

# ICEF INSIGHTS

Online marketing  
tips for 2017/18

Asia on the rise

How to build a  
diversification  
strategy that works

**TRENDS:** Marketing,  
language study,  
summer camps,  
student surveys

Where are  
students  
coming  
from next?

**5 GROWTH  
MARKETS  
YOU NEED  
TO KNOW**





# International education payments made easy

Flywire is a trusted partner for receiving international payments at over 1400 education institutions around the world. Flywire accepts payments from over 220 countries and territories including China, India and South Korea.

Transparent and secure, Flywire offers competitive FX rates and no hidden fees as well a variety of payment options.

## PAYMENT OPTIONS INCLUDE\*:



INSTALLMENTS VIA DEBIT CARD



DOMESTIC TRANSFER



E-BANKING

\*Note: not all payment options are available in all markets

[www.flywire.com/ICEF](http://www.flywire.com/ICEF)





## AAE Markets Your School

**Access American Education (AAE)** prides itself on offering the **highest-quality** and **most innovative** student recruitment fairs in Vietnam, designed to generate student enrolments for exhibiting institutions. We invite Institutions of Higher Education and Private High Schools from around the world to our upcoming

Recruitment Fairs: Spring and Summer 2018. The Summer Event is held just after the ICEF Southeast Asia Workshop (June 13–15). All fairs include 6 foot tables, high school visits, post and pre fair dinners, post fair information, an ad in our Principals Guide, as well as tours of Ho Chi Minh, Danang and Hanoi. **Welcome to Vietnam!**

### Fair Guest Speaker

We provide a non-immigrant VISA officer from the US Consulate General Office to advise you of the VISA process.

### In Country Presence

Hire your own Vietnam AAE staff member to be part of your admission team! Let them help with translation, home visits, application review, and more!

### Free Panel Discussions

Topics may include: AIRC Best Practices, Laws on HR Development, Building Global Alumni Networks, Student Mobility and Travel Vietnam.

**AAE:** The ONLY American-owned higher education AIRC certified agency in Vietnam.



SPRING  
FAIR

MARCH  
**17, 18 & 20  
2018**

SUMMER  
FAIR

JUNE  
**16 & 17  
2018**



ACCESS  
AMERICAN  
EDUCATION

**REGISTER TODAY!**

**aae.us.com**

**ken@aae.us.com**

**1.215.854.6643**

# Need more students?



Ustudy Global LLC.

| Recruitment | Events | Consulting |

| USA | Israel | Italy | Mexico | Cyprus | Costa Rica | Panama

[www.UstudyGlobal.com](http://www.UstudyGlobal.com) | [Info@UstudyGlobal.com](mailto:Info@UstudyGlobal.com)

+1 (917) 338-3358 | +972-3-6167210

...or more **diversity?**



Your International Recruiting Partner!

# We're about AP courses, SAT scores, and getting into the right universities.

## And something far more important.

The American Hebrew Academy offers an unparalleled state-of-the-art, coeducational, Jewish environment that fosters academic achievement and enriches personal development for students ages 14 to 19.

We challenge our students to excel in a wide range of college preparatory, Advanced Placement, and Jewish Studies courses, together with sports and the arts. Our 100-acre campus is unmatched by any other Jewish high school in the world.

But unlike other schools, our students graduate from a nurturing community strengthened by the values, leadership, customs, culture, and history of the Jewish people.



**AMERICAN HEBREW ACADEMY**  
The International Jewish College Prep Boarding School



Contact us today for more information or to schedule your visit.  
(336) 217-7100 or [www.americanhebrewacademy.org](http://www.americanhebrewacademy.org)



# CONTENTS

## FEATURES

### **HOW TO RECRUIT IN EMERGING MARKETS 32**

It's one thing to know that diversifying international student enrolments is a good idea, and quite another to know how, and in which markets. Tips for focusing recruitment resources and strategies.

### **SPOTLIGHT: FIVE COUNTRIES ON EVERYONE'S RADAR 38**

Five fascinating countries – Indonesia, Vietnam, Nigeria, Colombia, and Iran – with incredible growth potential.



*Five growth markets you need to know 38*

*How to build a diversification strategy that works 32*

*Online marketing tips for 2017/18 69*

*PLUS: Destination marketing, junior summer camps, language schools online, and how students make decisions about study abroad 51*



## DEPARTMENTS

### WELCOME 9

ICEF CEO Markus Badde comments on new opportunities in international education.

### NEW & NOW

**12 FIVE WINNING WAYS TO REACH STUDENTS**  
Recruitment strategies that really hit the mark.

**14 IM: THE NEW SOCIAL**  
A regional guide to the instant messaging apps students use most.

**16 FACTS & FIGURES**  
Key stats for international educators in 2017.

**18 WELCOME MAT**  
These institutions know how to make international students feel special.

**22 IN CONTEXT** Asia is solidifying its position as a regional hub for international education.

**24 PERSPECTIVES**  
Educators on the international education trends they're watching closely.

**30 STAFF INSIGHTS**  
Don't leave a promising opportunity behind! The importance of follow-up in agent-educator relationships.

### TRENDS

**52 LEADING WITH LOCATION** DMOs link education with tourism.

**56 STUDENT MOTIVATIONS** Students' age affects their study abroad plans.

**60 A SUMMER TO REMEMBER** Younger students are choosing summer courses tailored to their passions.

**64 MOVING PROGRAMMES ONLINE**  
Language schools are expanding and enhancing their offerings.

### OUTREACH

**69 OPTIMISING THE INSTITUTIONAL WEBSITE**  
How do students research study abroad options? (Hint: they go to your website.)

**72 HIGHLIGHT YOUR ROI CONTENT**  
Students want to see how programmes relate to their career goals.

**75 HOW TO MANAGE UNQUALIFIED LEADS**  
Just because a lead isn't "hot" doesn't mean you should dismiss it.

### CALENDAR 78

**WISHLIST 80**  
What matters most to students considering study abroad?



60



22



16



64

VICE PRESIDENT,  
SALES & MARKETING  
Mike Henniger

PUBLISHER  
Craig Riggs

EDITOR  
Kiley Turner

MANAGING EDITOR  
Adrienne Guthrie

PUBLICATION DESIGN  
Director: Caren Watkins  
Associate: Samantha Edwards  
Production:  
Jillian Thorp-Shepherd

CONTRIBUTOR  
Adriana Haytova

COPYEDITING  
Donna Dawson

© 2017  
ICEF GmbH  
CEO: Markus Badde  
Am Hofgarten 9  
53113 Bonn  
Germany  
Tel: +49 228 201 19 0  
contact@icef.com  
www.icef.com



---

# KWANTLEN POLYTECHNIC UNIVERSITY

---

Located in Metro Vancouver, KPU is a public and accredited university that attracts students from around the world. More than 20,000 students benefit from four modern and accessible campuses.

**KPU International**

[international@kpu.ca](mailto:international@kpu.ca)

604.599.2866

 [kwantlenU](https://www.facebook.com/kwantlenU)

 [@kwantlenU](https://twitter.com/kwantlenU)

 [kwantlenU](https://www.instagram.com/kwantlenU)





# Be **Safe** · Be **Assured** · Be **Smart**

studyinsured.com

**Delivering the best-in-class travel and student health insurance around the globe.**

- ✓ **Rest** assured your students are protected by the best insurance coverage
- ✓ **Guide** your students to the care they need with 24/7 multilingual emergency medical assistance
- ✓ **Access** third party liability insurance to protect the student and homestay families
- ✓ **Support** mental and physical wellness with our Stay Healthy at School Program
- ✓ **Empower** students with access to information through a customized website we provide to you
- ✓ **Receive** a scholarship investment to grow your program
- ✓ **Give back** to your program's charity of choice with our Pay-it-Forward initiative



ENGAGE YOUR STUDENT PROGRAM TODAY  
**416.644.2082 ext. 216 · studyinsured.com**  
**studentteam@studyinsured.com**



# WELCOME

I am very pleased to introduce you to the third annual issue of *ICEF Insights*, which focuses on issues and opportunities that are central to both international educators and agents in 2017/18.

This year's *ICEF Insights* is aimed at helping you to make recruiting and business decisions in the context of a world that is changing at an almost dizzying rate. But as fast as the world is changing, international education is keeping pace. This is because student mobility is heavily influenced by geopolitical and economic shifts and by students' estimation of which destination will be best for their careers.

Look at Asia, for example: China is wisely investing heavily in education to solidify and sustain its superpower status. As a result, its universities are climbing up world rankings and international students are taking note, well aware of the country's rising global influence.

On the demand side, demographics and labour force needs are just a couple of reasons Indonesia, Vietnam, Nigeria, Colombia, and Iran are compelling countries in which to recruit. While these countries are all considered "emerging," they are also incredibly different from each other. We have created a guide on p. 38 to help you tailor your strategies to the unique culture and circumstances of each one.

While student mobility patterns are definitely in flux, the fundamentals of international education marketing remain constant. Ensuring that students feel safe, welcome, and supported is one example. Responding quickly to prospective students' enquiries is another. And as always, nurturing agent-educator relationships is a must if one hopes to establish a sustainable and student-centred recruitment strategy. Ideas for optimising these essentials can be found throughout this magazine.

With best wishes,

Markus Badde  
Chief Executive Officer





Now accepting  
agent inquiries  
as we expand  
our international  
network!

 **VirginiaTech<sup>®</sup>**  
Language and Culture Institute

*Come study at one of the world's top research universities*

- New pathway program
- Conditional admission
- Intensive English program

*Two locations:*

- Blacksburg, Virginia
- Washington, D.C. region

[lci-admit@vt.edu](mailto:lci-admit@vt.edu) | +1-540-231-9814

[www.lci.vt.edu](http://www.lci.vt.edu)



# NEW & NOW

New destinations,  
recruiting tips, and trends



HUTTON & GROW

The Hive at Singapore's Nanyang Technological University (NTU) is the centrepiece of the school's flipped classroom learning approach. See more on the increasing draw of Asian institutions on p. 22.



# 5 WINNING WAYS TO REACH STUDENTS

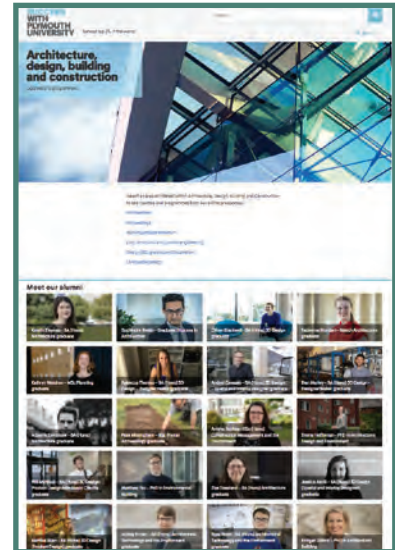
Successful student recruitment campaigns go well beyond listing and promoting a school's programmes – they inspire and encourage prospective students to imagine themselves living and studying on campus. Great campaigns tap into students' passions and career goals, and they gain momentum when they're so cool they get shared all over social media. Here are five examples of schools doing recruiting right.

## 1. BE BOLD

Babson College, a business school in Massachusetts, oriented its marketing message around the general interests and popular culture of the students it wanted to attract. It used blockbuster Hollywood movie-inspired design to convey the message that its programmes nurture the talents and ambitions of entrepreneurs. The flashy, confident design concept and decision to appeal to students' post-degree aspirations set the campaign apart from those of competitors.



