectives**

By the end of this handbook, readers will be able to:

- explain the international education marketing process
- determine their readiness for approaching international markets
- select target markets
- set marketing goals and objectives
- develop an international marketing plan
- identify effective promotional strategies
- evaluate success of marketing efforts
- identify sources of international marketing information

Learning objectives specific to each section of this document are listed at the beginning of each chapter.

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## 2. INTRODUCTION

### What is International Education Marketing?

*Happiness is Having a Friend from Afar  
- Confucius -*

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#### Learning Objectives

At the end of this section, readers will be able to:

- identify your own preconceived ideas of international marketing
  - define and explain the international marketing process
- 

Before reviewing some of the concepts of international marketing, let's begin by examining our own beliefs and understanding of the subject. Take a few minutes to answer the following questions before continuing. (Answers on Page 8.)

	AGREE	DISAGREE
1. Marketing education is no different from marketing any commercial commodity or widget internationally.	<input type="checkbox"/>	<input type="checkbox"/>
2. Canada is well known around the world for quality educational programs and products.	<input type="checkbox"/>	<input type="checkbox"/>
3. Successful international marketing requires commitment from the top of an organization.	<input type="checkbox"/>	<input type="checkbox"/>
4. International marketing requires a long-term commitment.	<input type="checkbox"/>	<input type="checkbox"/>
5. Educational institutions should not modify their programs or products just to suit the needs of the international marketplace.	<input type="checkbox"/>	<input type="checkbox"/>
6. It is better to spread one's marketing efforts out over many international markets than to focus on just a few.	<input type="checkbox"/>	<input type="checkbox"/>
7. Educational institutions should focus on international markets only when domestic "business" sags.	<input type="checkbox"/>	<input type="checkbox"/>
8. Promotional strategies that work well in Canada will work well in international markets.	<input type="checkbox"/>	<input type="checkbox"/>
9. International marketing can be done well with limited financial resources.	<input type="checkbox"/>	<input type="checkbox"/>

---

## **Perspectives on Canada's Approach to International Education Marketing**

The marketing needs of Canadian educational institutions are unique and vary considerably from traditional corporate or commodity marketing. What is usually managed by a highly structured, fully dedicated and extensively resourced department of marketing professionals in a large corporation is often tasked to one or two internationalists at a college, institute or university. What is often product-oriented in corporate realms is service-oriented in educational circles. What commercial sectors have traditionally accepted as a natural course of business (i.e. marketing) is only a partially understood and newly accepted concept to many Canadian educational institutions.

Until quite recently, many Canadian schools simply did not *market* themselves. Foreign students were welcomed, but not actively sought. International partnerships were explored, but not aggressively pursued. While some sectors of Canada's education system had been more active than others in their approach to internationalization, all had remained focused on providing accessible, quality education to domestic clientele. International programs and activities, though valued, were secondary and never to be in conflict with this focus.

International marketing was thought best managed through reputation alone and perhaps through an active alumni network. Brochures were sometimes sent to Canadian diplomatic missions abroad and made available to any potential students who knew to ask for this often dated reference material. Letters of enquiry were answered in due course. Any other attempts at promotion seemed too commercial and almost crass. Commercialism was definitely not an image to convey about one of Canada's most precious commodities — its public post-secondary education system.

However, with a growing emphasis on globalization, coupled with reduced government funding and an active international education marketplace, more Canadian public post-secondary institutions began to view active *international marketing* through different eyes. In a world where international students, foreign governments and sponsoring agencies had constant access to information about educational opportunities in other countries, Canada's voice had been too silent. In fact, at a time when global participation in international education was rapidly increasing, Canada's

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market share was slowly declining. With the exception of British Columbia, where marketing efforts were consistent and foreign student intake steadily increased, Canadian institutions were beginning to lose out.<sup>1</sup>

Although a small number of Canada's educational institutions have been successful in establishing themselves in the international marketplace, more now recognize the need to do a better job at telling the world about what they have to offer and actively promoting themselves. They understand that their solid reputation in Canada is not well known around the world and that this limits their ability to establish additional international partnerships and attract top caliber students. More are taking the view that international programming and marketing can no longer be viewed as a peripheral activity but rather as a necessary component contributing to their institution's mission and longevity. They recognize international marketing as a vehicle for helping their institution achieve many benefits.<sup>2</sup>

***Through Global Marketing Institutions Can:***

- **internationalize their campus**
- **attract top caliber students**
- **develop world-class partnerships**
- **inspire new product and curriculum development**
- **foster economic, scientific and technological competitiveness**
- **enhance their international reputation**
- **expand domestic operations**
- **improve student services**
- **earn extra income**
- **attract foreign investment**

As institutions place new emphasis on international marketing and open themselves up to its many inherent benefits, they will be challenged to articulate how local and international priorities, as well as how the commercial and academic dimensions of their efforts balance out.

It is the belief of this author that international marketing and academic integrity are not mutually exclusive, that being responsive to the demands of international markets does not diminish Canada's long-standing commitment to providing accessible, quality education for all. International education programs are an integral part of the process of taking Canadian education into the 21st century and international marketing central to its growth and development.

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<sup>1</sup> *The National Report on International Students in Canada*. Canadian Bureau for International Education, 1994/95.

<sup>2</sup>McKellin, Karen. *Anticipating the Future*. B.C. Centre for International Education, 1996.

## What is International Education Marketing?

**Marketing has often been described as:**

⇒ **getting the right *product or service***

⇒ **in the right *place***

⇒ **at the right *price***

⇒ **at the right *time***

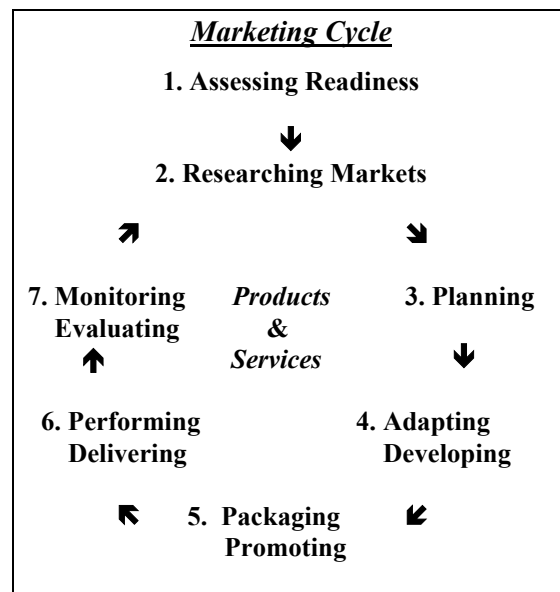
⇒ **and *promoting it*.**

The marketing of *education* internationally is most commonly understood to mean the recruitment of international students to come and study in Canada. While this is often the focal point for many educational institutions, and the thrust of a good part of this handbook, it would be negligent to limit our discussion of international education marketing to this alone. In addition to international student recruitment, international education marketing can include the marketing of curriculum, custom-designed programs, industrial training programs, consulting services, educational technologies, educational travel packages, study abroad programs, student and faculty exchanges, twinning programs or simply the institution's image.

Regardless of whether we are discussing the recruitment of international students or the exporting of training programs abroad, international marketing means dealing with

clients who live in different time zones and cultures, who have different academic years and qualifications, who speak a variety of languages and who have different needs than Canadian clientele.

Successful international marketing demands a good understanding of your clients' needs. It requires equal understanding of international market forces and one's own capacities and capabilities. It means having clear goals and objectives. It is adapting and refining your "product" to better meet clients' needs. It requires long-term commitment, planning, hard work and a good share of luck. It often requires you to work outside your direct sphere of influence and thus thrives on diplomacy, patience and flexibility.



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***“Marketing, to a large measure, is the caretaker of the institution’s credibility.”<sup>3</sup>***

Over the next few chapters, readers will have the opportunity to go through the stages of the international marketing process as it applies to their own situation. The handbook begins by looking at the “product” side of the marketing equation and helping the reader determine how export ready their institution, and their products or services may be. The next chapter deals with “place” and provides some helpful suggestions for identifying and researching target markets. The following chapter deals with the marketing plan and builds on the information gathered in the first two chapters. Chapter 6 reviews and evaluates some of the more common promotional strategies available to international education exporters.

Whether it deals with products or services, education marketing is relationship building. It is finding and keeping friends from afar.

#### **Answers to Quiz (from Page 4)**

1. Marketing “services” requires a different approach from traditional “product” marketing. Though the core concepts remain the same, the marketing of educational services demands a more time-intensive and customized approach than traditional product marketing. *Services* differ from *products* in that they are intangible, highly dependent on the persons providing the service, affected by the client’s own input and simultaneously consumed as they are produced. (For further information on marketing, see the resources listed in Chapter 7.)

2. Studies have shown that Canada’s market share of international students has not kept pace with Australia, Great Britain or the United States. With the exception of British Columbia, Canada has experienced a decline in the numbers of international students in recent years. (For further information on this topic, see the resources listed in Chapter 7.)

3. Strong commitment from your administration and Board of Governors is crucial to the success of your marketing efforts. (See Chapter 3 on Export Readiness for further discussion of this topic.)

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<sup>3</sup> Jones, Steven W. *Shaping the Community College Image*. National Council for Marketing and Public Relations; 1993. Pg. 78.

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4. It takes time to establish a reputation and to reap the benefits of your marketing efforts. International clients need to have confidence that you are in it for the long-term. Allow yourself ample time to succeed. Establishing five-year objectives is not unreasonable. (See Chapter 5 on the marketing plan for further discussion on this topic.)

5. The answer to this question points to the core philosophy behind your efforts. Is your role simply to market the programs and services that your institution already has in place or is it to also help influence product adaptation and new product development? While the former approach may meet with some initial success, because of its short-sightedness and inherent lack of responsiveness to the needs of international clientele, it cannot truly be considered marketing. It is important to remember that marketing differs from straight sales in that it requires you to understand, respect and respond to your customers' needs and desires. (See Chapter 3 on export readiness for further discussion on this topic.)

6. While it makes sense to think about diversifying your international student population and other clientele, and to not want to become overly reliant on one or two select markets, tackling too many markets at once can be problematic. Allowing yourself

to become well acquainted with a select number of markets and servicing them well before expanding your market base is important particularly for institutions new to international marketing. Success builds on success. (Refer to Chapter 4 on selecting target markets for further discussion on this topic.)

7. If your capacity to do international business is at the whim of the ups and downs of domestic activity, you will not succeed. Long-term commitment is crucial. (See Chapter 3 on export readiness and Chapter 5 on market planning for further discussion on this topic.)

8. Promotional strategies that work well in Canada may or may not work well in international markets. (See Chapter 6 on promotional strategies for further discussion on this topic.)

9. While there are a number of less expensive approaches that can be taken when marketing internationally, it is difficult to do a good job with limited resources. (Refer to Chapter 6 for more information on this topic.)

### **3. ARE YOU EXPORT READY?**

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## Examining Organizational, Product and Personal Readiness

### *Winning Involves Knowing Yourself and Others* *- Sun Tzu, Ancient Chinese Military Strategist -*

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#### Learning Objectives

At the end of this section, readers will be able to:

- identify ways to gain commitment and support for your international marketing efforts
  - evaluate your organizational, product and personal export readiness
  - begin to draft the first elements of your marketing plan of action
- 

The most obvious perspective of international activities is “outward looking” — identifying where the opportunities are and understanding what international customers need and want. Without a stable “domestic”

operation in place, however, international marketing will have little chance of success. So to begin the road to successful international marketing, it is critical to begin by “knowing yourself.” Try this quiz.

