
Methodology

The study was carried out over the course of a four-month period. Information on global and domestic international student trends (as compiled by sources such as Statistics Canada; the Canadian Bureau for International Education; Industry, Science and Technology Canada; and UNESCO) was supplemented with materials provided by Canadian embassies and the national departments of education in both target and competitor countries.

An extensive questionnaire was distributed to selected Canadian missions. The questionnaire asked about each target country's demographics, domestic educational supply and demand, and international education consumption. In addition to providing statistical data in response to these questions, missions shared highly relevant qualitative insights into the educational market situation in their host country. Missions informally and formally surveyed student groups to identify factors that influenced education destination preferences and their perceptions of Canada as a potential place to study.

Additionally, a questionnaire focussing on international student policies, enrolment levels and marketing practices was distributed to Canadian missions in the competitor countries. The Political, Economic and Public Affairs Section at Canada House in London compiled an extensive amount of information in conjunction with the National Department of Education in Britain, the British Council and the Visa Section at the British Home Office. The Public Affairs Section at the Canadian Embassy in Washington supplied useful information on international education in the United States, and the Canadian High Commission in Wellington, in conjunction with the New Zealand Ministry of Education and Department of Labour, furnished information on New Zealand. Co-ordinated by Canada's High Commission in Canberra, information on Australia's educational marketing efforts and policies came from a variety of sources, including various Australian government publications and departments (the Department of Employment, Education and Training; the Department of Immigration, Local Government and Ethnic Affairs; and the Australian Trade Commission).

The information was analysed to identify pertinent international student trends, effective promotional and marketing efforts, and marketing constraints, as well as to recommend a future course of action for the marketing of Canadian educational services and products in Asia Pacific.