▶ Jump past the limits of “educational marketing” and be bold!

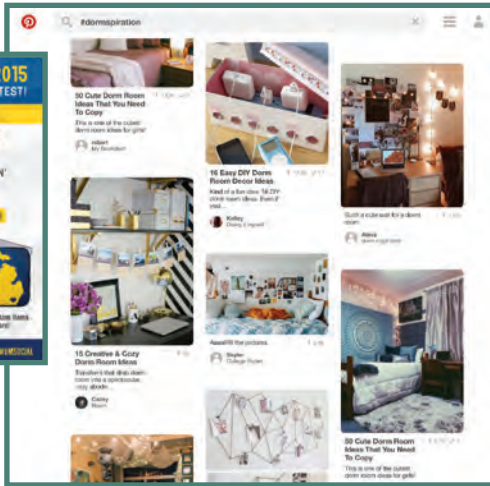


## 2. THINK LIKE THE STUDENTS YOU WANT TO ENROL

Plymouth University in the UK leverages its alumni in a more targeted way than many schools do. Instead of posting a bunch of generic testimonials on its site, the university showcases the achievements of its alumni according to programme and interest area, from architecture and art and design to agricultural science and psychology.

This structure offers international students a meaningful way to understand the careers enabled by the programmes they're interested in, which is extremely important because so many students prioritise job and income potential when considering what to study. When students click on a particular field of study, they encounter a high-quality photo of the graduate and an interview that begins with the questions every student is interested in: “Tell us about your career path since graduation” and “How has your degree helped/influenced your career path?”

▶ Show the link between your programmes and successful careers.



### 3. SHARE THE EXPERIENCE

When you study abroad, you live abroad. Prospective students – and their parents – want to feel comfortable about student housing before deciding to apply to an institution. The University of Michigan runs an annual contest called “Dormspiration” in which participants first follow “UofMichigan” on Pinterest and then share photos of how they’ve decorated their dorm room or apartment via a Pinterest board called “My UofMichigan #Dormspiration.”

The contest helps new students to feel welcome, engages current students, and also has a recruitment angle: international student participants can share their ideas with friends and parents back home. The required foundation for effective word-of-mouth marketing is a passionate current user base, and the University of Michigan Pinterest campaign definitely gets it right on this count.

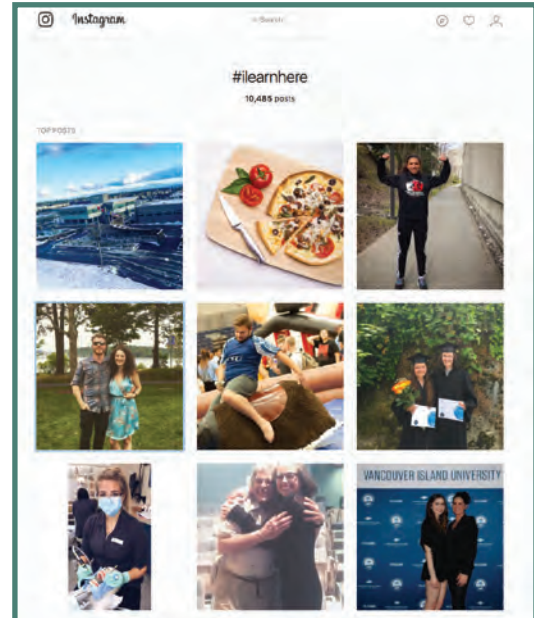
▶ Don't forget that students want to be happy and comfortable as they study.

### 4. SWIM IN THE RIGHT CURRENT

As you can see from “The New Social” on pp. 14 and 15, the WhatsApp and Messenger apps are huge among students the world over. When Erasmus University in the Netherlands added WhatsApp to its student helpdesk last year, it experienced a massive surge in the number of messages it received from prospective students: seven times the number the university had received through Facebook.

Higher education marketing departments and admissions staff appreciate the way messaging apps respond to students' demand for quick response times and how they fit into the multi-tasking, always-connected habits of millennials.

▶ Understand how quickly students move to new channels and networks – and keep up with them!



### 5. GATHER THE TRIBE

Vancouver Island University (VIU) launched its Instagram account with a clear purpose: to attract an audience using the pull of the outdoors and an off-the-beaten-track lifestyle. VIU initially engaged a devoted “tribe” of followers to contribute images and videos evocative of this vision to the VIU account – tagged with #ILearnHere. In the first six weeks of the campaign, VIU had amassed 700 followers and over 1,600 #ILearnHere photos were shared. The university now claims 5,000 people as Instagram followers – a significant number given the targeted, passionate profile of their audience. Included in the strategy are periodic contests in which people have won everything from iPad minis to \$500 VIU tuition vouchers. This meaningful, authentic approach to marketing – i.e., centred on core values and not simply aimed at amassing followers – appeals to the kind of students most suited to study at VIU.

▶ Appeal to students' interests and passions – and use marketing to target the kind of students you really want.



# THE NEW SOCIAL: INSTANT MESSAGING

Use of instant messaging (IM) apps continues to grow – especially among high school and college students. Here are the most popular apps by country to help recruiters, admissions staff, academic advisors, and agents better connect with students.

**MORE THAN ONE BILLION IM USERS** The audience using Instant Messaging apps is now in the billions and most are accessed through mobile phones. Leading apps Facebook Messenger and WhatsApp are tied at 1.2 billion users (as of spring 2017). Their closest rivals, China's WeChat and QQ, are both owned by the same company and have 938 million and 861 million users, respectively. Even in regions such as Southern and Central Asia, as well as in some African countries, where mobile use is still relatively low overall, growth has been significant. For example, Bhutan has just 270,000 active mobile users, but this is an increase of 50% over last year.

## EASTERN EUROPE

### #1: Viber

*Viber is installed on 65% of all Android devices in Ukraine and is growing quickly.*

## IRAQ

- #1: Facebook Messenger
- #2: WhatsApp

## ALGERIA

- #1: Facebook Messenger

## MIDDLE EAST

- #1: WhatsApp
- #2: Facebook Messenger
- #3: Viber

## IRAN

- #1: Telegram

## CUBA

- #1: IMO
- #2: Facebook Messenger

## LIBYA

- #1: Viber

MEXICO (and across SOUTH AMERICA)

- #1: WhatsApp

## NIGERIA

- #1: WhatsApp

## ETHIOPIA

- #1: Viber

## INDIA

- #1: WhatsApp

## SRI LANKA

- #1: Viber

## SOUTH AFRICA

- #1: WhatsApp





**RUSSIA**

**#1: WhatsApp**

**#2: Viber**

*WhatsApp was the top downloaded app when the government blocked China's WeChat earlier this year.*

**CHINA**

**#1: WeChat**

**#2: Tencent QQ**

**SOUTH KOREA**

**#1: Kakaotalk**

*Kakaotalk still reigns in South Korea with almost 42 million monthly active users.*

**JAPAN**

**#1: LINE**

*With 64 million monthly active users, LINE's popularity in Japan remains strong.*

**TAIWAN**

**#1: Facebook Messenger**

**VIETNAM**

**#1: Facebook Messenger**

**#2: Zalo**

*Home-grown platform Zalo remains popular, but Facebook Messenger now has more monthly active users.*

**THAILAND**

**#1: Facebook Messenger**

**PHILIPPINES**

**#1: Facebook Messenger**

**#2: Viber**

**MALAYSIA & SINGAPORE**

**#1: WhatsApp**

**#2: Facebook Messenger**

**INDONESIA**

**#1: WhatsApp**

**#2: Facebook Messenger**

*BlackBerry's BBM was in top spot until recently, but is still widely used.*



# FACTS & FIGURES

Stats that illuminate just how quickly the international education marketplace is evolving



## #2

The second most important consideration for students choosing a country to study in is how welcoming it is to international students (Source: International Student Survey 2017).

## 78%

More than three-quarters of people watch videos online every week; 55% watch every day (Source: eCity Interactive).

## 53%

Percentage of young adults aged 18–29 using Instagram (Source: Pew Research Centre).

## 50%

Japan wants half of international students to stay on to work in the country after their studies by 2020; currently 30% stay on to work (Source: Japan Student Services Organization).

## 66%

Percentage increase in students worldwide enrolled in MOOCs, from 35 million in 2015 to 58 million in 2016 (Source: Class Central).

## 3

Three countries – China, India, and South Korea – are responsible for 50% of foreign students in the US (Source: US Department of Commerce).

## 180%

Total growth over 10 years in the number of foreign students enrolled in Russian universities (Source: Russian Presidential Academy of National Economy and Public Administration).

## 18

Number of people per second who started accessing social media via a mobile device in 2016 (Source: We Are Social).

## \$36 BILLION

Estimated economic impact in US dollars of international students in higher education in the US in 2016 (Source: NAFSA).

## 8 MILLION

Projected population of international students by 2025 (Source: OECD).

## 314%

Projected percentage increase in the total number of students enrolled in higher education by 2030 (Source: UNESCO).

## \$20 BILLION

Estimated economic impact (in AUS dollars) of international students in Australia for 2015/16 (Source: Australian Department of Education and Training).

## CLOSE TO 443,000

Number of international students in China in 2016 – a record number and an 11.4% year-over-year increase (Source: Chinese Ministry of Education).

## 2

Years in a row (2015 and 2016) that Irish ELT providers recorded increased overall enrolment of 11% year-over-year (Source: Marketing English in Ireland).

## HALF

Proportion of bookings for Maltese ELT providers in 2016 that were in the junior segment (Source: National Statistics Office, Malta).

## 33%

Percentage increase in the number of Bangladeshi students enrolled abroad from 2013 to 2015 (Source: Boston Consulting Group).

## #1

Position of Montreal, Canada, in the top 125 Best Student Cities for 2017 (Source: QS Best Student Cities 2017).

## 50%

Percentage increase in spending by international students in New Zealand in the past two years (Source: Education New Zealand).

## 5

Number of developing countries (India, Iran, Kuwait, Nepal, and Nigeria) with government foreign study incentives that have 50% or more of their students studying in STEM fields in the US (Source: US Department of Commerce).

## CLOSE TO 70%


Percentage increase in the number of female international students studying STEM subjects at US colleges and universities from 2010 to 2015 (Source: U.S. News & World Report).

## TWO-THIRDS

Proportion of the global population that now has a mobile phone (Source: We Are Social).

## MORE THAN HALF

Proportion of global web traffic now attributed to mobile phones (Source: We Are Social).



Keeping you well, while you're away.®  
wellaway.com



WellAway®

## Health Insurance Made Easy!

International Student • Exchange Visitor • Schengen Countries  
*Available for any destination*

# GET PROOF OF COVERAGE INSTANTLY!

No medical exams, no paperwork.

### This coverage is ideal for:

- ✓ International students studying worldwide
- ✓ International students studying in the US
- ✓ Scholars and international professors
- ✓ Au-pairs
- ✓ Schengen Countries

### KEEP HEALTH EXPENSES LOW

Our goal is to help you take care of yourself and keep medical expenses to a minimum.

### MEET ALL VISA REQUIREMENTS WORLDWIDE

Our plan meets all health insurance requirements for international students, international scholars & Schengen countries.

### RELY ON 24/7 SUPPORT

Our ConciergeCare Counselors deliver excellent customer service and provide complete assistance in finding medical providers and more.

**Get a free quote at [wellaway.com](http://wellaway.com)**



# WELCOME MAT

In the age of social media, students expect to be entertained and supported throughout their study abroad experience – from beginning to end.