Do You Have...	YES	NO
1. A clear mandate and objectives for your international marketing efforts?	<input type="checkbox"/>	<input type="checkbox"/>
2. Involvement and commitment for international activities from:		
a) top management?	<input type="checkbox"/>	<input type="checkbox"/>
b) faculty?	<input type="checkbox"/>	<input type="checkbox"/>
c) support staff?	<input type="checkbox"/>	<input type="checkbox"/>
d) local community?	<input type="checkbox"/>	<input type="checkbox"/>
3. Special support services and policies in place for your international clients?	<input type="checkbox"/>	<input type="checkbox"/>
4. The ability to adapt your products, services and promotional materials to international markets?	<input type="checkbox"/>	<input type="checkbox"/>
5. The capacity to do extra business?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “yes” to all or most of the questions above, congratulations! You are

well on your way to implementing a solid international program and marketing strategy

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and are likely reading this handbook to pick up some additional ideas or to simply confirm that you are on the right track. Good work. If you answered “no” to most of the questions above, not to worry. You are in the right place. Read on for more information.

As indicated in Chapter 2 (see page 7), *export readiness* is the first critical stage of the marketing cycle. Export readiness means preparing yourself, your institution and your products or services for international markets. It requires a willingness to question the status quo; the capacity to do more business; and the ability, skill and tactfulness to introduce new systems, policies and programs necessary to succeed in the international market place.

Simply put, *export readiness means making a wholehearted commitment to servicing your international customers.*

Let’s begin by looking at some of the elements of organizational readiness.

## **Organizational Readiness**

How export ready is your institution?

The quiz at the beginning of this chapter identified a number of key components necessary to consider when evaluating the export readiness of your institution. These included having an international mandate, a wide base of commitment, special support services and policies, and the capacity to do extra business and adapt your products/services. Three steps listed below allow you to take a more detailed look at these elements and to determine the actions required for making your institution more “export ready.”

### ***Step 1: Starting Out***

Before all else, it is important to have a clear sense of how international marketing fits into the overall mandate of your institution. Below are some questions you will want to consider before venturing into international markets.

- Does your institution’s mission statement include an international dimension? If not, can it be reviewed?
- What does your institution hope to achieve through international marketing? Is this realistic?

- 
- How will international marketing complement or support domestic programs and activities? What benefits will it bring to your institution and your community?
  - Is the time frame for an expected return on market development activities reasonable? (at least 24 months)
  - Is there a policy in place to ensure long-term support for “education exporting?”
  - Where does the strongest support for international marketing come from in your institution?
  - Where does the most resistance to international marketing lie? What lies behind the concerns?
  - Does the President of your institution proactively communicate the relevance of international marketing and its function within the institution’s operations?

***Step 2: Gaining Commitment***

Typically, one person in an institution becomes the agent of change, the one to carry the institutional torch to international markets. Chances are that if you are reading this handbook, this person is you. No matter how committed you may be to this process, it is crucial for you to remember that international marketing cannot be done in isolation. Even the best product in the world with a great marketing campaign will not succeed without wide commitment from home base.

Simply put, *securing institution-wide commitment means ensuring you have the time and resources to develop the international reputation of your institution and the ability to successfully perform and deliver your product.*

Consider the following questions:

Generating commitment and a shared vision for your international marketing efforts is one of the more challenging tasks you will face. International marketing is a high-profile activity, subject to careful scrutinization by faculty, students and members of your community. Most, if not all, will have an opinion and will want to know why their institution is involved in international marketing. How are they benefiting?

Generating commitment means being prepared to answer these kinds of questions and addressing any resistance, be it a simple reluctance to change or a genuine concern about the impact of international marketing on domestic access to educational programs.

Most successful exporters will tell you that their marketing efforts would not have been possible without strong commitment from “the top.” Your senior administration and Board of Governors, if not leading the

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initiative, need to be very closely involved. Let's face it, they are the ones who have the authority to commit the resources you require — be they human, financial, cultural, technological or otherwise — and are the ones who will make the commitment to future international activities at your institution. Their commitment will go far in lending credence to your efforts and in opening more doors around the globe.

In addition to their support, the more who are onside and committed to international marketing at your institution, the more likely your efforts will be a success. Be they administrative staff, faculty members, financial officers, support staff or community liaison officers, they all play a role in delivering and marketing your “product.” Some tips for gaining support for your marketing efforts are detailed below.

To secure institution-wide commitment, consider the following strategies<sup>4</sup>:

- **Involve as wide a constituency as feasible from the early planning stages of your marketing efforts.**
- **Educate others about the marketing process. Show how marketing is everyone's responsibility and to everyone's advantage.**
- **Encourage new ideas and implement wherever possible. Be sure to explain if input received is not feasible.**
- **Generate acceptance and agreement of overall marketing goals and objectives.**
- **Empower individuals to implement marketing activities.**
- **Monitor the tangible benefits of your international marketing efforts and share the rewards across the institution.**
- **Regularly communicate accomplishments through newsletters, meetings or other vehicles.**
- **Give recognition to all participants who played a role in the marketing process.**

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<sup>4</sup>Jones, Steven W. *Shaping the Community College Image*. National Council for Marketing and Public Relations, 1993. Pg. 96.

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### ***Step 3: Integrating International into the Institution***

Now that you have a clear sense of how your international activities fit into the mandate of your institution, and have begun to foster institution wide commitment, you need to consider how the organizational framework and processes will influence international marketing activities.

Whether your institution is large or small, old or new, traditional or entrepreneurial, academic or vocationally oriented, you need to ensure that your marketing efforts are an ongoing and systematic operation. Whether your institution has taken a more contained approach to international activities, where one unit handles the marketing and delivery of services for international clients separate from the rest of the institution, or a more integrated approach, where internationalization becomes more a part of the “mainstream” of the institution, the challenges of integration are nonetheless important.

Some of the systems and policies that you will need to address at your institution are detailed below.

- Has a central coordinating function for international marketing been fixed and its role clearly defined and agreed to?
- Have regular communication systems been established to facilitate cooperation and understanding between international and other programs?
- Have effective and workable policies particular to international clients been articulated and agreed to in the following areas:
  - i) Financial policies, including resources for international activities, fee structure for educational programs or products, refund policies and the sharing of risks/revenue within the institution;
  - ii) Admissions policies, including entrance requirements, processing times and procedures;
  - iii) Program policies, including accessibility, flexibility, adaptability and quality assurance;
  - iv) Special support services for international clients, including customized correspondence, orientation programs, ESL training, student advising, homestays and airport reception.
- Has a mechanism been established for systematic monitoring and review of policies, procedures and programs relevant to international clients?

---

## **Product Readiness**

Now that your institution is well down the road to export readiness, it is important to examine the readiness of your products, services and promotional materials.

### ***Step 1: Examining Your Products and Services***

For international student recruitment efforts, where the “product” you are marketing is the whole educational experience, from the initial inquiry and application to program delivery and final graduation, much of your product export preparation has been addressed in the section on organizational readiness. Regardless of whether you are marketing the educational experience or tangible educational products, you will want to consider the following elements in addition to those organizational issues.

- What programs, products or services does your institution specialize in?
- What benefits do your products or services offer potential customers? What distinguishes your institution’s programs or products from others in the global marketplace?
- Why would international clients want to purchase from you? How well do your products meet the needs of international clients?

- With which products do you have the capacity to do more business and which program areas have the capacity to absorb additional students? If domestic demand increases, will you still be able to handle the requirements of international customers?
- Do you have the flexibility to adapt your products or services to meet the ever changing needs of international clients? (e.g. the timing, the location or methods used to deliver the product.)
- Does your institution offer any after sales service? (e.g. job placement assistance, international alumni networks, product upgrades)
- Do the systems in place at your institution make it easy for international clients to do business with you? (e.g. to get information, to make payments, to register for courses and to adapt to the foreign environment)

### ***Step 2: Examining Your Promotional Materials***

An additional element of ensuring your products and services are ready for export is to examine the readiness of your promotional materials. While promotional strategies will

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be discussed in more detail in Chapter 6, you will want to consider the questions below to determine the state of readiness of your current materials. The benefits of giving yourself ample time to review your promotional materials early on in the marketing process will be beneficial in the long run.

***Are your promotional materials...***

- **uncluttered and easy to read?**
- **translated into other languages?**
- **colourful and engaging?**
- **informative?**
- **current and easily updateable?**
- **accurate?**
- **internationally focused?**
- **easy to reproduce?**
- **easy to ship?**
- **consistent?**
- **reflective of the image you wish to convey about your institution?**
- **appealing to international clients?**

**Personal Readiness**

The final, yet far from least important, component you need to examine for export readiness is yourself and your marketing team.

In service marketing particularly, where the product is not tangible and where the decision to purchase involves a great deal of trust, the personal element of your marketing mix is critical.

Consider the following questions:

***Do you have...***

- **good understanding of the international marketing process?**
- **the time to study and develop foreign markets?**
- **in-depth knowledge of your institutional or product benefits and strengths?**
- **familiarity with competitors' activities and products?**
- **up-to-date understanding of Canada's international student visa authorization process and work regulations?**
- **cross-cultural know-how and foreign language skills?**
- **an ease or comfort with international clients?**
- **a high energy level and enthusiasm about the "product" you are promoting?**

---

*Are you...*

- **approachable, personable and professional in your appearance and manner?**
- **a good communicator and listener?**
- **diplomatic and a team player?**
- **prepared to challenge the status quo?**
- **innovative, curious and a good problem solver?**
- **committed to providing excellent customer service and delivering a quality product?**

Ideally, you will want to foster the above skills and traits, to the extent possible, in all members of your marketing team. Keeping them informed and in-tune with your marketing activities helps keep them onside and delivering the same messages to your clients.

Whether a department of one or many, an institution with a professional, well-informed marketing department with cross-cultural know-how will go far in establishing and maintaining credibility in the international market place.

## **Summary**

In this chapter we have reviewed a number of key elements in the export readiness process. You have taken stock of : i) your institution's international mandate, policies and systems; ii) the products and services you are marketing; and iii) your own personal resources. You have articulated a vision for your international marketing efforts, begun to foster support for your efforts, and given thought to how you will maintain this commitment through consistent communications efforts.

At the same time, you have begun to work on the first elements of your marketing plan. In particular, you have laid the groundwork for addressing the following components in your plan:

- marketing objectives
- product benefits
- capacity issues
- personnel resources

While you will have the chance to work on your marketing plan in more detail in Chapter 5, we will now move on to the next stage of the marketing process, "Selecting and Researching your Target Markets."

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## 4. WHERE IN THE WORLD TO BEGIN?

### Selecting and Researching your Target Markets

#### *“Location, Location, Location”*

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#### **Learning Objectives**

At the end of this section, readers will be able to:

- set criteria for selecting target markets
  - effectively evaluate “export potential” in foreign markets
  - identify unique customer expectations in target markets
  - identify sources of market intelligence
- 

The next stage in the marketing process, after determining export readiness, is researching your target markets. In this chapter we will review the kind of information you need to collect on prospective foreign markets, discuss various ways for gathering market intelligence and help you determine where you should focus your international marketing efforts.

#### **Where to Begin?**

With a “world of opportunity” out there, deciding where to focus your marketing efforts might seem a little like shopping for candy in a candy store. There is so much to choose from and at a first glance, it all looks good. But as many marketers and hungry candy shoppers have learned, take on too

much of a good thing too fast and a few aches and pains will be sure to follow!

Diversifying your international student mix or spreading out your marketing efforts to sell training services abroad ultimately makes sense; however, it is important to begin slowly, to focus your efforts and to develop a good understanding of your clients in a select number of markets. Client needs vary from location to location. Systems that work well with one group may or may not work well with the next. Expanding your marketing efforts in a step-by-step fashion will not only help ensure early success by laying a strong foundation in each of your target markets but will also help solidify the “buy-in” and commitment to your international program at

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home. As we've said before, success builds on success.

Through careful market research, you will be able to identify the best market opportunities for your products and services and anticipate any product adaptation requirements. Your decision to take a proactive, rather than simply a reactive, approach to your international marketing efforts will pay off in the long run.

### ***Step 1: Selecting Markets for Research***

Chances are that your institution and community have established some ties around the world already. These ties could include anything from faculty members having expertise, foreign language capabilities and personal connections in certain geographic regions; to international students having been drawn to your institution because of connections to the local ethnic community; or perhaps, your community and institution having established solid international twinning arrangements or business agreements.

***Beginning your market research in those regions where a certain level of familiarity and expertise already exists is an excellent place to start.***

Alternatively, if the number of international contacts are limited at your institution, begin

your research in markets where Canada is already relatively well known. Select countries where large numbers of students already have chosen to study in Canada or where other Canadian institutions have experienced success. Information on these established markets is readily available. Institutions can reap the benefits of a more focused approach to marketing and potential clients already have a certain level of familiarity with the advantages Canada has to offer.

To select the ideal markets to research and develop you will want to consider the following:

- Where do you or your colleagues have business contacts?
- Which regions have ties to your community?
- Where is Canada's reputation strongest?
- How accessible is this market in terms of its geographic distance, language and culture, business practices and government regulations?
- Where do you want to do business?
- Where do you believe there is high demand for your product or service?

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## ***Step 2: Evaluating Market Opportunities***

Developing an excellent understanding of the particularities of each market and the potential level of demand for your products or services is the next step in your market research process. For each of the markets where you are considering doing business, a careful market assessment is required.

The type of information that you need to collect on each market is identified below. (Suggestions for how to collect this market intelligence are identified in Step 3 of this chapter.)

### **Target Market Profile**

#### ***Education and Training:***

- **emerging trends**
- **national education and training priorities, policies and directions**
- **government, corporate and individual spending on education**
- **programs in highest demand**
- **local costs**
- **recognition of foreign credentials**

#### ***Sales Potential:***

- **population**
- **disposable income**
- **current #'s studying internationally**

- **Canada's market share**
- **competition's market share**
- **availability of similar products**
- **restrictions/obstacles to doing business in this market**

#### ***Competition Profile:***

- **main competitors**
- **market share/level of activity**
- **target group**
- **product strengths and weaknesses**
- **key benefits**
- **promotional strategies**
- **cost, timing, and product comparison**

#### ***Customer Profile:***

- **education/professional qualifications**
- **economic background**
- **priorities (costs, timing, location)**
- **motivation**
- **special needs and values**
- **perceived value of international education and training suppliers**
- **awareness and perception of Canada and Canadian education**
- **purchasing decisions: who makes decisions? how are decisions influenced?**
- **cultural considerations — business etiquette, religion, gestures, images, language, gender issues, holidays**

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After collecting the information identified above, you should have a better sense of where you are in the minds of potential customers as well as an understanding of why you are there. You will also have an indication of how your own products and services may need to be adapted to meet local preferences and regulations and whether or not to proceed in each market.

Read on for suggestions on ways to collect market intelligence from home and while overseas.

### ***Step 3: Collecting Market Intelligence***

While it is true that one of the best ways to understand a market is to visit it, there is much that can and should be done before you leave home. Many excellent sources of market intelligence are readily available. In addition to consulting relevant government departments, businesses and academic associations and publications listed in the final chapter of this handbook, you may wish to consider the following:

- Interviewing international students currently at your institution, your alumni or immigrant population in your community
- Contacting other Canadian institutions who are experienced in target markets
- Reviewing published market studies available through the British Columbia Centre for International Education, International Trade Centres and the Department of Foreign Affairs, Canadian International Development Agency (CIDA), Provincial Trade Offices, Canadian Education Centres
- Reviewing cross-cultural tips on doing business in target markets
- Reviewing Canadian and International educational statistics
- Surfing international competitors' World Wide Web Sites for product and cost information
- Reviewing international education publications
- Contacting foreign government representatives or agencies in Canada for general information on education system and trends, holidays and business etiquette

Having collected as much information as possible on your target markets from home, it is time to plan your first trip. There are many good reasons for visiting markets firsthand as part of the research process.

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Some of the reasons for international visits include:<sup>5</sup>

- to verify and expand on information you have already collected
- to better understand what your competition is doing
- to establish (or expand) local contacts
- to better understand how your product/service will be accepted in the target market and to learn what modifications may be required
- to understand unique features of the market and acquire a “feel” for the culture, the people and the way of doing business.

There is nothing like visiting a market to appreciate what is on the minds of your customers, to know in advance what obstacles you can expect to encounter, to become more culturally literate, to truly understand your sales potential and to make the right market assessment. A checklist for “Getting the Most from International Visits” is included in Chapter 6 (page 47).

## Summary

Deciding where to focus your international marketing efforts depends on a wide variety of factors. Initially you may narrow down your choices based simply on such factors as: regions where you have personal interest, where your community or institution already has ties or where other Canadian institutions are already active. In deciding where to focus your efforts, however, it is critical that you do a market assessment to determine the potential demand for your product or service, to understand customer requirements and to know how well your product or service will meet their needs.

In this chapter you have reviewed the market research process and have laid the groundwork for addressing the following components of your marketing plan:

- marketing rationale
- situation analysis
- competitive analysis

Having reviewed the elements of export readiness and market research, we will now move on to the next stage of the marketing cycle, “Setting the Direction - the Marketing Plan.”

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<sup>5</sup> Axtell, Roger E. *The Do's and Taboos of International Trade*. New York: John Wiley & Sons Inc., 1994.



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## 5. SETTING THE DIRECTION

### The Marketing Plan

*“To Rise from a Zero  
To a Big Campus Hero  
To Answer these Questions You’ll Strive:  
Where Am I Going,  
How Shall I Get There and  
How Will I Know I’ve Arrived?”*

*- Robert Mager -*

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#### Learning Objectives

At the end of this section, readers will be able to:

- identify the key elements of a marketing plan
  - explain the importance of defining a plan and setting reasonable, measurable objectives
  - develop a positioning statement
  - begin to draft a marketing plan
- 

Now that you are export ready and your market research has provided positive indications for your entry into selected target markets, the next step is to set forth a plan of action for your marketing activities. In this chapter we will review the planning process, help you determine your market positioning along with marketing goals and objectives and help you begin to prepare your marketing strategy and plan of action.

#### What is a Marketing Plan?

Your marketing plan will lay out the facts, help secure management approval, set the direction for where your institution is going and detail how it will get there. Your plan will pull together elements from the background research and analysis done in previous chapters, set forth measurable goals and objectives as well as lay out a plan of action.

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Your marketing plan is also an important tool to help you measure how you've been doing and identify what may need to be done differently in the future. It ensures that you are proactive rather than simply reactive in your marketing efforts.<sup>6</sup> Think of your marketing plan as your compass to success.

No matter how well researched your plan is, however, it is important to remember that a sound marketing plan is never cast in stone. It is meant to be a flexible working document and should be revised as often as required (at least annually). International markets are in a constant state of flux and you will never be able to accurately anticipate all market forces (e.g. changing economics, values, legal regulations, competitor strategy etc.) that will affect your efforts. A flexible marketing plan will help you quickly adapt to changing market conditions and take advantage of new opportunities.

More specifically, your plan will include the following elements:

- Goals and Rationale
- Product and Resource Analysis
- Situation Analysis
- Market Positioning
- Marketing Objectives
- Action Plan

## Goals and Rationale

Setting clear goals and articulating a rationale for your marketing efforts is the first component of your marketing plan.

Your goals are the long-term (5-year) objectives which articulate a vision and set the direction for everything you do. They should be attainable, challenging and consistent with your institution's mission and goals.

Your rationale will indicate the reasons for your institution getting involved in international marketing and will identify any assumptions you have made.

Referring to the work you have done in Chapters 3 and 4, complete the following sentences:

- In five years time, international marketing will have enabled my institution to:

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<sup>6</sup>Cyr, Donald G. and Douglas Gray. *Marketing Your Product*. Self-Counsel Press, 1994. Pg. 5

- 
- Our target increase in market share or in numbers of international students is:

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- The following (internal and external) factors suggest that our programs and services are marketable overseas:

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- Our marketing efforts will be considered a success if:

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- Our existing “product” is generally perceived to have the following benefits:

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- Our capacity for doing extra international business over the next five years lies in the following program/product areas:

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- Areas where product modification or new product development would increase our chance of success in international markets are:

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### **Product and Resource Analysis**

In this section of your marketing plan you will want to clearly identify in which areas you believe your institution has the capacity to do international business and identify the resources you require to meet your marketing objectives.

Referring to the work you have done in Chapter 3, complete the following sentences:

- In order to achieve our marketing objectives, the following resources (human, technical, financial) are required:

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- In addition to the above resources, the following operational structures will need to be put in place:

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**Situation Analysis**

In Chapter 4, you identified a number of target markets and collected valuable information on each. For each target market, you will want to include a situation analysis which addresses the following questions in your marketing plan:

Target Market: \_\_\_\_\_

- Where are we now in the minds of potential customers in this market? How much business have we done in this market until now?

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- Why are we there?

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- How do our existing programs/products match our customers' needs? How do they compare with our competitors' products?

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- Why do we think our current situation in this market can improve?

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**Market Positioning**

Your market positioning statement helps shape how your institution, program, product or service will be perceived by target customers. It helps answer the question: *where do we want to be in the minds of our customers?* Additionally, positioning is what distinguishes you amongst competitors offering similar products and services.

*Your positioning statement is a succinct statement of what you specialize in, why clients would want to buy from you and what distinguishes you from the competition.*

You can develop a positioning statement for your institution as a whole or for a specific program or product. Generally, you will focus your positioning statement on your best potential customer (e.g. high school graduates, language students or business and government officials) in a particular market. Having a specific image in your mind of your target customer helps you to effectively tailor your marketing efforts to match your

primary clients' needs. It does not mean that you are excluding the possibility of making sales outside this group.

To draft your positioning statement, you will need to refer to work you did in Chapter 3 (page 15) on product benefits, and to the market research you conducted in Chapter 4 (page 20) on your customers' needs and values and your competitors' strengths and weaknesses. Complete the following sentence:

**For (your target client)**

\_\_\_\_\_ ,

**(your institution, program, or product)**

\_\_\_\_\_ ,

**is the (competitive category) \_\_\_\_\_**

**that provides/ makes/ gives/ offers/ brings**

**(key benefit)**

\_\_\_\_\_ .<sup>7</sup>

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<sup>7</sup>Dennison, Dell. *The Advertising Handbook for Small Business* Self-Counsel Press, 1995. Pg. 40

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Some examples of completed positioning statements are:

- For Asian professionals on the fast track to an international career, “ABC University” is the executive training centre of excellence that enables them to return to work fully ready to move into international management positions.
- For young students who love adventure, “English College” is the English Language training experience that provides a summer of learning and fun.
- For parents wanting a safe and secure study environment for their children away from home, “Provincial University College” is the educational institution that provides a sense of personal safety.

### Marketing Objectives

In the next section of the marketing plan, you will detail specific objectives. These objectives help you begin to address the question *how do we get there?* While your overall goals articulated a vision for your marketing efforts, they lacked immediacy. Your marketing objectives, therefore, must be specific and measurable. They tell what you will accomplish and by when. While your overall goal could be to establish and secure Asia as a primary market, your

objectives would address what needs to be done for each element of the marketing process to achieve this goal. More specifically, your objectives also act as indicators of the ongoing effectiveness and success of your marketing activities.

Take a few moments now to develop your marketing objectives for each of the following categories. You may wish to complete the templates<sup>8</sup> provided or to draft your own statements from scratch.