## VIRTUAL REALITY TOURS

Virtual reality (VR) technology enables students to familiarise themselves with their new campus, accommodations, and city before they even leave home. Unlike a prepared video, VR is highly interactive and allows students to choose what they see and when.

For the past few years, many schools have been offering virtual campus tours narrated by a student guide. And now there's the next-level, device-enabled virtual tour. Colleges, including Yale and Harvard, are leveraging the power of YouVisit technology, which makes tours compatible with leading virtual reality platforms, including Oculus Rift, Samsung Gear VR, Zeiss VR One, and Google Cardboard. Using their preferred VR headset, students can fully explore on a completely self-directed tour.



# 2

## AIRPORT WELCOME

A student's arrival at the airport is often the very first time they will have set foot in the country they've chosen for study abroad. Most schools send a driver to meet students; others are taking welcome services to the next level.

The New South Wales International Student Airport Welcome Desk at the Sydney International Airport is staffed by local and international student volunteers who greet newly arrived students and provide them with orientation resources, including maps and information about accommodation and transportation.

In Canada, the City of Toronto has partnered with Pearson International Airport on a Welcome Booth for international students arriving to attend schools in Toronto and across Ontario. Again, student volunteers are the greeters, and they speak numerous languages, including Arabic, Cantonese, French, Hindi, Mandarin, and Spanish. The volunteers provide welcome packages and help newly arrived students to find the best travel option – sometimes at a discounted rate – to get to their new school. A special touch: arriving students can make a free call home!



# 3

## DESTINATION MARKETING

Schools are partnering more and more with destination marketing organisations (DMOs, see p. 52 for more) whose reach and audience are greater than the school would have on its own: DMOs highlight an entire city, region, or country. Partnering with DMOs can boost recruitment efforts, and it can also increase students' satisfaction during their studies and drive alumni engagement.

An excellent example of the ongoing benefits of partnering with DMOs is Study Melbourne's "Ultimate Day Out" contest at the end of each year. Winning students receive an all-expenses-paid day trip in the Victoria region. Videos of the students enjoying the experience are then released in partnership with each student's host institution and promoted in students' home countries.

Back Christchurch

Christchurch Educated

Canterbury Region

Sumner



Just a short drive from the Christchurch city centre, the suburb of Sumner has a long stretch of white sand with a safe swimming area. There is a vibrant community here with houses nestled into the valley and along the iconic cliffs.

Christchurch is a unique blend of scenery and lifestyle. A city where you can

# 4

## CAMPUS APPS

Many schools are designing apps to support international students both before and after they arrive on campus. In New Zealand, Christchurch Educated's app provides international students with pre- and post-arrival information, links to events run by the school's global student club, city listings, and exclusive offers. It also connects new students to Christchurch City International Student Ambassadors from around the globe who volunteer to assist their peers.



# 5

## BUDDY UP

In the UK, De Montfort University (DMU) has a buddy system – i-Buddies – that matches new international students with current DMU students. The current students help the newcomers adjust to their new home and to life on campus. This year, i-Buddies welcomed its 1,000th student into the programme.



# 6

## APPS FOR SAFETY

Campus safety is a big concern for many students and their families. Several apps have been developed in response, including AppArmor, bSafe, CampusSafe, and Companion. In 2015, Williams College in Massachusetts introduced a customised version of a sexual assault prevention app called Circle of 6, which allows users to create a circle of six friends they can call or text instantly should they find themselves feeling unsafe. The app includes links to sexual assault prevention and response resources on campus.

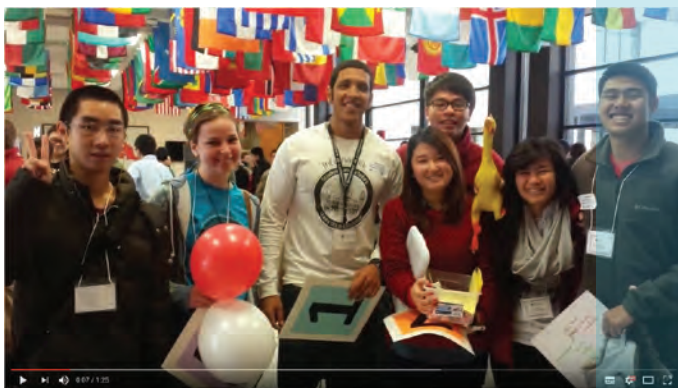
# 7

## ONGOING SUPPORT

Engagement with students goes well beyond orientation week. Fostering a global culture on campus that fully integrates visiting students with their local peers broadens everyone's international perspective.

The International Desk at Lund University in Sweden is as much a meeting place for international students as it is a reception desk. It offers resources for both academic and non-academic matters, and the staff at the International Desk host weekly games and language-learning nights. The desk's Facebook page keeps students informed of events, excursions, guided tours, and Swedish cultural traditions, and it encourages international students to socialise with their Swedish peers and improve their language skills.

The University of Arkansas has several programmes that help international students to feel at home among domestic students and the wider community. Current student leaders function as Cross Cultural Mentors who assist new international students during the first semester of school. The university's International Culture Team includes students from over 50 countries who provide "global education" presentations to other students as well as to local schools and community organisations. A conversation club sees American students helping their international peers with their English, and an iFriend programme connects international students with American residents for visits and meals together.



University of Arkansas | Cross Cultural Mentor Program  
 Natalie Baghiniwano  
 1:07 / 1:07



# THE INDUSTRY LEADER FOR THE SALE OF PRIVATE SCHOOLS

We work with school owners and buyers from across Canada, the USA and internationally regarding the sale of their educational institution – be it a language school, boarding school, K-12 private school, or career college.

Our team has a strong track record assisting language school owners to find qualified buyers and supporting them with the sale of their school.

- **QUALIFIED BUYERS** We find the right buyer for your school through our exhaustive and qualified list.
- **TURN-KEY SERVICES** We take the lead on the sale of your school – from valuation to closing the deal.
- **MAXIMUM VALUE** Our industry leading knowledge delivers the highest selling price and best terms possible.
- **CONFIDENTIAL** Our approach is handled with the strictest of confidentiality and minimum intrusion in your school's operation.

**We are confident that we will find the right solution for the successful sale of your school. Contact us today for a free valuation and 30-minute 1-on-1 consultation.**

**WE WILL BE ATTENDING THE APRIL 2018 ICEF FAIR IN TORONTO & WELCOME THE OPPORTUNITY TO MEET IN PERSON**



**CONTACT US AT**

**info@halladayeducationgroup.com** **TF 1.800.687.1492**

**www.buyingandsellingschools.com**



# IN CONTEXT: EMERGING MARKETS ON THE RISE

As their economies expand, some emerging markets – especially in Asia – are becoming major destinations for international students



The Hive, NTU's newest learning hub, revolutionises the way students learn using innovative learning pedagogies coupled with state-of-the-art technologies.

Economic and population growth is shaking up the global power structure – away from the G7 countries and towards Asia, Africa, and Latin America.

According to PwC projections, China's economy will unquestionably be larger than America's by 2028. The economy of India will be the second largest by 2050, Mexico and Indonesia will

surpass the UK and France by 2030, and Nigeria and Vietnam will be among the world's fastest-growing economies over the next three or four decades. What's required to support these economic expansions? Highly qualified workforces, of course, composed of graduates from world-class universities and colleges. Two trends have resulted:

## 1. MORE DEMAND, MORE CHOICES

Millions of international students continue to pursue degrees at established institutions in Western markets. Foreign enrolments in the US alone broke the one million mark in 2015/16. More students than ever are also flocking to Canada, Australia, Ireland, and New Zealand.

But notably, America's market share slipped from 28% in 2001 to 22% in 2016, and foreign enrolments in the UK have not grown since 2012. By contrast, Asian destinations are attracting ever more international students, particularly from within the region.

Prestigious American and British universities used to be able to count on





their reputations to attract international students, but this is changing. A growing segment of international students – while still looking for high-quality degrees – are now open to alternative destinations that are more affordable and closer to home. When such destinations also offer relatively welcoming visa policies and options for international students to work during or after their studies, they become still more attractive when measured against the more restrictive visa and immigration policies of the US and UK.

This brings us to the second trend: Asia is solidifying its position as a compelling regional hub for students considering study abroad.

**2. ASIA REACHES OUT**

The governments of Japan, China, Malaysia, Taiwan, and South Korea have been hard at work increasing domestic higher education capacity, and they have set ambitious targets for international enrolments in 2020 and beyond – targets they are on track to meet. Asian institutions are also climbing up world university rankings, such as the *Times Higher Education* World Reputation Rankings and the Shanghai Ranking. Fully one-tenth of the universities on the

2016–17 Top 100 Ranking are Asian, for example.

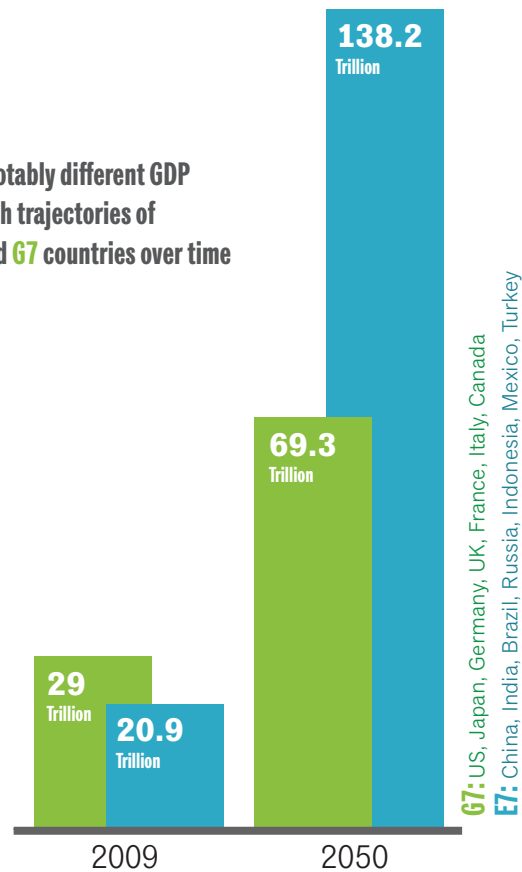
One of the biggest stories of 2016 was that China hosted so many international students (442,773 – an 11.4% increase over 2015) that it now vies with Canada for fourth place as a destination market, behind only the US, UK, and Australia. Even five years ago, China could only have been categorised as a major sending market.

Economic power shifts are a major factor in turning students' attention to Asian destinations: China is a superpower in this respect; India has the fastest growth rate of any major economy; and the ASEAN countries of Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam are responsible for one-third of world trade.

The next generation of leading study destinations, then, is already coming into focus. As the centre of economic and political power shifts to Asia, international students – not only from within the region but from the West as well – will increasingly consider Asian institutions for study abroad. Even the highest ranked Western institutions, which traditionally haven't had to recruit overseas in earnest because of their reputations, will have to compete more strategically and vigorously, starting ... now.

**One of the biggest stories of 2016 was that China hosted so many international students that it now vies with Canada for fourth place as a destination market, behind only the US, UK, and Australia.**

**The notably different GDP growth trajectories of E7 and G7 countries over time**





# PERSPECTIVES

What trend are you watching right now that you think will have a major impact on international education in the next 10 years?



"UK government policy on students as part of migration numbers and how EU students access the UK post-Brexit will have a major impact on longer-term trends. One hopes that a common-sense, economic, and global influence-led approach will be taken and that the UK will continue to be seen as a welcoming destination for international students."

*Tom Poole, Destination UK Promotion Manager, ELT, British Council*

**"Computerisation, artificial intelligence, dramatic changes in the atlas of professions... A student of the future will need to contend with much more and develop a high degree of self-direction to stand out from the crowd."**



*Olga Krylova, Head, International Office, Higher School of Economics, St. Petersburg*

**"The demand for study abroad shows a trend of diversification. Furthermore, various countries will further refine their study abroad policies and increase the internationalisation of their own education industry."**



*Yanmin Zhu, President, JLL Education, China*

"Protectionist policies will impede internationalisation much less in a hyperconnected world, as education continues to evolve in a virtual direction. Virtual libraries and labs, online courses and programmes, classroom telepresence, and virtual reality will make it possible for more and more students to study abroad – without leaving home."

*Ken Steele, Higher Education Strategist, Speaker & Facilitator, Eduvation*

# Your future is worth EXPLORING

Take the Campus Tour  
[fullsail.edu](http://fullsail.edu)

# FULL SAIL STUDIOS

## CAMPUS & ONLINE DEGREE PROGRAMS



Music & Recording



Games



Art & Design



Film & Television



Technology



Media & Communications



Business



Sports



**FULL SAIL**  
UNIVERSITY

Hollywood-style sets, live venues, game, animation, and recording studios, acres of creative spaces – it's all inside the Full Sail campus near Orlando, FL. If you've got a dream in entertainment and media that's worth following, book your tour today.

**+1.407.679.6333**  
[globalreach@fullsail.com](mailto:globalreach@fullsail.com) | [fullsail.edu](http://fullsail.edu)

3300 University Boulevard • Winter Park, FL

Financial aid available for those who qualify • Career development assistance • Accredited University, ACCSC  
To review consumer disclosures, please visit [fullsail.edu/gedt](http://fullsail.edu/gedt).



# PERSPECTIVES

What trend are you watching right now that you think will have a major impact on international education in the next 10 years?

**“In the next 10 years Germany will be the next student study destination. The opportunities that are available while studying in Germany and after graduation cannot be over-emphasised.”**

*Felix Adedayo, Managing Director,  
FAB Consulting Ltd.*

“Public-private partnerships are not new in international education. However, I believe that further outsourcing of service provision will have a significant impact in the future. Ideally this will be aligned with broader local community and industry engagement initiatives on campus.”

*Douglas Proctor, Director of  
International Affairs, University  
College Dublin*



“We are paying close attention to the Chinese student recruitment landscape and the dramatic changes in agencies, international off-plan programmes, and international high school programmes. These rapidly evolving channels are changing the strategies and prospects for mid-tier institutions.”

*Kim Morrison, CEO,  
Grok Education Services*



**“China is developing its own educational services and raising its profile as a destination. This, along with a reduction in the younger population, is likely to curb China’s appetite for study abroad.”**

*Toufic Lawand, CEO,  
Lawand Education*

**“Last year our ELT centres taught more junior than adult students for the first time. This trend indicates a growing demand from younger learners of English worldwide.”**

*Sarah Cooper, Chief Executive  
Officer, English UK*



# ADMIRAL FARRAGUT ACADEMY



AN OUTSTANDING  
**BOARDING  
SCHOOL**  
EXPERIENCE  
FOR STUDENTS IN  
**8<sup>TH</sup>-12<sup>TH</sup> GRADE**

Only at Farragut  
[www.farragut.org](http://www.farragut.org)



- ✔ **SIGNATURE PROGRAMS**  
Aviation, Engineering  
Scuba, Sailing, Marine Science  
Military, Leadership
- ✔ **ACADEMIC OFFERINGS FOR INTERNATIONAL STUDENTS**  
include ESL, SAT Prep,  
Advanced Placement (AP)
- ✔ **COMPETITIVE ATHLETICS**
- ✔ **SUMMER BOARDING CAMP**

*Secondary/High School in St. Petersburg, Florida, U.S.A.*

## LATIN AMERICA'S HUB FOR INTERNATIONAL STUDY OPPORTUNITIES

CONNECT WITH PROSPECTIVE  
LATIN AMERICAN STUDENTS  
THROUGH OUR EDUCATION GUIDES  
AT [WWW.BBR-EDUCATION.COM](http://WWW.BBR-EDUCATION.COM)

**BBR**  
EDUCATION  
[WWW.BBR-EDUCATION.COM](http://WWW.BBR-EDUCATION.COM)

CONTACT [INFO@BRAZILBR.COM](mailto:INFO@BRAZILBR.COM) AND MENTION  
**PROMO CODE ICEFBBR** TO RECEIVE 1 MONTH  
OF FREE PROMOTION



# PERSPECTIVES

What trend are you watching right now that you think will have a major impact on international education in the next 10 years?



“The growing online learning trend. It will be most popular with self-motivated adults, who do it for their own development and knowledge, rather than for a diploma or degree. Online learning for languages and professional development will be essential for employees in the current job market.”

*Anastassia Romanenko,  
Managing Director, Insight-Lingua*

**“Study abroad numbers continue to grow steadily in the Asian region. Cultural exchange programmes across many Asian countries are following a similar level of growth. Cost, safety, and governmental policies will continue to affect these choices.”**



*Pawan Bista, Managing  
Director, Bradford Education  
Consultancy, Kathmandu  
(Nepal) & California (US)*

**“Workflows and integration with technology. Schools and universities must ensure that there is less disconnect between the front-end websites, social media, and e-learning and the back-office systems that process the data from websites, social media, CRM, and accounting systems.”**



*Sudesh Prasad,  
Managing Director, Intrinsic*

“The countries that previously were exporting students are now working hard on developing their own universities and recruiting more students from abroad. These countries invest in their universities, work on their presence in global rankings, and offer competitive tuition fees.”

*Amit Jalan, Managing Director,  
EEC India*



**GLOBAL  
UNIVERSITY  
SYSTEMS**

# EDUCATION ON A TRULY GLOBAL SCALE

Global University Systems (GUS) is an international network of higher-education institutions, brought together by a shared passion for accessible, industry-relevant qualifications.

## Campuses

London  
Birmingham  
Manchester  
Dublin  
Berlin  
Hannover  
Toronto

Vancouver  
Singapore  
Chicago\*  
St. Louis\*  
Orlando\*  
Irvine\*

\* Partner's campuses

## Why choose GUS?

- Over 40,000 students worldwide
- International network of owned institutions & partners
- Global Learning environment
- Faculty of industry experts
- Dedicated career services
- Blended learning solutions
- Innovative online-learning platform
- Practical qualifications for the biggest industries

## Courses

- Junior, English, professional and executive courses
- Foundation, undergraduate and postgraduate programmes
- Certificates and diplomas
- Summer and winter schools

## Our institutions and partners

The University of Law



De Broc  
School of Business



London School of Business & Finance



The Language  
Gallery

LCCA  
London College of  
Contemporary Arts

ibat COLLEGE DUBLIN



interactive

GISMA  
BUSINESS SCHOOL

UNIVERSITY CANADA WEST

Digital Unicorn

Webster UNIVERSITY

CONCORDIA UNIVERSITY CHICAGO

GRENoble ECOLE DE MANAGEMENT

UNIVERSITY OF WOLVERHAMPTON  
KNOWLEDGE • INNOVATION • ENTERPRISE

UNIVERSITÀ TELEMATICA INTERNAZIONALE UNINETTUNO

Porto Business School

CHAMPNEYS BEAUTY COLLEGE LONDON

SDA Bocconi School of Management

The Language Gallery | International Academy

[www.globaluniversitysystems.com](http://www.globaluniversitysystems.com)



## STAFF INSIGHTS:

How do you build on a strong initial meeting with a new business contact?

ICEF Coach provides on-site training for educators at ICEF Workshops, supported by one-to-one consultations and mentoring during and after the event to ensure effective preparation, follow-up, and return on investment.

“Always remember: your business connection begins during the first face-to-face meeting but it can also end there. Establishing and maintaining real and lasting connections means commitment to the relationship. So reach out first. Connect personally within the professional context. Then follow up with detailed, clear information. Make a concrete plan to keep reconnecting. Be and remain accessible. Then reach out again. The link to your relationship connection chain should always be open, flexible, and able to expand. And beyond the exceptional programme you have to offer, this is key: I like you – you like me. I trust you – you trust me. It is reciprocal. This leads to solid and sustainable success for all.” —Birgit Hartel



Mike Henniger, Vice-President, Sales & Marketing, and Birgit Hartel, ICEF Coach

“One simple but important thing to do is to ensure you have a ‘next step’ strategy. For example, if you are an educator and you finish a meeting with an agent at an event by saying, ‘Lovely to meet you, hope to see you again,’ there is nowhere to proceed to and no further direction. A better idea is to set up a follow-up call and/or a training session and to organise some background materials for the agent. The end goal is to establish a successful long-term plan. To accomplish this you need to lay out a series of steps that build trust and cooperation with your partner.” —Mike Henniger





## A DESTINATION FOR EVERYONE AND THE HOME OF THE ENGLISH LANGUAGE

- **Four unique countries in one:** We accredit over 500 centres in England, Northern Ireland, Scotland and Wales, where you can study in a diverse and inclusive environment
- **Accreditation UK:** A sign of quality that covers every part of a student's stay from quality of teaching to accommodation
- **Range of courses:** The largest range of English language courses with a reputation for academic excellence that will be valued anywhere in the world
- **Coast, Countryside, Cities:** All in close proximity, experience them all, even in a short stay
- **Culture:** From Shakespeare and Harry Potter to The Premier League and Glastonbury, the UK has something for everyone.



**BEYOND CHINA AND INDIA:**

# How to recruit in emerging markets

PLAINPICTURE/HERO IMAGES



A roadmap  
for building  
more diversity  
into your  
international  
student  
population



# F

or the past couple of years at least, higher education institutions wanting to build their foreign enrolments have heard the prevailing wisdom about how to recruit: DIVERSIFY. Which is shorthand, in many cases, for “diversify beyond China and India.”

It's not that China and India are no longer major drivers of enrolment growth for many countries – they definitely still are. For example, China alone has accounted for about half of overall enrolment growth in the US for the past 15 years. And in 2015/16, between one-third and one-half of international students in the US, Canada, Australia, and the UK were from China and India.

But the history of international education tells us that nothing is perennially stable. Political instability, economic crises, a shifting geopolitical landscape, currency fluctuations, visa and post-study work rights policies, natural disasters, and increased domestic higher education capacity are all capable of disrupting student mobility patterns.

## THE EXCITING DYNAMICS OF EMERGING MARKETS

For all these reasons, adding a greater mix to your international student population is smart, and targeting emerging markets is often a good idea. That's because emerging markets have built-in dynamics that promote outbound student mobility. These include:

- Growing populations projected to continue to increase;
- Robust college-aged demographics;
- Overall economic growth and expanding middle classes.

But these factors alone are not enough to merit investment in an emerging market. In addition, a promising market should possess:

- Government and/or business sector demand for and commitment to an educated workforce;
- A shortage of higher education capacity and/or quality;
- A secondary school system able to graduate students who can succeed in higher education.

Even with the second set of criteria applied, there are a lot of emerging markets to consider. The following activities can help in deciding where to focus.

## TABLE STAKES

Ask these questions when you consider whether to invest in an emerging market:

- Do we have students from there already?
- Do we know which programmes students from that country are looking for?
- Do we have alumni or staff that we can leverage for market entry?