#### Product Objectives:

- To improve \_\_\_\_\_ product by \_\_\_\_\_ (doing what) before \_\_\_\_\_ (when).
- \_\_\_\_\_

#### Place Objectives:

- To penetrate \_\_\_\_\_ (where) area more deeply by developing \_\_\_\_\_ (how many) contracts by \_\_\_\_\_ (when).
- \_\_\_\_\_

#### Promotion Objectives:<sup>9</sup>

- To increase awareness about the product in \_\_\_\_\_ (where)

<sup>8</sup>Cyr, Donald G. and Douglas A. Gray. *Marketing Your Product*. Self-Counsel Press, 1994. Pg. 9

<sup>9</sup>See Chapter 6 on Promotional Strategies

**before \_\_\_\_\_ (when) by \_\_\_\_\_ (how).**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Price Objectives:**

- **To raise prices \_\_\_\_\_ (how much) by \_\_\_\_\_ (when) so they are within \_\_\_\_\_ (percent) of competitors' price.**
- **To increase sales \_\_\_\_\_ (how much) by \_\_\_\_\_ (when).**
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Customer Service Objectives:**

- **All enquiries will be answered fully and completely (how) within \_\_\_\_\_ (time frame) by \_\_\_\_\_ (who).**
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Action Planning**

For each of the areas identified in your objectives, careful scheduling and attention

to detail is required. To develop your plan of action you will need to:

- separate the tasks needed to get the job done
- sequence the tasks
- identify who is responsible for each task
- identify how it is to be done and what resources are required to perform the tasks
- specify the time and cost requirements for results to be accomplished
- indicate how the process will be monitored and how you will measure success or failure.

**Summary**

In this chapter you have pulled together the key elements of your marketing plan. You have set clear goals and objectives, developed a positioning statement and given consideration to the marketing strategies you will undertake. In the next chapter, we will examine a number of promotional strategies to consider as part of your marketing mix and to help you achieve your marketing goals.



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## 6. WHERE TO INVEST YOUR MARKETING MONEY?

### Evaluating Promotional Strategies

*We may get sick from what we put in our mouths,  
but we get injured by what comes out of our mouths.*

*- A Chinese Proverb -*

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#### Learning Objectives

At the end of this section readers will be able to:

- identify how promotion and advertising contribute to a product and/or institution's image
  - develop a promotional strategy
  - tailor key messages for international clientele
  - determine the advantages, disadvantages and best use of various promotional vehicles
- 

While it is true that good planning matched by superb products and programming are critical to your marketing efforts, without an effective promotional strategy in place your efforts will very likely have difficulty getting off international ground.

In this chapter we will review how promotion and advertising can contribute to your institution or product's international image, evaluate various promotional vehicles and provide tips for their effective utilization.

#### Creating and Maintaining a Positive Image

Generally, your institution or product's image is determined over a long period of

time, through consumer experience and speculation. With anticipation of new market trends, consistent delivery of what's expected and more, combined with a certain amount of advertising and promotional activities, a well-established organization can often seemingly effortlessly sustain its positive image in the minds of its domestic consumers.

Because your long-standing reputation at home is not as well known in international markets, however, and the fact that customers in these markets have no real tangible evidence of the educational experience you are marketing, your promotional efforts will take on even greater significance in shaping and sustaining a positive image abroad.

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Before any purchasing decisions can be made, potential international clients need access to information on your products and services. They need to know how your programs or services match their needs as well as how they compare with what the competition is offering, and they need to trust you will deliver what you say you will deliver. They will look for both factual and emotional reasons to purchase from you.

Everything, from how you get information to potential clients, to the thoroughness of the information you provide as well as the promptness of your correspondence, will communicate how well you understand your clients and how seriously interested you are in them.

Up until the recent past, many international contacts pointed to the following as evidence of Canada's general lack of interest in international education and training markets:

- a lack of up-to-date information on education and training opportunities
- slow communications and offers of acceptance
- inflexible admission requirements and procedures
- a lengthy student visa process
- infrequent visits to international markets

As a result of this perception, in spite of a comparatively affordable quality educational product, Canada's image in international education markets suffered and our market share began to decline. The contrast to the promotional efforts undertaken by educational institutions in competitor countries was too great.

Competitor promotional strategies that were proving to be effective included:

- regular advertising in local newspapers
- active twinning partnerships
- frequent participation at education fairs
- quick and thorough responses to enquiries
- flexible programming and intake dates
- fast admission decisions
- promotional materials geared specifically to international client needs
- international scholarship opportunities

Promotional materials and activities play a big part in shaping the image and establishing credibility of an institution or product internationally.

A number of promotional materials and tools available to education exporters, as well as the image which they portray, are outlined in the appendices at the end of this chapter.

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## What is a Promotional Strategy?

A wide variety of promotional tools are available to education exporters. Everything from print advertising, directory listings, seminars, trade fairs, and the world wide web, to your personal network of contacts, agents and alumni can be effective in helping you meet your communication and promotional objectives around the world.

Determining which promotional mechanisms are best to use to reach your target clientele, and how often you need to get your message out there to maintain top-of-mind awareness is what your promotional strategy will outline.

In most large markets you will need to use a combination of promotional techniques to reach your audience. Finding the right mix often means finding the right balance between the cost and the number of individuals you want exposed to your message. Newspaper advertising, for example, can reach a wide audience fairly quickly, while Education Directory advertising may for less cost, reach a higher percentage of your target clientele because of its targeted distribution and longer shelf-life.

In order to determine the right mix for your product, and which methods have long-term

payback, you will want to consider the following questions:

- Where does my target clientele generally turn to obtain information on international education opportunities?
- What vehicle holds the most credibility?
- How are purchasing decisions usually made?
- When are purchasing decisions made?
- When is it most effective to advertise or promote my services in each market?
- How often do I need to reach out to potential clients to maintain top-of-mind awareness?
- How many people am I likely to reach through this promotional technique?
- What percentage of my target audience will I be reaching?
- What promotional techniques are my competitors using?

## Measuring Return-on-Investment

Undoubtedly, deciding on which promotional vehicles you will utilize will require you to consider the “return-on-investment” (ROI) of your marketing dollars.

The best way to measure the return on your investment is to identify “effectiveness indicators” of your promotional activities in

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advance. Identifying a base rate (e.g. the “pre-promotion” number of international students or contracts), and setting clear and realistic sales targets and objectives over a reasonable time period, is a good place to start.

Tracking the effectiveness of your promotional tools can be achieved in a number of ways including:

- requesting students to indicate on their application form how they learned about your institution;
- colour coding application packages handed out through various events;
- interviewing current international students at your institution to find out how they decided to attend your institution;
- tracking the rate of inquiries and correspondence from particular regions of the world;
- monitoring annual international student statistics and contracts at your institution;
- utilizing automatic tracking mechanisms at Web Sites.

Remembering to view your promotional efforts as an *investment* in your institution’s future rather than as an immediate, and usually significant, cost item will help maintain realistic expectations. As with any kind of investment, the return is rarely, if ever, recognized immediately. By not relying too heavily on any one promotional vehicle, and by undertaking your promotional activities with a view to establishing a solid reputation and long-term presence in international markets, you will help ensure that your institution gains prominence in international markets and achieves its marketing objectives.

The following pages review a number of promotional mechanisms available to “education exporters,” including direct marketing vehicles (e.g. fairs, promotional materials, visits, advertising and publicity) as well as a number of strategic partnerships (e.g. embassies and trade offices, education associations, education centres and recruitment agents). Tips for how best to utilize each vehicle as well as costing and other considerations are highlighted. Suggestions on where to get more information is also provided for each vehicle. Contact information for all resources is included in Chapter 7.

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## APPENDICES

### I. Direct Marketing Vehicles:

- A. Education Fairs
- B. Promotional Materials
- C. International Visits
- D. Paid Advertising
- E. Public Relations

### II. Strategic Partnerships:

- A. Canadian Representation Overseas
- B. In-Canada Partnerships
- C. International Contacts (Agents, Partner Schools, etc.)



## I. DIRECT MARKETING VEHICLES

### A. EDUCATION FAIRS

<b>Advantages:</b>	<p><i>Institutions who participate in education fairs benefit by:</i></p> <ul style="list-style-type: none"> <li>• meeting large numbers of potential clients in a short period of time</li> <li>• developing a better understanding of client needs and wants</li> <li>• becoming better known to potential clients, establishing trust and credibility</li> <li>• networking with colleagues and getting a first hand look at “the competition”</li> </ul> <p><i>Potential clients benefit by:</i></p> <ul style="list-style-type: none"> <li>• collecting information on a variety of educational programs and institutions and being able to shop around to find the right fit</li> <li>• having questions answered directly</li> </ul>
<b>Considerations:</b>	<p><i>Before choosing this marketing vehicle, you may wish to consider:</i></p> <ul style="list-style-type: none"> <li>• costing implications: international travel and accommodation; production, translation and shipment of promotional materials; fees for fair registration interpretation services, equipment rental and event advertising; time away from job in Canada</li> <li>• focus of event: international, Canadian, or provincial</li> <li>• anticipated demand for your product (student numbers and profile)</li> <li>• caliber of fellow exhibitors</li> <li>• local promotion and endorsement</li> <li>• timing and frequency of event</li> <li>• location and venue of event</li> <li>• ability to schedule related business on same visit</li> </ul>
<b>Where to Get More Information:</b>	<p><i>For Information and Fair Dates:</i></p> <ul style="list-style-type: none"> <li>• Department of Foreign Affairs and International Trade (global)</li> <li>• Asia Pacific Foundation of Canada (Canadian fairs in Asia)</li> <li>• B.C. Centre for International Education (B.C. and Canadian fairs)</li> <li>• B.C. Trade Offices (B.C. fairs)</li> <li>• The International Trade Fairs and Conferences Directory (global)</li> </ul>

<p><b>Tips for Effective Use:</b></p>	<p><i>Where to go:</i></p> <ul style="list-style-type: none"> <li>• Research the events to determine which would be most worthwhile for you to participate in. Speak to fellow international education colleagues and find out which events they have participated previously. Try to find out what kinds of students are generally attracted to particular events, the average numbers attending, who fellow participants will be, and how events will be promoted.</li> <li>• Try to plan your time so that you can participate in a number of fairs on one international trip, if possible.</li> <li>• Plan regular participation at fairs in your target markets. Give potential students a regular opportunity to familiarize themselves with your institution and know that you are a serious long-term player.</li> <li>• Use the opportunity to schedule visits with key contacts in the region.</li> </ul> <p><i>Who to Send:</i></p> <ul style="list-style-type: none"> <li>• Select a professional, well-informed, culturally sensitive, highly energetic and enthusiastic individual to represent your institution at the fairs.</li> <li>• Make use of local alumni in each country to help sell your institution.</li> <li>• Arrange for interpreters at fair site, if required.</li> <li>• Consider having more than one representative at booth to handle student traffic and provide relief as required.</li> <li>• Use representatives who can answer questions about your programs, entrance requirements, etc.</li> </ul> <p><i>Travel Planning: (See pg 46 for more information)</i></p> <ul style="list-style-type: none"> <li>• Make sure you have a valid Canadian passport and any required visas.</li> <li>• Check with a traveler's health clinic well in advance of your trip to determine what immunizations may be required.</li> <li>• Take advantage of discounted travel or hotel rates for fair participants.</li> <li>• Anticipate local food, lodging and transportation costs and bring appropriate amount of local currency.</li> <li>• Don't try to cover the world on one trip. Being away for 6 weeks or more at a time is expensive and exhausting.</li> </ul>
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	<p><i>Before You Go:</i></p> <ul style="list-style-type: none"> <li>• Review cultural tips for doing business and history of target market.</li> <li>• Be able to inform students about the recognition of your institution's diplomas or degrees in their country.</li> <li>• Know exactly what academic credentials are required from target country for admission into your institution.</li> <li>• Be able to answer questions on employment opportunities, health insurance and visa regulations.</li> <li>• Be able to tell students exactly how much to budget for travel, study and accommodation at your institution.</li> <li>• Know how many students from target country currently study at your institution and which well-known alumni from target country graduated from your institution.</li> <li>• Know which programs are <u>not</u> open to international students.</li> </ul> <p><i>Preparing Materials:</i></p> <ul style="list-style-type: none"> <li>• Review, revise, translate and reproduce promotional materials well in advance of fair dates.</li> <li>• Anticipate which programs to expect the most questions about and consider having separate information sheets available on those programs (e.g. Language, Business and Engineering programs).</li> <li>• Have letters of acceptance ready to offer students if local regulations permit.</li> <li>• Have information available on your community/province including information on banking services, ethnic restaurants and religious services.</li> <li>• Check the format of video equipment used in each country that you will be traveling to and be prepared.</li> <li>• Allow ample time for customs clearance of promotional materials and avoid the high costs of last minute international shipments.</li> <li>• Be sure to send sufficient supplies of materials to hand out.</li> <li>• Carry one set of promotional materials with you for reproduction on site if larger shipment goes missing.</li> </ul> <p><i>How to Promote at the Fair:</i></p>
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	<ul style="list-style-type: none"><li>• Prepare a variety of colourful, eye-catching and unique items to display at your booth. Be prepared for different booth types at each fair and bring variety of attachment items (i.e. scotch tape, Velcro).</li><li>• Go prepared with a large banner with your institution's name on it. Not all fairs have signage. Spell the name of your institution out in full. (Acronyms are not well understood in many international markets.)</li><li>• Use music or videos, as permitted, to draw students to your booth.</li><li>• Advertise in fair programs.</li><li>• Give a seminar on your institution.</li><li>• Have students "register" with you so you can follow up with them at a later point if you desire.</li><li>• Consider raffling off a tuition-free learning opportunity at your institution.</li><li>• Hand out detailed brochures to serious students and one-pagers to others.</li><li>• Smile and invite students/parents to speak with you.</li></ul>
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## DIRECT MARKETING VEHICLES