### TURN TWO STUDENTS INTO FOUR

A simple but profound truism is that it's much easier to turn two students into four than it is to turn zero into one. To get to four students, you need two to begin with (i.e., your community of students from a particular home country) and you need connections in that country. If you have zero students and zero presence in a given country, establishing a foothold there will be riskier, time-consuming, and expensive.

Most institutions have a foundation from which to get from two to four (to continue with our metaphor). For example, within your student population, you may have the following relating to a particular source market:

- Satisfied current students;
- Successful alumni;
- Agents/contacts;
- Relationships with high schools and universities;
- Data on year-over-year enrolment trends (e.g., growth).



### FIND OUT WHICH SOURCE COUNTRIES ARE NATIONAL PRIORITIES

The governments of most leading destination countries prioritise a group of emerging markets, knowing the significant positive impact of international students on their economies. For example, a few years back, the Canadian government identified Brazil, China, India, Mexico, North Africa, the Middle East, and Vietnam as regions it would help its colleges and universities to recruit from. Government supports for institutions can be extensive, from scholarships to market guides. The US website [Export.gov](http://Export.gov), for example, offers detailed insights into dozens of source markets.



## KNOW THE COMPETITIVE LANDSCAPE

Designate someone in your international office to comb through recent market intelligence reports to understand the factors that will likely affect your recruiting strategy. Here are some examples – informed by recent articles in prominent market intelligence publications – that make the point:

- Say you are a university in Malaysia interested in recruiting from Pakistan. You would want to know that China is aggressively recruiting there (including offering generous scholarships).
- If you are an Australian university, meanwhile, you'd be interested in knowing that the Malaysian government is growing less interested in sending its students abroad, and consequently reducing study abroad funding.
- If you offer both STEM and business programmes, you would definitely want to know that the vast majority of Indian students in the US are pursuing STEM subjects, compared with fewer than half of Chinese students, and that more than a quarter of Chinese students are studying business/management. You'd want to emphasise your STEM programming in India and highlight both STEM and business programmes in China.

Your research should also explore how your destination compares to other countries in terms of (1) affordability – including tuition, living costs, and how your currency is trending relative to that of the target market, and (2) visa processing – how quickly your country processes visas relative to other countries and how visa acceptance rates compare.



## SET ASIDE SOME BUDGET TO EXPLORE POSSIBILITIES

Once you've decided on a few promising markets, you may want to allocate exploratory budget for initiatives such as visits to education fairs and relationship-building activities with agents and schools.

You could designate student ambassadors to fulfil a number of brand-boosting activities (e.g., blogging, showing students around campus either in person or through video) in return for rewards ranging from recognition all the way to small bursaries. Some student ambassadors travel with school representatives to their home country to chat with prospective students.

Scholarships are another way to nudge enrolments along. One Canadian university accomplished this in Ukraine via a contest facilitated by agents: students were asked to submit an essay on the topic, "Why I want to study in Canada." The university then gave scholarships for the top three submissions.

## EYES ON THE PRIZE

Achieving greater diversity within your international student population won't only reduce your risk – it will enrich your campus community.



**THOMPSON  
RIVERS  
UNIVERSITY**

## Planet or Profit? Choose both.

### Master's Programs in Environmental Economics and Management

Become a leader in environmental fiscal responsibility. Transform business and support our planet with a master's degree in environmental economics and management. Grow your career opportunities in sustainability and change management.

[tru.ca/eem](https://tru.ca/eem)

#### FIND US ON SOCIAL

@truworld



Thompson Rivers University  
805 TRU Way, Kamloops, BC, Canada

T: +1.250.828.5252

Inquiries: [welcome@tru.ca](mailto:welcome@tru.ca)

Applications: [tru.ca/apply](https://tru.ca/apply)



Looking in on a major growth market: a street scene in Cartagena, Colombia





WHAT  
YOU NEED  
TO KNOW  
ABOUT

**INDONESIA**  
**VIETNAM**  
**NIGERIA**  
**COLOMBIA**  
**IRAN**

Within every emerging market are distinctive features that shape demand for study abroad. Here's a look at what's going on in five key emerging markets, boosted by a recent survey we conducted with top agents in each country.



# INDONESIA

**I**ndonesia is the fourth most populous country in the world, and half its citizens are under the age of 30. Currently among the world's top 20 economies, Indonesia is trying to break into the top 10 by 2030. It is a member of ASEAN, a political and economic group of 10 Southeast Asian countries whose economic growth and large college-aged populations have them firmly on the radar of international educators the world over.

ASEAN's Free Trade Area represents a huge opportunity, but Indonesia's workforce is currently at a disadvantage – university graduates compose only 7% of the country's total workforce (compared with 21% in Malaysia, for example). The World Bank recently found that the number of Indonesians with tertiary degrees will need to triple if the country is to meet its economic potential.

The Indonesian government is investing heavily in vocational training and increasingly partnering with international schools to deliver it. But the higher education system is uneven in terms of quality, and securing a place at one of Indonesia's better universities is very competitive. Among Indonesia's growing number of middle- and upper-class families, study abroad is widely considered to be the best way to secure a good job.

The number of Indonesian students pursuing higher education abroad is 41,919, according to the latest UNESCO figures. The top three destinations are Australia (10,168), the US (8,922), and Malaysia (5,700).

## WHICH COUNTRIES ARE IN ASEAN?

The Association of South East Asian Nations comprises Brunei, Burma (Myanmar), Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam.



Jakarta by night;  
Taman Ayun, a Royal  
Family Temple in  
Bali; Ubud, Bali

“Education in Indonesia is getting more expensive; many overseas institutions are offering generous scholarships for Indonesian international students.”

*Sugito Shia, Go Global Way*



## WHAT'S POPULAR IN 2017?

- Destination countries Australia, the US, the UK, Singapore, and Malaysia (in that order);
- Undergraduate, post-graduate, and vocational training (in that order);
- Business, hospitality, and STEM studies (business programmes are popular in part because more than half of Indonesians are self-employed);
- Pathway programmes and English-language learning opportunities;
- Safety, high rankings/good reputation of institution and programmes, and proximity.



Flores, Komodo National Park

ISTOCK/RGHPHOTO



## RECRUITING TIPS

**GET ON THE GROUND.** Indonesian culture varies greatly according to region and city.

**MAKE IT REAL.** Offer a one-day course or a workshop for students so they become engaged and get a sense of what you offer.

**LINK EDUCATION TO CONCRETE SKILLS.** Students will want information on internships and assurance that their degree directly relates to their employment goals.

**WORK CLOSELY WITH AGENTS.** Trust, integrity, and word of mouth are enormously important to Indonesians. Students turn to agents for advice on destinations and institutions.

**UNDERSTAND THE STRONG FAMILY TIES IN INDONESIAN CULTURE.** Many families look for destinations that are close to home. If they consider more far-flung options, they will want every guarantee possible that their children will be well cared for and safe.

**KEEP IN TOUCH WITH STUDENTS' PARENTS.** Indonesian parents see themselves as stakeholders in their children's education. Some schools set up Family Programmes with parents in mind, offering newsletters and invitations to school events in the home country to encourage a sense of participation ... and positive word of mouth.

**RESPECT RELIGIOUS CUSTOMS.** Indonesia is a Muslim-majority country. Families want to feel that students are safe and welcome regardless of religion and race and that they will be able to comfortably pray on campus.



# VIETNAM

**V**ietnam's economic growth over the past two decades has been steady and impressive, averaging 5.5% since 1990. Expansion is expected to continue until at least 2025 – so long as persistent skills shortages in the workforce are addressed. As in Indonesia, half of Vietnamese are younger than 30.

The country's growing middle and upper classes are generally dissatisfied with the domestic tertiary education system, not least because many Vietnamese university graduates are not finding work and because only a fraction of the 90% of young Vietnamese who want to go to university find a place. Those who can afford to send their children to school abroad do so – and at increasingly younger ages.

With roughly a third of Vietnamese expected to be in the country's middle class by 2020, there is serious potential for outbound mobility. Already, Japan and the US have recorded a nearly 50% increase in Vietnamese students between 2013 and 2015; Canada recorded similar growth (57%) between 2011 and 2015.

As much as the Vietnamese middle class is expanding, incomes are still low compared with what they are in other countries in the region. For this reason, and because an estimated 90% of Vietnamese are self-funded, foreign institutions should be prepared for some price consciousness among Vietnamese families. Many Singaporean, Taiwanese, and Chinese institutions – as well as some American community colleges – are competing on price as a result.

Vocational training has become popular and well-funded in the context of high youth unemployment, with international partnerships increasingly common.

The number of Vietnamese students pursuing higher education abroad is 63,703, according to the latest UNESCO figures. The top three destinations are the US (19,336), Australia (13,147), and Japan (6,071) – French and UK higher education institutions also claim significant numbers of Vietnamese students.



Ho Chi Minh City at night; street vendor carrying goods in Hanoi's Old Quarter; streets of Hoi An

“Students are interested in a multicultural environment and education that is applied to real life. It’s not easy to find this in Vietnam. Parents think about sending their children for study abroad early, including for high school.”

*Karin Nguyen, PSC Education*



## WHAT'S POPULAR IN 2017?

- Destination countries Canada, Australia, the US, Japan, and the UK (in that order);
- Undergraduate degrees, secondary school, post-graduate degrees, and English-language studies (in that order);
- Business, IT, health, STEM, and hospitality programmes (nearly 50% of Vietnamese students in the US are studying business or engineering);
- Pathway and bridging programmes – English-language proficiency is low among Vietnamese students (a recent World Bank report found that in Hanoi, less than 15% of the labour force speaks English competently);
- Work and immigration opportunities.



Terraced rice fields in Mù Cang Chải

ISTOCK/ANASTOCK



## RECRUITING TIPS

### **OFFER FINANCIAL INCENTIVES IF POSSIBLE.**

Vietnamese families love prestigious education brands, but they are also interested in affordability. Many are looking for scholarships.

### **RECOGNISE THE IMPORTANCE OF “HOME.”**

Vietnamese tend to feel more comfortable going to a place where they know they will have a connection to home. Leverage local community members, students, and faculty from Vietnam in your marketing materials and outreach if possible.

**KNOW THE LABOUR MARKET.** Acute skills shortages exist in the banking, engineering, and technology sectors – and jobs in these sectors are widely understood by Vietnamese to be the highest paying – so if your school or college offers programmes in these areas, highlight this fact.

**MENTION WORK OPPORTUNITIES.** Vietnamese students may need to work while studying abroad and may factor this into their decision-making.

**SIMPLIFY.** Several agents noted that simpler application procedures would be helpful to recruitment outcomes.

**CONSIDER MARKET SEGMENTS.** A recent British Council survey found that Vietnamese women are about four times as likely as men to be interested in studying abroad, and that Vietnamese already enrolled in university courses were roughly as likely to be interested as high school students in pursuing undergraduate studies abroad.

### **UNDERSTAND THE GROWING ATTRACTION OF**

**REGIONAL DESTINATIONS.** Vietnamese students have historically flocked to prestigious Western institutions, but they are increasingly interested in Asian alternatives.



# NIGERIA

**N**igeria is the largest source of international students from Africa. And no wonder: its youth population represents one-fifth of its massive total population of 182 million people. As much as Nigeria's young people want a post-secondary education, they face serious obstacles. Nearly 1.5 million Nigerians seek a place at a university each year, but the country's overloaded education system can accommodate only about half a million of them.

This lack of capacity is a key reason that over 75,000 Nigerians are studying abroad today. The UK (17,973), Ghana (13,919), and the US (9,786) enrol more than half of Nigerian international students, but other countries are beginning to see increased numbers as well, including Malaysia, Ukraine, and Canada.

Nigeria's economy has experienced a number of setbacks over the past couple of years: low oil prices sparked a recession, a plummeting currency, and rising inflation. All of these factors are deeply concerning for Nigerian students abroad as well as for those hoping to study overseas. But at the same time, Nigerians know that the key to reaching or remaining within the middle class is a solid education—preferably obtained abroad.

Recruiters would do well to hang in there with young Nigerians as they weather the current economic climate, particularly those working in the post-graduate arena: Nigeria leads the world—ahead of India and Indonesia—in terms of how many post-graduate students it will likely send out over the next decade.

Because Nigeria is largely an English-speaking country, students' language proficiency is not nearly as much of an issue as it is in many other emerging markets.



Streets of Lagos; Lekki-Ikoyi Link Bridge, Lagos; Lagos at night

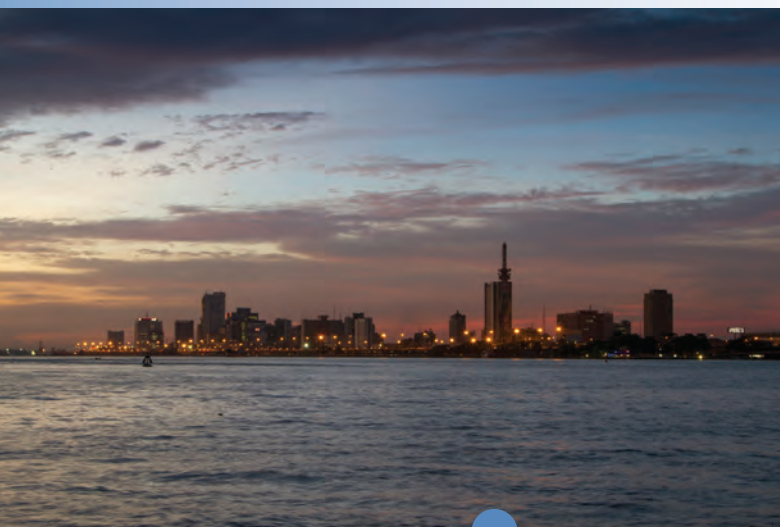
“It is now a point of pride in Nigeria to ensure there are one or two family members studying abroad. Parents work hard to ensure this happens. Also it is no longer hidden that employers give priority to those who have studied abroad.”

*Stella Chika Eboh, Mediatrix Educational Services*



## WHAT'S POPULAR IN 2017?

- Destinations Canada, the US, the UK, Ukraine, Ghana, Malaysia, and the rest of Europe (in that order);
- Post-graduate degrees, undergraduate degrees, vocational diplomas, and work and travel (in that order);
- Business, engineering (especially oil and gas engineering), health, IT, automation and robotics, and STEM;
- Tuition discounts/staggered payments and scholarships;
- Work and immigration opportunities.



Lagos sunset skyline, Victoria Island, Lagos



## RECRUITING TIPS

**AFFORDABILITY MATTERS.** Given the recession, Nigerian students will be looking for affordable study abroad options and scholarships. Receiving a scholarship is a point of pride among Nigerian students and their families. If scholarships aren't an option, staggered tuition payments might make the difference between a student being able to study abroad and not being able to. Being able to work while studying may also be important.

**GET ON THE RIGHT FOOTING WITH PARENTS.** Some agents reported that parents want to be very involved in their children's overseas schooling. They are interested in the reputation of the institution and its record for safety, and they like to know that there is a diverse campus of international students.

**BE EMPATHETIC AND FRIENDLY.** Show interest in the welfare of families amid the recession – many are struggling to afford study abroad but are doing their utmost to make it happen for their children.

**OFFER APPLICATION AND ADMISSION ASSISTANCE.** Agents say that students and their families would appreciate more help understanding visa processes and how to apply, and they note that fast turnaround times on admission decisions are also in demand.



# COLOMBIA

**L**ast year's peace deal between the Colombian government and FARC rebels is helping to stabilise what has always been a promising, though troubled, emerging market. That Colombia's President, Juan Manuel Santos, wants to make Colombia the best-educated Latin American market by 2025 – despite subpar educational infrastructure in the country – makes the country highly interesting as a source for international students.

President Santos's government is planning significant structural reforms to tertiary education and pursuing internationalisation deals with other countries (last year important degree recognition deals were signed with the UK and France). A recent injection of World Bank funding will help Colombians to study abroad for master's degrees and PhDs via the Pasaporte a la Ciencia component of a new programme called PACE.

Colombian families understand the importance of higher education: workers with bachelor's degrees earn 3.5 times more than those who end their education at high school, while those with master's degrees earn about 8 times more.

A key issue now in the country is that English proficiency is troublingly low. Young people, many of whom are unemployed, realise how urgent it is to learn English; over a quarter of Colombia's population is studying the language.

Low English proficiency, of course, has implications for the economy as well as for foreign educators:

(1) Pathway/bridging programmes are key for higher education institutions wanting to enrol Colombian international students;

(2) There is massive demand for English-language training.

Outbound mobility from Colombia continues to grow with nearly 30,000 students enrolled in higher education abroad in 2015. The top destination countries for Colombians are the US (6,831), Spain (5,754), and France (2,559), with Germany, Australia, Brazil, and Ecuador not far behind.



Cartagena Old Town;  
Cartagena; Plaza Santo  
Domingo in Cartagena

**“Work on your value proposal. Do it hand-in-hand with accredited and well-known agents in the country. Don't rely on discounts because if you go that way you'll never be able to correct on your prices without losing your market position.”**

*Javier Perdomo, ESL Estudios Internacionales*





## WHAT'S POPULAR IN 2017?

- Destination countries Australia, Canada, the UK, the US, and New Zealand (surveyed agents told us that Donald Trump's presidency is resulting in many students thinking of destinations other than the US);
- English-language programmes, post-graduate degrees, and vocational programmes (in that order);
- Business, engineering, design, and English studies;
- Ability to work during and after studies, affordability, and ease of getting a visa.



Barrio de Usaquén in Bogotá viewed from La Calera

ISTOCK/CHANDRADHAS



## RECRUITING TIPS

### **MAKE CONNECTIONS WITH PRIVATE INSTITUTIONS.**

At least half of Colombians pursuing higher education are in private universities; only 40% of Colombian higher education institutions are publicly funded.

**OFFER STRONG STUDENT SUPPORTS.** Students will need lots of help with English in particular.

**PROVIDE EXCELLENT EDUCATION.** This is particularly true for institutions in newly popular destinations like Canada, which will be measured against the image of American institutions as the best.

**EXPLORE SCHOLARSHIPS.** ICETEX (the Colombian Institute for Educational Loans and Technical Studies Abroad) and COLFUTURO are the two main institutions that give out scholarships to Colombians for study abroad at the post-graduate level.

**PRODUCE MARKETING MATERIALS IN SPANISH.** English is spoken by a small minority of the population.

**CONNECT EDUCATION TO GRADUATION OUTCOMES.** With the new peace, young Colombians are excited about their future and the prospect of earning a good income. Offer an education that helps them on their way.

**KNOW WHICH ECONOMIC SECTORS ARE THRIVING.** Agriculture, manufacturing, and health tourism are on the rise in Colombia.

**UNDERSTAND THE REGIONAL DIVERSITY OF COLOMBIA.** Poverty remains a serious problem in Colombia's rural areas; most candidates for study abroad live in Bogotá, Medellín, Cali, and their surrounding areas.



# IRAN

**T**he number of Iranian students studying abroad at the post-graduate level has been increasing at a rate second only to that of Saudi Arabia. A major factor here is a well-functioning Iranian undergraduate infrastructure combined with a serious lack of post-graduate spaces and equipment.

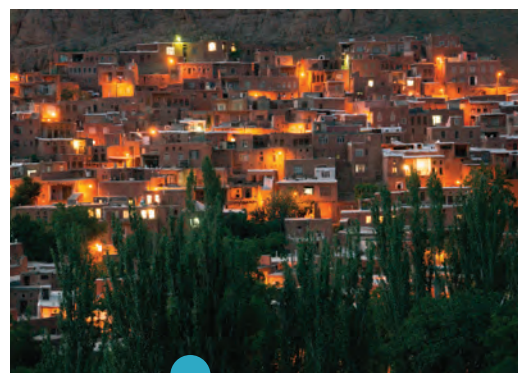
In Iran, nearly 60% of the population is under the age of 30. This young population, along with a growing economy (up 6.4% in 2016) driven by the need for advances in science and technology, is a key reason that the British Council expects that by 2024, roughly 26,000 Iranian students will be pursuing post-graduate studies in Australia, Canada, Germany, Japan, the UK, and the US. Italy and Turkey are also increasingly attractive markets for Iranian post-graduate students.

Two recent developments have affected the flow of Iranian students to other countries:

- (1) The easing of sanctions under President Obama's administration, which opened up roughly US\$100 billion in Iranian assets held abroad;
- (2) President Trump's efforts this year to impose a travel ban affecting half a dozen Muslim-majority countries.

Taken together, those paradoxical developments have seen Iran eagerly enter into international education partnerships and exchange programmes with European countries even as it has become more difficult for Iranians to study in the US. Given that, Europe, Canada, Australia, Japan, and Malaysia are increasingly attracting Iranian students who might otherwise have gone to the US. Iranian agents told us that students used to have visa problems in Australia but that these have eased greatly in the past year and that Canada is very popular because of its visa policies and welcoming environment.

The Iranian government is eager to send its students out for post-graduate studies but is intent on limiting brain drain,



**Tehran skyline; Dagh Sorkh Desert of Zavareh; historic village of Masuleh at night**

so a preferred model is to have Iranians complete the first couple of years of a post-graduate degree at home and then finish up the degree overseas. Often these split degrees require Iranian students to return at the end of their studies rather than stay on and work or immigrate.

Many Iranian students require pathway/bridging programmes to help them with their English before beginning a foreign degree.

UNESCO estimates that in 2015, 51,395 students were studying in foreign higher education institutions; the Iranian government thinks the number is closer to 60,000. The top destination countries for Iranians are the US (10,587), Turkey (5,302), and Canada (4,254), with Germany, Italy, Malaysia, the United Arab Emirates and Australia not far behind.



## WHAT'S POPULAR IN 2017?

- Destination countries Canada, Germany, the US, the UK, Italy, France, Japan, and Malaysia (in that order);
- Post-graduate, undergraduate, secondary school, and English-language studies (in that order);
- STEM and business degrees;
- Immigration pathways, ease of getting a visa, and quality of education.



Young men sitting on the Sioseh Bridge in the evening, Esfahan



## RECRUITING TIPS

### **UNDERSTAND THE COUNTRY AND CULTURE.**

Many foreigners have made the mistake of considering Iran an Arabic country. It has a Persian, rather than Arabic, history and the official language is Farsi. Islam is the dominant religion, which may be how the confusion arises. Gift-giving and hospitality are embedded in Iranian culture, as is an expectation of mutual respect.

### **BE PATIENT AND TAKE THE TIME TO BUILD**

**RELATIONSHIPS.** Iran was a relatively closed society until very recently, and collaborations with international higher education institutions are new. Don't rush new friendships; approach them sincerely and with long-term mutual benefits in mind.