### B. PROMOTIONAL MATERIALS

*Brochures, Calendars, Fact Sheets, Letters of Reference, Frequently Asked Questions (FAQs), Posters, Web Sites, Videos, CD ROMs*

<b>Advantages:</b>	<p><i>Canadian institutions and international clients benefit from promotional materials which:</i></p> <ul style="list-style-type: none"> <li>• are tailored to needs of international clientele</li> <li>• anticipate and respond to common queries asked by potential clients</li> <li>• are easy to read and accessible</li> <li>• have been translated</li> <li>• accurately reflect the quality and expertise of the institution</li> <li>• minimize need for back and forth communications and help clients' save time</li> <li>• communicate success and professionalism</li> <li>• are culturally sensitive</li> <li>• are service-oriented and indicate how further information may be obtained</li> </ul>
<b>Considerations:</b>	<p><i>Before choosing these marketing vehicles, you may wish to consider:</i></p> <ul style="list-style-type: none"> <li>• costing implications: product development, translation, production and shipping costs may be involved</li> <li>• timing and shelf-life of material</li> <li>• ease of keeping material up-to-date</li> <li>• distribution vehicles and cost</li> </ul>
<b>Where to Get More Information:</b>	<ul style="list-style-type: none"> <li>• Art Department at your institution</li> <li>• Provincial Tourism Office</li> <li>• International students</li> <li>• Professional ad agencies or public relations firms</li> <li>• Competitors' promotional materials</li> <li>• Education agents</li> <li>• BCCIE</li> <li>• Canadian Education Centres</li> </ul>

<p><b>Tips for Effective Use:</b></p>	<ul style="list-style-type: none"> <li>• Make use of photographs, images, colours. Many high quality photographs are available through your provincial tourism office.</li> <li>• Use testimonials and quotes from international students and alumni at your institution to demonstrate your experience.</li> <li>• Include a profile of faculty credentials and international experience.</li> <li>• Ensure any telephone numbers listed include international access codes.</li> <li>• Ensure “Canada” is included in your address on all of your materials.</li> <li>• Provide coordinates for e-mail and web site address.</li> <li>• Spell dates out in full.</li> <li>• Avoid the use of acronyms.</li> <li>• Ensure price quotes clearly specify which currency you are using.</li> <li>• Ensure materials are kept up-to-date and project professional image.</li> <li>• Save on expensive international shipment charges by developing one or two page fact sheets to send to international clients and using electronic communications.</li> <li>• Consider developing a business reply card for international clients wanting more detailed information.</li> </ul>
<p><b>Sample One Page Fact Sheets for Student Recruitment:</b></p>	<p>A. Institution name:</p> <p>B. Date established:</p> <p>C. Location:</p> <p>D. Specializations:</p> <p>E. Entrance requirements (e.g. TOEFL, Transfer of Credits from Target Country):</p> <p>F. Student population (Including Numbers from Target Country):</p> <p>G. Outstanding alumni:</p> <p>H. Linkages with target country:</p> <p>I. Cost (US \$ or Cdn \$ for tuition, living, travel):</p>

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<b>Sample Fact Sheets for Customized Training:</b>	A. Background: B. Areas of specialization: C. International expertise: D. Faculty expertise: E. Client listing: F. Partners: G. Facilities description:
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## DIRECT MARKETING VEHICLES

### C. INTERNATIONAL VISITS

<b>Advantages:</b>	<p><i>For Canadian and international contacts, international visits help:</i></p> <ul style="list-style-type: none"> <li>• establish new contacts, solidify relationships and build trust</li> <li>• communicate seriousness of intentions</li> <li>• create foundation for future business opportunities</li> </ul> <p><i>For Canadian institutions, visits can also help them:</i></p> <ul style="list-style-type: none"> <li>• stay current with changing international market conditions</li> <li>• better anticipate any required adjustments to programs or products</li> <li>• better meet client needs</li> <li>• better understand competitors' strengths and weaknesses</li> <li>• stay in touch with alumni</li> </ul> <p><i>For international clients, visits can provide them:</i></p> <ul style="list-style-type: none"> <li>• with firsthand introduction of programs and services</li> <li>• an opportunity to better understand the Canadian advantage</li> <li>• a true immersion experience</li> </ul>
<b>Considerations:</b>	<p><i>Before choosing this marketing vehicle, you may wish to consider:</i></p> <ul style="list-style-type: none"> <li>• costing implications: international travel and accommodation; local interpretation and transportation costs; production and translation of promotional materials; gifts and hospitality costs; time away from job</li> <li>• timing: Canadian and international holidays</li> </ul>
<b>Where to Get More Information:</b>	<p><i>For assistance in international visit facilitation and introduction to international education contacts:</i></p> <ul style="list-style-type: none"> <li>• Canadian Embassies and Provincial Trade Offices</li> <li>• Canadian Education Centres</li> <li>• Education and Travel Agents</li> <li>• Alumni</li> <li>• BCCIE</li> </ul> <p><i>For travel and country-specific information:</i></p> <ul style="list-style-type: none"> <li>• Foreign embassies and consulates in Canada</li> <li>• Travel Guides</li> </ul>

<p><b>Tips for Effective Use:</b></p>	<p><i>Outgoing Visits:</i></p> <ul style="list-style-type: none"> <li>• Carefully consider best timing for the visit and plan well in advance. Notify your contacts early on in the planning process. What works well from your perspective may be incompatible with what is taking place in target markets. Find out when the major holidays are, and how the proposed timing of visit fits in with their business cycle/academic year.</li> <li>• Read background information on any countries you will be visiting. Be sensitive to local culture and customs.</li> <li>• Pack appropriate business attire taking into account cultural considerations and weather conditions.</li> <li>• Be clear about the purpose of your visit and what you need to achieve. Communicate this to those who are making logistical arrangements on your behalf and to those with whom you will be meeting. The more they know in advance about why you are visiting and what you hope to achieve, the better able they will be to help you.</li> <li>• Use the opportunity to meet key government contacts, sponsoring agencies, educational agents, educational institutions, Canadian government representatives, CEC representatives, professional associations and student groups.</li> <li>• Send letters of self-introduction to contacts well in advance. Consider including or carrying letters of introduction from the Canadian embassy, local political representatives or business associations. Tap into sister city relationships where applicable.</li> <li>• Plan to spend at least three days in each place you visit. Allow some flexible time in your schedule to add new meetings or simply compose your thoughts as you go along. Allow time to recover from jet lag.</li> <li>• Know the normal workweek schedules.</li> <li>• Make arrangements for local transportation ahead of time and allow plenty of time for travel between appointments. If planning to rent a car, be sure to carry an international driver's license.</li> <li>• Anticipate costs and bring appropriate amount of local currency.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Make arrangements for an interpreter to go with you to meetings if necessary.</li> <li>• Carry a healthy supply of business cards and promotional materials.</li> <li>• Stay in touch. Determine ahead of time how you will follow-up upon your return to Canada. Do send thank you notes to people you met with and consider having a more senior member from your institution follow up with senior contacts a few months following your visit.</li> <li>• Stay healthy. Get lots of rest, eat sensibly and keep a flexible outlook while traveling.</li> <li>• Avoid the tendency to try to pack as much into each day as possible. What you may consider easily manageable in your own environment can be a monumental achievement in a foreign environment.</li> </ul> <p><i>Incoming International Visitors:</i></p> <ul style="list-style-type: none"> <li>• Confirm mutually convenient time for visit.</li> <li>• Check ahead about any special dietary requirements of visitors and make appropriate arrangements.</li> <li>• Send program timetable to participants well in advance.</li> <li>• Find out how they would like to manage their “free time” — on their own? guided tours? bus? car rentals?</li> <li>• Ensure financial arrangements are clearly defined, (e.g. specifying: what is and isn’t included in budget, currency to be used, method and timing of payment, and cancellation and refund policy).</li> <li>• Plan to greet guests on arrival at airport.</li> <li>• Ensure accommodation arrangements are appropriate and comfortable for visitors. Find out in advance male-female ratio, age, interests and any other pertinent factors. Ensure homestay families, if applicable, are well prepared.</li> <li>• Arrange for interpreters if required.</li> </ul>
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## DIRECT MARKETING VEHICLES

### D. PAID ADVERTISING

*Newspapers, Directories, Education Fair Programs, Magazines, CD ROMs, Web Pages*

<b>Advantages:</b>	<p><i>Through paid advertising, institutions can:</i></p> <ul style="list-style-type: none"> <li>• reach a wide audience in target market</li> <li>• strategically time messages</li> <li>• control the message</li> <li>• help widen name recognition in target market</li> <li>• maintain top-of-mind awareness</li> <li>• communicate serious interest and commitment to clients in target market</li> </ul>
<b>Considerations:</b>	<p><i>Before choosing these marketing vehicles, you may wish to consider:</i></p> <ul style="list-style-type: none"> <li>• cost implications: ad development, translation and placement fee, international communication and shipment costs</li> <li>• lead time</li> <li>• circulation pattern</li> <li>• shelf-life of material</li> <li>• credibility of publication/vehicle</li> <li>• percentage of target market reached through vehicle</li> </ul>
<b>Where to Get More Information:</b>	<p><i>Information on international advertising opportunities are available from:</i></p> <ul style="list-style-type: none"> <li>• Education Agents</li> <li>• Canadian Education Centres</li> <li>• BCCIE</li> <li>• Education Directory Publishers</li> <li>• International Education Colleagues</li> <li>• Canadian Embassies</li> </ul>

<p><b>Tips for Effective Use:</b></p>	<ul style="list-style-type: none"> <li>• Look at “ad culture” of target market. Know how “international education” advertising is viewed; what goes over well and what doesn’t; what images and colours create positive impressions and which should be avoided.</li> <li>• Watch where and how your competitors and Canadian colleagues are investing their advertising budgets.</li> <li>• Tap into special Canadian promotional events, fair programs, newspaper or magazine supplements.</li> <li>• Talk to international students at your institution or in your community. Find out where students’ tend to look for information on international education opportunities and what technology they have access to in each target market.</li> <li>• Consider the circulation and shelf-life of promotional tool when investing your advertising dollars.</li> <li>• Consider reputation of publication for quality information and quality ads.</li> <li>• Consider size, appearance (black and white, colour, photographs, straight text) and language of ad — and design accordingly. Translation of text impacts ad layout.</li> <li>• Keep messages clear, simple and uncluttered. Don’t try to pack too much information into one ad.</li> <li>• Have ads designed “professionally.” If you are spending a few thousand dollars to have an ad placed, don’t try to save money by scrimping on the design costs.</li> <li>• Carefully proof text and format of camera ready art. Be sure that your correct address, telephone, fax and e-mail information has not been lost in the translation.</li> <li>• Be careful not to misrepresent what you have to offer.</li> <li>• Be consistent, credible and creative in your advertising.</li> <li>• Use a combination of advertising methods and techniques.</li> <li>• Evaluate success of ads.</li> </ul>
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## DIRECT MARKETING VEHICLES

### E. PUBLIC RELATIONS

<b>Advantages:</b>	<p><i>By offering international scholarships, honorary degrees or diplomas; by writing editorials; by organizing seminars and conferences; and by partnering with other Canadian schools, institutions can:</i></p> <ul style="list-style-type: none"><li>• provide opportunities to qualified students who might not otherwise be able to study internationally</li><li>• generate goodwill, create a higher profile and develop name recognition in target markets</li><li>• foster credibility in target markets</li><li>• demonstrate a commitment to academic excellence</li><li>• offer a wider range of options to clientele</li></ul>
<b>Considerations:</b>	<p><i>Before choosing these marketing vehicles, you may wish to consider:</i></p> <ul style="list-style-type: none"><li>• costing implications: many public relations activities are free or low cost items; in the case of scholarships, administration charges and the cost of educational programs are involved</li><li>• no guarantee that activity will receive press coverage</li></ul>
<b>Where to Get More Information:</b>	<p><i>For information on public relation vehicles or opportunities abroad:</i></p> <ul style="list-style-type: none"><li>• Canadian Embassies</li><li>• Provincial Trade Offices</li><li>• Canadian Education Centres</li><li>• Education Agents</li><li>• Alumni</li></ul>



## II. STRATEGIC PARTNERSHIPS

### A. CANADIAN REPRESENTATION OVERSEAS

*Canadian Embassies, Provincial Trade Offices, Canadian Education Centres, BCCIE*

<b>Advantages:</b>	<p><i>Educational institutions benefit from Canadian or Provincial representation overseas through:</i></p> <ul style="list-style-type: none"> <li>• their stable/regular presence reaching a wide number of foreign markets</li> <li>• the up-to-date market information they are able to provide</li> <li>• their contacts with local government, academic and business representatives</li> <li>• their ability to act as first point of contact for potential international clients</li> <li>• the federal or provincial government endorsement they enjoy</li> <li>• their understanding of both Canadian and international perspectives</li> </ul>
<b>Considerations:</b>	<p><i>Before choosing these marketing vehicles, you may wish to consider:</i></p> <ul style="list-style-type: none"> <li>• costing implications: prices range from the very affordable (free or straight recovery of costs) to the payment of annual subscription fees and commission for contracts negotiated</li> <li>• variation in service levels and ability to proactively market Canadian education and training services and products</li> <li>• variation in market experience and geographic specializations</li> </ul>
<b>Where to Get More Information:</b>	<ul style="list-style-type: none"> <li>• Canadian Diplomatic Missions abroad</li> <li>• Provincial Trade Offices</li> <li>• BCCIE</li> <li>• Canadian Education Centres</li> <li>• Department of Foreign Affairs and International Trade</li> <li>• B.C. Trade and Investment Office</li> <li>• Asia Pacific Foundation of Canada (APFC)</li> </ul>

<p><b>Tips for Effective Use:</b></p>	<p><i>Canadian Embassies, Provincial Trade Offices, BCCIE:</i></p> <ul style="list-style-type: none"> <li>• Send limited and updated supply of promotional materials each year.</li> <li>• Visit regularly to stay in touch with staff , advise about your activities in region and receive market updates.</li> </ul> <p><i>Canadian Education Centres (CECs):</i></p> <ul style="list-style-type: none"> <li>• Subscribe to Centres located in markets where there is demand for the type of programs you are marketing.</li> <li>• Visit the CECs, brief counselors on your programs, let them get to know you well and understand what is unique about your institution.</li> <li>• Ask counselors in each market for feedback on your promotional materials, prices and entrance requirements to help you better understand your competitive advantages and constraints.</li> <li>• Ensure CECs have adequate supply of your promotional materials — including posters, videos, etc. and replenish as required. Have translated materials available if required.</li> <li>• Ask for feedback on any contract proposals that you have submitted.</li> <li>• Maintain regular e-mail/telephone contact with CECs and APFC representative. Stay involved and ask questions.</li> <li>• Don't assume the CECs will handle all your marketing requirements for you.</li> </ul>
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## STRATEGIC PARTNERSHIPS

### B. IN-CANADA

*Canadian High Schools, Colleges, Private Language Schools, Universities, Ethnic Associations*

<p><b>Advantages:</b></p>	<p><i>Through domestic partnerships or informal associations, institutions can benefit by:</i></p> <ul style="list-style-type: none"> <li>• minimizing duplication of services or programs</li> <li>• building on each others' strengths</li> <li>• enhancing their attractiveness by offering a wider range of educational experiences to international clientele</li> <li>• pooling marketing resources to save money, undertaking joint marketing efforts and spending their marketing dollars in Canada</li> </ul> <p><i>International clientele benefit by:</i></p> <ul style="list-style-type: none"> <li>• experiencing student life at different institutions and in different parts of the country</li> <li>• knowing academic qualifications at one institution will be recognized and accepted as prerequisites at second institution</li> <li>• beginning their studies in a more personalized learning environment prior to studying at a large college or university</li> </ul>
<p><b>Considerations:</b></p>	<p><i>Before choosing this marketing vehicle, you may wish to consider:</i></p> <ul style="list-style-type: none"> <li>• costing considerations: minimal costs associated with in-Canada partnerships</li> </ul>
<p><b>Where to Get More Information:</b></p>	<ul style="list-style-type: none"> <li>• Education associations in Canada (e.g. BCCIE, AUCC, ACCC, CBIE Private English Language Schools Association, National Association of Career Colleges)</li> <li>• Ministries of Education</li> <li>• Ethnic Community Associations</li> </ul>



## STRATEGIC PARTNERSHIPS

### C. INTERNATIONAL CONTACTS

*Education Agents, Travel Agents, Partner Schools, Alumni*

<p><b>Advantages:</b></p>	<p><i>Canadian institutions benefit by:</i></p> <ul style="list-style-type: none"> <li>• working with organizations and individuals already well established, respected or connected in local markets — helps generate trust</li> <li>• reaching wider pool of potential clients</li> <li>• ensuring clients have local point of contact and are better prepared</li> </ul> <p><i>International clients benefit by:</i></p> <ul style="list-style-type: none"> <li>• having variety of local contacts to go to for information</li> <li>• receiving higher level of personalized service (<i>agents</i>)</li> <li>• being able to begin studies in home country and transfer to twinned program at institution abroad (<i>twinning partnerships</i>)</li> </ul> <p><i>International partners benefit by:</i></p> <ul style="list-style-type: none"> <li>• adding to their international client base and ultimately to their overall appeal and bottom line (<i>agents</i>)</li> </ul>
<p><b>Considerations:</b></p>	<p><i>Before choosing these marketing vehicles, you may wish to consider:</i></p> <ul style="list-style-type: none"> <li>• costing implications: commissions for commercial education or education travel agents range from 5 to 25% of the tuition fees for the first two or three terms for each student; low costs are associated with twinning partnerships; keeping track of international alumni can be time-consuming and costly</li> <li>• variations in thoroughness and accuracy of knowledge of Canadian programs, products and entrance requirements</li> <li>• variations in standards, credibility, counseling qualifications and effectiveness</li> </ul>
<p><b>Where to Get More Information:</b></p>	<ul style="list-style-type: none"> <li>• International education colleagues</li> <li>• Canadian Embassies and Provincial Trade Offices</li> <li>• Canadian Education Centres</li> <li>• BCCIE</li> </ul>

<p><b>Tips for Effective use:</b></p>	<p><i>Education Agents:</i></p> <ul style="list-style-type: none"> <li>• Find out how “agents” are generally viewed in target country and what, if any, licensing requirements govern their operations.</li> <li>• Get recommendations of names of “reputable” agents from the Diplomatic missions abroad, the Canadian Education Centres, and fellow international education colleagues in Canada. Try also to find out names of any agencies that may have a history of complaints made against them.</li> <li>• Carefully research a number of agents before entering into any agreements. If possible, meet them in person and speak to their clients. Find out about: their credentials, success rates, familiarity with Canadian education, services that they provide, the number of students they counsel, their accessibility, customer service policy, own marketing strategies, technological sophistication and current client listing.</li> <li>• When you have found an agent you are comfortable with, ensure both parties sign a formal agreement to clearly spell out terms of the relationship. (See template for “sample agreement” below)</li> <li>• Don’t rush into any agreements with agents and consider entering into an agreement for a trial period.</li> <li>• Maintain positive relations with agents — even if you don’t intend to do business with them.</li> </ul>
<p><b>Sample Agent Agreement:</b></p>	<p>A. Legally Registered Name Of Agency:  B. Incorporated Since:  C. Names Of Any Previous Agencies Affiliated With Ownership:  D. Names Of Owners:  E. Registered With:  F. Staff Credentials:  G. Services To Be Provided:  H. Payment Terms And Conditions: (Deposits, Refunds, Terms, Currency)  I. Bank Reference:  J. Authorized Signature: (Name And Title)</p>

<p><b>Tips for Effective Use:</b></p>	<p><i>Alumni:</i></p> <ul style="list-style-type: none"> <li>• Stay in regular touch with alumni around the world.</li> <li>• Keep them up-to-date on new programs or developments at your institution.</li> <li>• Consider asking recent graduates to help represent your institution at education fairs and information seminars.</li> <li>• Use quotes from high-profile alumni in promotional material.</li> <li>• Consider using alumni to help establish relations with foreign business which could potentially lead to international co-op opportunities for your students or international training contracts for your institution.</li> <li>• Ask students to register with your alumni association before they finish their academic program.</li> <li>• Help them maintain their positive feelings about their experiences in Canada.</li> </ul> <p><i>Twinning Partnerships:</i></p> <ul style="list-style-type: none"> <li>• Ask Canadian representatives abroad, your alumni and local government officials for suggestions on a good twinning match for your institution.</li> <li>• Look for institutions which have a natural tie to your institution or have some familiarity with Canadian education.</li> <li>• Visit institution regularly.</li> <li>• Monitor closely how students from twinning school adapt to your programs and educational environment.</li> <li>• Make refinements to affiliation or program as required.</li> </ul>
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## 7. WHERE TO GET MORE INFORMATION?