### **PARTNER WITH REPUTABLE LOCAL**

**CONTACTS.** High-quality agents and school representatives will help to make the connections you need and introduce you to students and their families on the right terms.

### **DON'T RELY ON YOUR BRAND NAME AND**

**MARKETING.** Iranian families expect to speak face-to-face with school representatives. Tehran, Esfahan, and Mashhad are good places to be. In-person meetings are all the more important because social media access is often limited in Iran.

“In the minds of Iranian students, if a university doesn't make the investment of sending someone to Iran to meet with them, they are not worth trusting with your education, career, and life.”

*Payam Fazli, Iliad International*

# UTP

HIGH SCHOOLS



## SETTING THE STANDARD FOR INTERNATIONAL STUDENT PROGRAMMING



SPECIALIZED  
ESL PROGRAMS



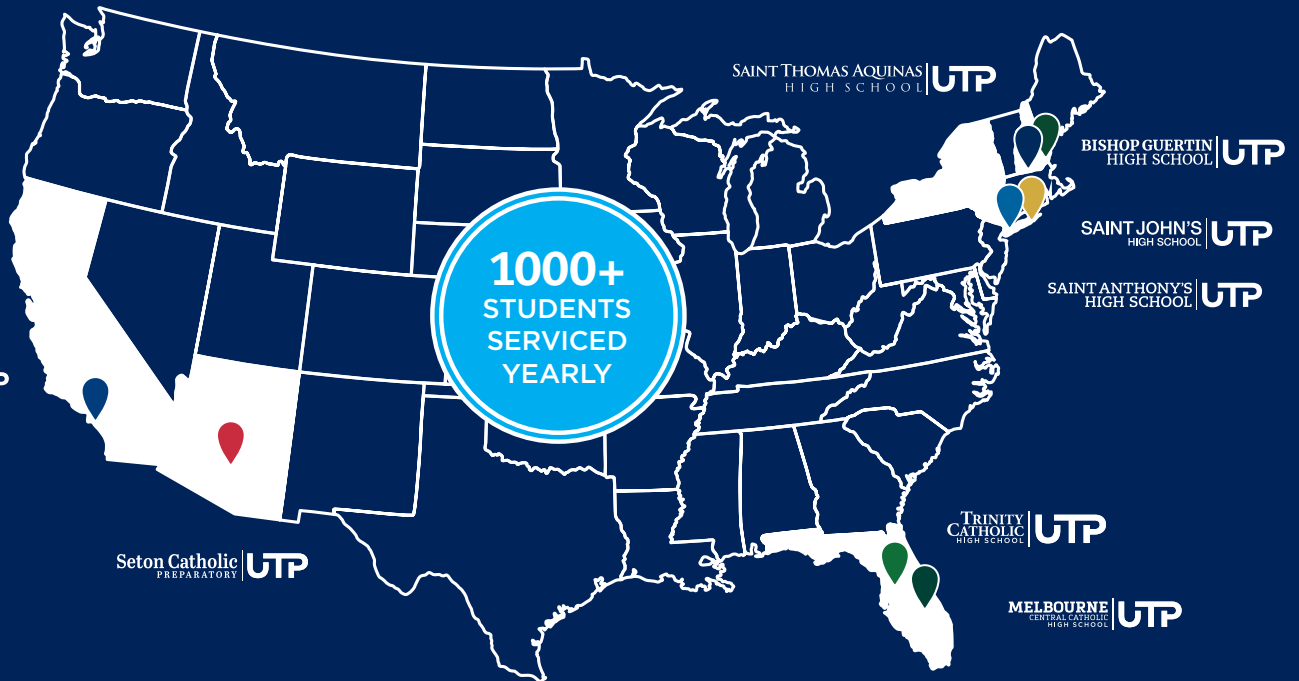
ON-CAMPUS  
SUPPORT



HOST FAMILY  
MANAGEMENT



AMERICAN  
EXPERIENCE  
OUTINGS



LEARN MORE



info@utphighschools.com



utphighschools.com



facebook.com/utphighschools



@utphighschools



# TRENDS

Destination marketing, student motivations,  
summer camps, language study online



LORADO/GETTY IMAGES



# LEADING WITH LOCATION

Destination marketing organisations are taking an active role in international student recruitment



The Gold Coast in Queensland, Australia

International travel has skyrocketed over the past 50 years or so. In the mid-1950s, there were 25 million international arrivals; last year there were 1.2 billion, according to the World Tourism Organization (UNWTO). The UNWTO conservatively predicts that this number will reach 1.8 billion by 2030.

Youth travel – comprising travellers aged 16–30 – has grown in tandem. Roughly 270 million young people travelled internationally in 2015, making up about 23% of all international arrivals, and this number is expected to rise to 360 million by 2030.

The UNWTO notes that young travellers have a profound impact on the travel landscape. They tend to stay longer, and this means that the average spending of younger travellers considerably outstrips the overall average. And they are early adopters of new destinations. “They are less service oriented,” says the UNWTO’s Eunji Tae, “and more experience oriented.” Because young people are heavily engaged online and through their



DMOs are branching out to offer expanded services for international students, such as this Welcome Desk operated by Study Melbourne.



Online channels play a big role in destination marketing, as illustrated by Study in Queensland's Best Semester Abroad campaign.

mobile phones, this “always on” generation can help to quickly attract more travellers to both established and new destinations.

### **STUDENT TRAVEL AND DESTINATION MARKETING**

Student travel is a significant, high-value component of the broader youth travel market. With 4.5 million post-secondary students studying abroad, another 2.3 million travelling to learn a language, and roughly 400,000 overseas for K–12 study, the sector is valued at about US\$120 billion per year. The research firm StudentMarketing calculates that a destination gains €10 million (US\$11 million) – and support for 300 full-time jobs – for every 1,000 international students it hosts.

The scale and scope of this economic impact are not lost on tourism promoters. As a result, destination marketing organisations (DMOs) – whose function is to advance the broad travel and tourism interests of a particular destination – are increasingly active in the student travel

sector. “Data talks,” says Jane Favaloro, manager of the Australian DMO Study Melbourne. “The more specific we can be about consumer behaviour and student mobility patterns, the more we can make the case that an education strategy or brand has to cut across all [government and tourism] sectors.”

Education-focused DMOs exist at the country, region, and city levels, and they are facilitating new partnerships with allied groups, including government ministries, institutions, airlines, and other travel operators. Many are also developing (or already implementing) marketing plans designed to attract and retain international students.

Ms Favaloro notes the power of students to drive awareness and interest in a destination – for example, when students share positive reviews of their experience online. “Authenticity is the new authority,” she says, in reference to the weight students attach to their peers’ opinions and recommendations.



Apply to win a FULL

**\$15,000** USD

Scholarship to Study Abroad  
in **New Zealand**

Scholarship includes:

- Full Semester Tuition
- Round Trip Flight
- Accommodation Stipend\*

\*Terms & Conditions Apply

This campaign from Education New Zealand contributed to a 23% increase in US student enrolments the following year.

### SHOWCASING DESTINATIONS ONLINE

Some of the more prominent DMO initiatives in student travel have focused on online channels, including social media, video, and messaging platforms. Study Melbourne's recurring "Ultimate Day Out" campaign, for example, provides foreign students with an all-expenses-paid day excursion in the surrounding Victoria region.

The trip occurs at the end of the academic year with the experience of winning students captured in a bilingual video series. The videos are released in partnership with each student's host institution and are promoted in their home countries, too (most recently Brazil, Colombia, India, Indonesia, and Mexico).

Study Melbourne has also played a role in strengthening support services by establishing a special welcome desk for international students arriving in the city. A similar welcome service operates at the Sydney International Airport with funding from the Study New South Wales and Destination New South Wales DMOs (along with several other institutional and association sponsors). In an interesting twist that benefits

both the participating volunteers and arriving students, the service is staffed by local and international student volunteers via an integrated work-study programme.

In another nod to the peer-to-peer aspect of student travel marketing, Study Queensland has also looked to video as its medium of choice to provide a window into the experience of foreign students in the region. The regional DMO runs a "Best Semester Abroad" competition through which students are invited to create their own YouTube videos up to a minute long. The winning students receive special contest prizes and become international student ambassadors for Queensland. In this new capacity they begin making regular video and social media posts about their study experience in the region.

Another campaign, by Education New Zealand, was even more explicitly focused on recruitment. It offered three years of scholarships (one semester per student per year) for foreign students to study in New Zealand. A 2014 pilot saw 1,000 American students enter to win a scholarship package that included return flights to New Zealand. One year later, visa issuances to first-time US students in New Zealand had increased by 23%.

As these examples suggest, DMOs are becoming increasingly active in student travel marketing. Their efforts represent a powerful lever for the international recruitment activities of both educators and agents. In addition, they open the door to more effective, integrated approaches that promote a given destination, enhance the student experience, and help to drive student and alumni engagement.

One year later, visa  
issuances to first-time US  
students in New Zealand  
had increased by 23%





UNBC campus

SPONSORED BY



OPPORTUNITY, LIFESTYLE, AND ADVENTURE WITH THE COLLEGE OF NEW CALEDONIA, NORTHERN LIGHTS COLLEGE, NORTHWEST COMMUNITY COLLEGE, AND THE UNIVERSITY OF NORTHERN BC.  
[WWW.STUDYNORTHBC.CA](http://WWW.STUDYNORTHBC.CA)

## UP NORTH: COMING TOGETHER TO CREATE A UNIQUE STUDENT EXPERIENCE

“I was working in a city of ten million people,” says Shan Philip. “It was very crowded – very busy – and all I wanted was to go to a place where you can have an adventure.”

That impulse took Shan from a career in technology in Bangalore, India, to a post-degree diploma at Northern Lights College in Dawson Creek, British Columbia. With a population of 12,000 people, Dawson Creek is one of the larger regional centres in Northern British Columbia and the starting point of the world-famous Alaska Highway.

Part of Canada’s westernmost province, Northern BC stretches from the Pacific Ocean to the Rocky Mountains. It is larger than California or Japan and twice the size of the United Kingdom. The region is famous for its natural beauty – soaring mountains, lush valleys, and rugged coastlines – and it is a place where adventure is always close at hand.

The region is also home to a growing population of international students. And Northern Lights College (NLC) is one of four Northern BC institutions – along with the College of New Caledonia (CNC), Northwest Community College (NWCC), and the University of Northern British

Columbia (UNBC) – that are now working together to boost foreign recruitment even further.

The four institutions make up the Study North BC consortium, a group that was formally launched in September 2017 but that draws on a long history of cooperation among northern educators. “This is our opportunity to tell our story,” says Dr Daniel Weeks, the president of UNBC and chair of the Study North BC group, “and to highlight the connection between education and lifestyle that students can expect in the North.”

Along with that study-life balance, the four institutions share a focus on the student experience and on connecting graduates to future career opportunities. These are some of the qualities that encouraged Ana Saenz Del Campo, a 22-year-old from Mexico City, to pursue her degree in political science and international studies at UNBC. “I was searching for something different that could provide me with a unique experience,” she says. But thinking back on her experience in Northern BC, it is the strong community support she found within her university that she will remember most. “It is because of all the

connections I have made at UNBC that I have had employment and leadership opportunities that would have been almost impossible to have at a larger university.”

Study North BC now aims to strengthen that student experience even further by forging new pathways between certificate and diploma programmes at NLC, NWCC, and CNC and degree studies at UNBC. In both 2015 and 2016, UNBC was the top-ranked undergraduate university in Canada, and recently debuted on the Times Higher Education World University Rankings, finishing in the top 4% of higher education institutions worldwide.