### Additional Resources Listing

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#### FEDERAL GOVERNMENT DEPARTMENTS

CANADIAN INTERNATIONAL  
DEVELOPMENT AGENCY (CIDA)  
200 Promenade du Portage  
Hull, Quebec K1A 0G2  
Web Site: <http://www.acdi-cida.gc.ca/>

- General Information:  
Tel: (819) 997-5456
- Industrial Co-operation Division:  
Tel: (819) 953-5444  
Fax: (819) 953-5024
- Open Bidding Service (OBS):  
Tel: 1-800-361-4637

CITIZENSHIP AND IMMIGRATION  
CANADA (CIC)  
Regional Office  
1148 Hornby St.  
Vancouver, B.C. V6Z 2Z3  
Tel: (604) 666-2171 or 1-800-665-9100  
Web Site: <http://cicnet.ingenia.com/english/index.html>

DEPARTMENT OF FOREIGN AFFAIRS  
AND INTERNATIONAL TRADE (DFAIT)  
125 Sussex Drive  
Ottawa, Ontario K1A 0G2  
Web Site: <http://www.dfait-maeci.gc.ca>

- Centre for Intercultural Learning:  
Tel: (819) 997-1197  
Fax: (819) 997-5409
- Info Centre:  
Tel: (613) 944-4000 or 1-800-267-8376  
Fax: (613) 996-9709

- International Academic Relations  
Division:  
Tel: (613) 996-1014  
Fax: (613) 992-5965
- International Business Opportunities  
Centre (IBOC):  
Tel: (613) 944-6000  
Fax: (613) 996-2635

#### INTERGOVERNMENTAL ON-LINE INFO KIOSK

Provides a complete listing of federal,  
provincial, territorial, and municipal  
government services in Canada  
Web Site: <http://www.intergov.gc.ca>

INTERNATIONAL TRADE CENTRE  
2000-300 West Georgia St.  
Vancouver, B.C. V6B 6E1  
Tel: (604) 666-0434  
Fax: (604) 666-8330

INDUSTRY CANADA  
Pacific Regional Office  
2000-300 West Georgia St.  
Vancouver, B.C. V6B 6E1  
Tel: (604) 666-5000 or  
1-800-328-6189  
Fax: (604) 666-8330  
E-mail: [hotline.service@ic.gc.ca](mailto:hotline.service@ic.gc.ca)  
Web Site: <http://strategis.ic.gc.ca>

STATISTICS CANADA  
300 West Georgia St., Suite 600  
Vancouver, B.C. V6B 6C7  
Tel: (604) 666-7802 or 1-800-263-1136  
Fax: (604) 666-6680  
Web Site: <http://www.statcan.ca>

#### PROVINCIAL GOVERNMENT DEPARTMENTS

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**B.C. TRADE AND INVESTMENT  
OFFICE**

Suite 730, 999 Canada Place  
Vancouver, B.C. V6C 3E1  
Tel: (604) 844-1900 or 1-800-361-3877  
Fax: (604) 660-2457

**MINISTRY OF EDUCATION, SKILLS  
AND TRAINING**

P.O. 9179 STN PROV GOVT  
Victoria, B.C. V8W 9H8  
Tel: (250) 387-6197  
Fax: (250) 356-8131  
Web Site: <http://www.educ.gov.bc.ca>

**TOURISM BRITISH COLUMBIA**

802-865 Hornby St.  
Vancouver, B.C. V6Z 2G3  
Tel: (604) 660-2861  
Fax: (604) 660-3383  
Web Site: [http://www.tbc.gov.bc.ca/tourism/  
tourismhome.html](http://www.tbc.gov.bc.ca/tourism/tourismhome.html)

**INTERNATIONAL BUSINESS  
AGENCIES, ASSOCIATIONS AND  
SUPPORT SERVICES**

**ALLIANCE OF MANUFACTURERS AND  
EXPORTERS IN CANADA**

Regional Office  
Suite 1330, 1100 Melville St.  
Vancouver, B.C. V6E 4A6  
Tel: (604) 685-8131  
Fax: (604) 685-9623

**BUSINESS DEVELOPMENT BANK OF  
CANADA (BDC)**

601 West Hastings, Suite 600  
Vancouver, B.C. V6B 5G8  
Tel: (604) 666-7850 or 1-888-463-6232  
Fax: (604) 666-7859

**CANADA/B.C. BUSINESS SERVICE  
CENTRE**

601 West Cordova Street  
Vancouver, B.C. V6B 1G1  
Tel: (604) 775-5525 or 1-800-667-2272  
Fax: (604) 775-5520  
Web Site: <http://www.sb.gov.bc.ca>

**CANADIAN COMMERCIAL CORP(CCC)**

British Columbia Liaison Office  
650 West Georgia Street, 23rd Floor  
P.O. Box 11538  
Vancouver, B.C. V6B 4N7  
Tel: (604) 666-4781  
Fax: (604) 666-0398

**EXPORT DEVELOPMENT CORP (EDC)**

505 Burrard Street, Suite 1030  
Vancouver, B.C. V7X 1M5  
Tel: (604) 666-6234  
Fax: (604) 666-7550

**WESTERN ECONOMIC  
DIVERSIFICATION**

Bentall Tower #4  
1055 Dunsmuir Street, Suite 1200  
P.O. Box 49276 Bentall Station  
Vancouver, B.C. V7X 1L3  
Tel: (604) 666-6256 or 1-800-663-2008  
Fax: (604) 666-2353

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**REGIONALLY FOCUSED  
ORGANIZATIONS AND  
ASSOCIATIONS SERVING B.C.**

ASIA PACIFIC FOUNDATION OF  
CANADA (APFC)  
666-999 Canada Place  
Vancouver, B.C. V6C 3E1  
Tel: (604) 684-5986  
Fax: (604) 681-1370  
Web Site: <http://www.apfnet.org/>

CANADA-ASEAN CENTRE  
40 Bukit Pasoh  
Singapore 089854  
Tel: (65) 325-2300  
Fax: (65) 221-7885  
e-mail: [ianr@pacific.net.sg](mailto:ianr@pacific.net.sg)

CANADA-CHINA BUSINESS COUNCIL  
2600-515 W. Hastings  
Vancouver, B.C. V6B 5K3  
Tel: (604) 291-5190  
Fax: (604) 291-5039

CANADA-KOREA BUSINESS COUNCIL  
c/o Canadian Chamber of Commerce  
1160-55 Metcalfe Street  
Ottawa, Ontario K1P 6N4  
Tel: (613) 238-4000

CANADA-KOREA BUSINESS  
ASSOCIATION  
c/o MMG Mary Hiscox Ltd.  
100-951 16th Street  
West Vancouver, B.C. V7V 3S4  
Tel: (604) 926-2056  
Fax: (604) 926-4115

CANADA-TAIWAN TRADE  
ASSOCIATION  
95-910 Mainland Street  
Vancouver, B.C. V6B 1A9  
Tel: (604) 682-2848  
Fax: (604) 662-3754

HONG KONG-CANADA BUSINESS  
ASSOCIATION  
Suite 1100, 885 West Georgia St.  
P.O. Box 1016  
Vancouver, B.C. V6C 3E8  
Tel: (604) 684-2410  
Fax: (604) 684-6208

HONG KONG TRADE DEVELOPMENT  
COUNCIL  
1660-1500 West Georgia Street  
Vancouver, B.C. V6G 2Z6  
Tel: (604) 685-0883  
Fax: (604) 331-4418

JAPAN EXTERNAL TRADE  
ORGANIZATION (JETRO)  
660-999 Canada Place  
Vancouver, B.C. V6C 3E1  
Tel: (604) 684-4174  
Fax: (604) 684-6877

KOREA TRADE PROMOTION  
CORPORATION  
1710-505 Burrard Street  
One Bentall Centre  
Vancouver, B.C. V7X 1M6  
Tel: (604) 683-1820  
Fax: (604) 687-6249

MALAYSIA-CANADA BUSINESS  
COUNCIL  
Suite 302, 1107 Homer Street  
Vancouver, B.C. V6B 2Y1  
Tel: (604) 871-7492  
Fax: (604) 682-2857

PHILIPPINES-CANADA TRADE  
COUNCIL  
c/o Hong Kong Bank of Canada  
530 Main Street  
Vancouver, B.C. V6A 2T9  
Tel: (604) 683-9611  
Fax: (604) 683-5749

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## **EDUCATION RELATED ASSOCIATIONS**

ASSOCIATION OF UNIVERSITIES AND  
COLLEGES OF CANADA (AUCC)  
350 Albert Street, Suite 600  
Ottawa, Ontario K1R 1B1  
Tel: (613) 563-1236  
Fax: (613) 563-9745  
Web Site: <http://www.aucc.ca/>

ASSOCIATION OF CANADIAN  
COMMUNITY COLLEGES (ACCC)  
1223 Michael St. N., Suite 200  
Ottawa, Ontario K1J 7T2  
Tel: (613) 746-2222  
Fax: (613) 746-6721  
Web Site: <http://www.accc.ca/>

B.C. CENTRE FOR INTERNATIONAL  
EDUCATION (BCCIE)  
409 Granville St., Suite 950  
Vancouver, B.C. V6C 1T2  
Tel: (604) 895-5070  
Fax: (604) 895-5079  
e-mail: [bccie@bccie.bc.ca](mailto:bccie@bccie.bc.ca)  
Web Site: <http://www.bccie.bc.ca/~bccie>

CANADIAN ASSOCIATION OF  
COURSEWARE PRODUCERS  
1002, 10611-98 Avenue  
Edmonton, Alberta T5K 2P7  
Tel: (403) 424-4433  
Fax: (403) 424-4888  
e-mail: [carolla@mrg.sas.ab.ca](mailto:carolla@mrg.sas.ab.ca)

CANADIAN BUREAU FOR  
INTERNATIONAL EDUCATION (CBIE)  
220 Laurier Ave. West, Suite 1100  
Ottawa, Ontario K1P 5Z9  
Tel: (613) 237-4820  
Fax: (613) 237-1073  
e-mail: [info@cbie.ca](mailto:info@cbie.ca)  
Web Site: <http://www.cbie.ca>

CANADIAN COUNCIL FOR  
ADVANCEMENT OF EDUCATION  
CCAIE National Office  
250 Consumers Road, Suite 301  
North York, Ontario M2J 4V6  
Tel: (416) 494-1440  
Fax: (416) 495-8723  
e-mail: [BASE@onramp.ca](mailto:BASE@onramp.ca)

CANADIAN EDUCATION CENTRES  
c/o THE ASIA PACIFIC FOUNDATION  
OF CANADA  
666-999 Canada Place  
Vancouver, B.C. V6C 3E1  
Tel: (604) 684-5986  
Fax: (604) 681-1370  
e-mail: [cec@apfc.apfnnet.org](mailto:cec@apfc.apfnnet.org)

CANADIAN INFORMATION CENTRE  
FOR INTERNATIONAL CREDENTIALS  
252 Bloor Street West, Suite 5-200  
Toronto, Ontario M5S 1V5  
Tel: (416) 964-1777  
Fax: (416) 964-2296  
e-mail: [cicic@cmec.ca](mailto:cicic@cmec.ca)

COUNCIL OF MINISTERS OF  
EDUCATION, CANADA (CMEC)  
252 Bloor Street West, Suite 5-200  
Toronto, Ontario M5S 1V5  
Tel: (416) 964-2551  
Fax: (416) 964-2296  
e-mail: [cmec@cmec.ca](mailto:cmec@cmec.ca)

COUNCIL OF SECOND LANGUAGE  
PROGRAMS OF CANADA (CSLP)  
350 Albert Street, Suite 320  
Ottawa, Ontario K1R 1B1  
Tel: (416) 491-5050 ext 2784  
Fax: (416) 492-4928

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## HELPFUL PUBLICATIONS, NEWSLETTERS AND DATA BASES

### EDUCATIONAL MEDIA PRODUCERS AND DISTRIBUTORS ASSOCIATION OF CANADA

3 Wellesley Ave.  
Toronto, Ontario M4X 1V2  
Tel: (416) 923-7252  
Fax: (416) 929-2051

### INTERNATIONAL CREDENTIAL EVALUATION SERVICE

4355 Mathissi Place  
Burnaby, B.C. V5G 4S8  
Tel: (604) 431-3402  
Fax: (604) 431-3382  
e-mail: ICES@ola.bc.ca

### NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS

1000-1875 Connecticut Avenue, NW  
Washington, D.C. 20009-5728 U.S.A.  
Tel: (202) 462-4811  
Fax: (202) 939-3115  
e-mail: [inbox@nafsa.org](mailto:inbox@nafsa.org)  
Web Site: <http://www.nafsa.org>

### PRIVATE POST-SECONDARY EDUCATION COMMISSION (PPSEC)

405-960 Quayside Drive  
New Westminster, B.C. V3M 6G2  
Tel: (604) 660-4400 or 1-800-661-7441  
Fax: (604) 660-3312

### WORLD UNIVERSITY SERVICE OF CANADA (WUSC)

P.O. Box 3000, Station C  
Ottawa, Ontario K1Y 4M8  
Tel: (613) 798-7477  
Fax: (613) 798-0990  
e-mail: [wusc@wusc.ca](mailto:wusc@wusc.ca)

### Exporting Information:

The publications listed below are available through the Department of Foreign Affairs and International Trade.

Ottawa callers: (613) 944-4000  
Toll free: 1-800-267-8376  
Fax: (613) 996-9709

- *Directory of Canadian Trade Commissioner Service*  
Lists Canadian trade missions abroad.
- *So You Want to Export?*  
Provides an overview of what is involved in exporting.
- *“Export Guide - A Practical Approach”*  
Provides valuable information for seasoned exporters.
- *CanadExport*  
Twice monthly newsletter that provides advice and information for Canadian exporters  
Web Site: <http://www.dfait-maeci.gc.ca/english/news/newsletr/canex>
- *Service Industries Newsletter*  
A new (1996) quarterly publication intended for small and medium enterprises involved in Canada's service industries. Newsletter provides information on marketing tips, export readiness and planning, selecting target markets etc.
- *Take a World View ... Export Your Services*  
An interactive self-help tool for small service exporters.

- *Trade Development Programs and Services*  
A guide to development programs and services offered to the Canadian exporting community by the Department of Foreign Affairs and International Trade.
- *WIN Exports Information Network*  
Register with WIN Exports database to showcase your company's capabilities to foreign buyers. To register, fax your request on your company letterhead to: 1-800-667-3802.

#### Additional Sources of Marketing & Exporting Information

- Axtel, Roger. *The Do's and Taboos of International Trade*. New York: John Wiley & Sons Inc., 1994  
Provides practical information on starting, developing and sustaining a thriving export business.
- Beckwith, Harry. *Selling the Invisible - A Field Guide to Modern Marketing*. New York: Time Warner Books, 1997.  
Provides insight into marketing process and reviews hundreds of quick, practical, easy-to-read strategies
- Cyr, Donald G. and Douglas A. Gray. *Marketing Your Product - A Planning Guide for Small Business*. North Vancouver: Self-Counsel Press, 1994.  
A practical marketing guide for small business.
- Dennison, Dell. *Advertising Handbook for Small Business - Make a big impact with a small budget*. North Vancouver: Self-Counsel Press, 1995.  
A practical overview of the advertising process.

#### Country/Culture Specific Information:

The publications listed below are available through the Department of Foreign Affairs and International Trade.

Fax: (613) 996-9709

Toll free: 1-800-267-8376

<http://www.dfait-maeci.gc.ca>

- *Directory of Foreign Missions in Canada*  
Provides contact information for all foreign embassies, consulates and trade offices throughout Canada.  
<http://www.ARRAYDEV.COM/commerce/embassy/>
- *Guides for Canadian Exporters*  
Country specific booklets containing detailed information about the country of interest (including an economic overview, tips on doing business, customs and foreign-exchange regulations).
- *Bon Voyage....But*  
A pocket guide providing valuable information on international travel and a complete listing of Canadian embassies and consulates around the world.

#### Additional Sources of Country Specific Information

- *BCCIE Market Research Reports*  
Several country-specific market research reports for educational institutions. Available through the B.C. Centre for International Education.
- *CIA World Fact Book*  
Provides up-to-date maps and information on the government, economy, geography, communications and people of countries around the world.  
Web Site: <http://www.odci.gov/cia/publications/nsolo/wfb-all.htm>

- *Country Backgrounders*  
A series of backgrounders profiling the economies of the Asia Pacific region and providing up-to-date trade statistics, general business etiquette and other practical information. Available through the Asia Pacific Foundation of Canada.
- *The Economist Business Traveller's Guides*, New York: Prentice Hall Press, 1987.  
Separate handbooks for major countries around the world providing maps, hotel and restaurant listings, as well as economic and political background information.
- *Facts on Nations*  
Provides information on nations around the world and links to international web sites.  
Web Site: [http://www.intergov.gc.ca/world/geo\\_e.html](http://www.intergov.gc.ca/world/geo_e.html)
- Morrison, Terri, Wayne Conaway and George Borden. *How to Do Business in 60 Countries: Kiss, Bow or Shake Hands*. Adams Media Corp., 1994.  
Provides an up-to-date cultural orientation, including information on negotiating strategies, business practices and protocol, in over 60 countries around the world. Available at Tel: 1-800-872-5627  
<http://www.adamsmedia.com>
- Ng, Raymond. *Customers From Afar - Your Key to Serving Chinese Consumers*. Vancouver: S.U.C.C.E.S.S. Publication, 1996.  
A practical and informative handbook about the values, behaviours and practices of Chinese Canadian consumers. Available through the United Chinese Community Enrichment Services Society, 87 East Pender Street, Vancouver, B.C. V6A 1S9

## **International Education and Training:**

### AUCC Publications:

- Doiron, Ken. *Guide to Establishing International Academic Links*. Ottawa: AUCC, 1993.  
Leaflet provides practical information to institutions wanting to form links with overseas partners.
- *Differential Tuition Fees in Canadian Universities*. AUCC, April 1995.  
Report reviews differential tuition fee policies across Canada.

### BCCIE Publications:

- McKellin, Karen. *Anticipating the Future*. Vancouver: BCCIE, 1996.  
A facilitator's guide for planning workshops on internationalization at post-secondary institutions.
- Francis, Anne. *Facing the Future: The Internationalization of Post-Secondary Institutions in B.C.* Vancouver: BCCIE, 1993. Study reports on the state of internationalization on B.C.'s campuses and provides tips for facilitating the internationalization process.
- *Update of International Student Fees*. Vancouver: BCCIE, 1996. Annual publication lists international student fees at B.C. public post-secondary institutions.
- *Entrance Requirements - International Students*. Vancouver: BCCIE, 1996. Annual publication lists entrance requirements for international students at B.C. public post-secondary institutions.
- *ESL Programs in the B.C. Public Post-Secondary System*. Vancouver: BCCIE, 1996/97. Annual publication provides ESL program information (duration, fees, deadlines) at B.C. public post-secondary institutions.

### CBIE Publications:

- *International Educator's Handbook*. Ottawa: 1996. Provides helpful information on international education administration, international student advising.
- Holmes, Jeffrey. *Export readiness in the Canadian Education Sector*. CBIE Research Paper No. 8, 1996. Paper reviews factors impacting the export readiness of Canadian educational institutions.
- *Media Handbook for Professionals in International Education*. CBIE, 1987. Guide offers practical advice in media and public relations for international educators.
- Moran, Gregory A. *Balancing Objectives: Setting Tuition Fees for International Students*. CBIE, 1996. Paper reviews the function of differential fees, how other countries address the issue and lists considerations for policies and practice.
- *The National Report on International Students in Canada 1994-95*. CBIE. Report profiles the international student population in Canada and provides up-to-date statistical information.

Additional International Education Publications and Directories:

- *A Detailed Profile of the British Columbia Commercial Education and Training Sector*. B.C. Trade and Investment, 1996.
- Cameron, Catherine. *International Education: the Asia Pacific Region and Canada*. Ottawa: DFAIT, Dec. 1993. Study provides an overview of selected international education markets and Canadian competitiveness.

- Jones, Steven. *Shaping the Community College Image*. Greeley, Colorado: National Council for Marketing and Public Relations, 1993. Provides strategies for shaping the community college image domestically and abroad.
- *The International Trade Fairs and Conferences Directory and Data Base*. Co-Mar Management Services Inc. To order, call: Tel: 1-800-727-4183 or Fax: (416) 364-6557

**Electronic Bulletin Boards and Mailing Lists:**

- *Commercial Education and Training COMET*  
An electronic bulletin board and mail service managed by Industry Canada which provides relevant information to Canadian suppliers of commercial education and training services. Web Site: <http://strategis.ic.gc.ca>
- *CNETIE*  
An electronic bulletin board and mail service linking international student advisors across Canada. To subscribe, send a message to: [Majordomo@majordomo.UALBERTA.CA](mailto:Majordomo@majordomo.UALBERTA.CA)
- *INTLEDBC*  
International education communication network for BCCIE membership. Contact BCCIE for more information.
- *CANALA-L*  
The Canadian-Latin American Exchange facilitates communication between Canadians and Mexicans and other Latin Americans. To subscribe, send a message to: [LISTSERV@CUNNEWS.CARLETON.CA](mailto:LISTSERV@CUNNEWS.CARLETON.CA)

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## **WORKSHOPS, TRAINING PROGRAMS AND CONFERENCES**

### **International Marketing:**

In addition to the marketing programs and workshops available through the post-secondary institutions in each province, the following are recommended:

THE BRITISH COLUMBIA INSTITUTE  
FOR STUDIES IN INTERNATIONAL  
TRADE (BCISIT)  
730-999 Canada Place  
Vancouver, B.C. V6C 3E1  
Tel: (604) 844-1955  
Fax: (604) 660-3917

BUSINESS DEVELOPMENT BANK OF  
CANADA  
New Exporters Training and Counseling  
Program (NEXPRO)  
601 West Hastings, Suite 600  
Vancouver, B.C. V6B 5G8  
Tel: (604) 666-7850 or 1-888-463-6232  
Fax: (604) 666-7859

FORUM FOR INTERNATIONAL TRADE  
TRAINING (FITT)  
155 Queen Street, 6th Floor  
Ottawa, Ontario K1P 6L1  
Tel: 1-800-561-FITT (3488)  
Fax: (613) 230-6808

### **International Education Workshops and Conferences:**

The associations listed below, hold international education conferences and training workshops.

ASSOCIATION OF CANADIAN  
COMMUNITY COLLEGES (ACCC)  
1223 Michael St. N., Suite 200  
Ottawa, Ontario K1J 7T2  
Tel: (613) 746-2222  
Fax: (613) 746-6721

ASSOCIATION OF UNIVERSITIES AND  
COLLEGES OF CANADA (AUCC)  
350 Albert Street, Suite 600  
Ottawa, Ontario K1R 1B1  
Tel: (613) 563-1236  
Fax: (613) 563-9745

B.C. CENTRE FOR INTERNATIONAL  
EDUCATION (BCCIE)  
409 Granville St., Suite 950  
Vancouver, B.C. V6C 1T2  
Tel: (604) 895-5070  
Fax: (604) 895-5079

CANADIAN BUREAU FOR  
INTERNATIONAL EDUCATION (CBIE)  
220 Laurier Ave. West, Suite 1100  
Ottawa, Ontario K1P 5Z9  
Tel: (613) 237-4820  
Fax: (613) 237-1073

NAFSA: ASSOCIATION OF  
INTERNATIONAL EDUCATORS  
1000-1875 Connecticut Avenue, NW  
Washington, D.C. 20009-5728 U.S.A.  
Tel: (202) 462-4811  
Fax: (202) 939-3115



**BCCIE**

**BRITISH COLUMBIA CENTRE FOR  
INTERNATIONAL EDUCATION**

**PO Box 543, 141-6200 McKay Ave.  
Vancouver, BC V5H 4M9 Canada**

**Tel: (604)992-6022**

**Fax: (604)992-6023**

**Email: [bccie@bccie.bc.ca](mailto:bccie@bccie.bc.ca)**

**Web site: [www.bccie.bc.ca](http://www.bccie.bc.ca)**