Northern Lights College graduate Shan Philip



# MOTIVATIONS FOR STUDY ABROAD

Recent research sheds light on how students make decisions about study abroad



Student age plays a role in how decisions about study abroad are made. Throughout 2016, AFS Intercultural Programs surveyed thousands of prospective students between the ages of 13 and 18 about why they were interested in studying abroad. A clear majority of these young respondents – as many as 75% in some markets – said their main motivation was to seek new cultural experiences.

“Gen Z youth want to go out and experience a world that is larger and different than their own,” says AFS CEO Daniel Obst. “What’s more, Gen Z students don’t just want to simply travel to other countries; they are looking for authentic experiences through the eyes of local people. These are the adventures and stories they want to experience and share with others.”

Younger students are less price-sensitive than older students; more important to 13–18-year-olds



Royal Roads  
UNIVERSITY

# Uniquely Canadian Uniquely Global.

Victoria  
British Columbia  
Canada 

A unique Canadian public university, Royal Roads specializes in leading-edge applied and professional programs. Our flexible learning options allow you to study on campus, or to learn online while continuing to work anywhere in the world.

Join our progressive, diverse student body and learn with, and from, students from across Canada and around the globe. At Royal Roads, a world of opportunity awaits.

Learn more at [international.royalroads.ca](http://international.royalroads.ca)



## **BUSINESS**

Master of Global Management  
BBA in Business and Sustainability

## **COMMUNICATION AND CULTURE**

MA in Intercultural and  
International Communication  
BA in Professional Communication

## **EDUCATION AND TECHNOLOGY**

MA in Higher Education Administration  
and Leadership  
Graduate Certificate in Business Development  
in International Education

## **ENVIRONMENT AND SUSTAINABILITY**

MA/MSc in Environment and Management  
BSc in Environmental Science

## **HUMANITARIAN STUDIES**

MA in Disaster and Emergency Management  
MA in Human Security and Peacebuilding

## **LEADERSHIP STUDIES**

MA in Global Leadership

## **TOURISM & HOSPITALITY**

MA in Tourism Management  
BA in Global Tourism Management  
BA in International Hotel Management

**LIFE.CHANGING**



## More than half of respondents said they had concerns about safety and security when considering study abroad

significant – proportion motivated by future career or educational goals. That balance shifts, however, as students get older. For students older than 18, employability and career goals emerge as the overriding factors in student decision-making, both with respect to opportunities to stay and work in a study destination after graduation and in terms of the career opportunities that study abroad can open up for them at home.

Recent editions of the Hobsons annual student survey show that international students consider course first, country second, and institution third. This prioritisation means that students are primarily looking for available space in popular, highly regarded courses when thinking of studying abroad. More broadly, the availability of in-demand courses is well understood to be a central driver of demand for study abroad: students become more interested in going overseas for their education when there are significant concerns about either quality or access to a particular field of study in their home country.

The importance of a desired course or field of study being available is reflected as well in the way students research study abroad options online: the vast majority of students do not have a particular institution in mind when they begin their search process. Rather, they search based on course type or subject area, often in combination with a destination (e.g., engineering in Germany).

As well as course availability and quality, cost also registers as a significant factor in student decision-making. In fact, cost has been found to be the leading reason that foreign students decline an admissions offer from an overseas institution. A 2016 World Education Services

than cost are the reputation of the host country and school and the availability of programmes in English. Safety is a top-of-mind concern: more than half of respondents to the AFS survey said they had concerns about safety and security when considering study abroad.

A focus on safety, however, is not age-specific. The ICEF i-graduate Agent Barometer survey shows a four-year trend in which prospective students' concerns about safety have risen every year (from 2012 to 2016). And Hobsons' 2017 International Student Survey of more than 62,000 respondents found that for just over three in ten students, "the degree to which a place feels welcoming" – where "welcoming" relates to both safety and the openness and supportiveness of a campus or community – was the most important factor in their choice of a study destination.

### COURSE AVAILABILITY AND COST

The AFS study reveals that most junior students are motivated by the prospect of cultural and travel experiences, with a smaller – but still



(WES) study found that one in three students who did not follow through on their plans to study in the US did so because of cost concerns.

**STUDY ABROAD AS A FUTURE GAME-CHANGER**

As they consider course availability and quality, money matters, and safety, students also have their eyes on the ultimate prize: a successful career. In recent surveys by Hobsons, WES, and QS, a significant percentage of prospective students – typically 40% or more – say that employability and career goals heavily influence their decision-making.

These findings indicate that students take the long view when making decisions about study abroad. They are pursuing a degree not only for the sake of an education, but also for the sake of their future.

This is true for both undergraduate and post-graduate prospects, and recent editions of the QS World Grad School Tour Applicant Survey

show that over the past several years, post-graduate applicants have become more focused on employment outcomes, whether in the context of specific career goals or, in the words of the study authors, simply because of “a more general sense of the need to become as ‘employable’ as possible.”

“Factors relating to employability loom large,” adds QS. “Almost 60% of master’s applicants say their prime motivation for further study is to progress in their current career, to improve their employment prospects more generally, or to enter a particular profession.”

These findings have clear implications for institutions and student recruiters. Marketing efforts should emphasise course selection and quality. Costs should be transparent and highly visible. Safety is a top concern, and students want reassurance that they will feel welcome. And, needless to say, graduate outcomes with respect to employability and career success should be front and centre.



**Bart van Straten**  
General Manager,  
Van Straten Medical  
Alumnus 1996



**Peter von Forstner**  
Managing Director,  
Häusler Automobiles  
Alumnus 2010

**Viktor Göhlin**  
Founder,  
Nokadi  
Alumnus 2006

**Emilija Petrova**  
Managing Director,  
Trade Resource GmbH  
Alumna 2002



*At EU Business School, you don't just learn from entrepreneurs, you become one!*



# A SUMMER TO REMEMBER

Specialised camps are raising the bar for junior programmes



**T**he junior segment is big business for leading ELT (English-language training) destinations and an increasingly important growth segment in a global market where overall year-over-year gains are now in the low single digits.

In the UK, for example, junior language learners (18 years old or younger) now outnumber adults. And in Malta, juniors accounted for half of ELT commencements in 2016, while Ireland's increase in junior bookings helped to push industry growth into the double digits last year.

Aside from its burgeoning demand, the junior segment has a couple of notable characteristics. First and foremost, juniors tend to stay for shorter periods, and enrolments tend to be heavily concentrated in short-term camp programmes during summer or winter breaks from school.



Camp programmes that combine language study and sport have proven popular with junior students.

Second, young students' decision to study a language overseas is often motivated by their desire to have unique cultural experiences (see p. 56 for more on student motivations for study abroad) or by a longer-term goal of studying abroad at the tertiary level.

And – perhaps most importantly for the future development of this key segment – increasing competition for junior bookings is helping to usher in a new field of more specialised programmes that offer new experiences, opportunities, and partnerships targeted to younger learners.

### BETTER TOGETHER

UK-based ELT provider The Language Gallery (TLG) is one example of a school that is building its junior programmes around key working relationships. Four years ago, TLG established a broad partnership with a professional football club. The club competes in the Premier League, the top tier of English football, and has the distinction of being one of the most highly valued football clubs in the world.

The resulting Residential Camps are the flagship programmes of TLG's partnership. They combine English-language instruction with sports leadership and intensive football training with

club coaching staff. The camps are connected with the club's official player development academy as well, and participants join in skills challenges and player development sessions in that famed training ground.

"The key to any such partnership is to keep the focus on education but then adding in value with something that the students are passionate about," says Ross Metherell, TLG's director of sports and corporate programmes. "Then when they go into the classroom they are extremely motivated."

Broad collaborations such as this also open up new avenues for recruitment. "We recruit via key agents," adds Mr Metherell, "but also through football organisations." Space is limited in the residential camps and they are often fully booked. As of this writing, the 2017 schedule was completely sold out.

TLG's newest junior programme partnership sees it moving off the football pitch and into the dance studio for a collaboration with London's Pineapple Dance Studio. TLG and Pineapple will offer a new residential camp for the first time in 2017 that combines English instruction with dance. "We look for partnerships that allow us to offer something unique, something special," says Mr Metherell, "but without going too niche."



## The decision to study a language overseas is often motivated by the desire for unique cultural experiences

### BUILDING NEW SKILLS

International House Dublin has expanded its junior residential programmes in recent years as well. Since 2012, IH Dublin has offered homestay and residential camps at University College Cork, just a few hours' drive from Dublin.

Targeted to juniors between 9 and 16 years of age, the camps combine intensive English instruction with cultural activities and digital

media training. The digital arts projects in Cork range from movie and animation production to podcasting to coding for video games and web publishing.

Meanwhile in the US, iD Tech Camps hosts roughly 50,000 students a year at programmes on college and university campuses throughout the country. This leading provider welcomes international students from dozens of countries every year, but all programmes are given in English and students are expected to function at a basic level of English without integrated language instruction. Campers attend for one or more weeks, and follow programmes in app development, game design, robotics, web design, film and video production, 3D modelling, coding, and engineering.

"The way students learn is changing," says iD Tech CEO Pete Ingram-Cauchy. "We have to offer them the opportunity to experience subjects applicable to future careers, while providing tools to problem solve, create, work in teams, and use critical thinking skills."



- 5 destinations in Spain and Latin America
- Friendly schools and personalized attention
- 60 years of teaching Spanish
- International accreditation and recognition
- Tailor-made programs for all ages
- Spanish + specific content

### CONTACT US

T: +34 91 431 43 66  
sampere@sampere.com  
www.sampere.com



LEARN SPANISH ABROAD  
SPAIN · ECUADOR · CUBA







Earlier this year, iD Tech began an international expansion programme that will see it offering new offshore programmes in collaboration with the GEMS Nations Academy in Dubai and the University of Hong Kong in Hong Kong. "These new locations are just the first step in our international opportunities," adds Mr Ingram-Cauchy. "We plan to grow our programme overseas to deliver our unique blend of essential STEM education and summer fun to additional campuses across the Middle East and Asia."

#### PATHWAYS TO HIGHER EDUCATION

Academic preparation is another major stream in junior programmes, and there are many examples to be found of well-established summer programmes that help students prepare for university admission and sample university campuses and coursework. ILAC, a leading ELT provider in Canada, is ramping up its programmes in this area to keep pace with growing demand. In the process, it is stepping outside the boundaries

of a traditional summer camp model.

"We used to operate junior programmes only in summer and winter," says marketing director Jimmy Battaglia, "but now we see high demand for underage students throughout the year." In response, ILAC is introducing a new academic pathway programme in 2017 targeted to 16–18-year-olds. Students can join the programme throughout the year with individual counselling, campus visits, and placement services included. "In June, July, and August, we also offer English classes combined with college-level seminars," adds Mr Battaglia.

Whether taking a university class, building a new mobile app, or perfecting their skills in the studio or on the pitch, younger language learners have many choices for value-added summer programmes that correspond to just about any interest. As competition continues to increase in the junior segment, we can expect further specialisation and innovation in camp programmes going forward.



**UCAM**  
UNIVERSIDAD  
CATÓLICA DE MURCIA

## BACHELOR'S AND MASTER'S PROGRAMS IN ENGLISH IN SPAIN

A university of excellence in Spain

*UCAM is an official University located in the South East region of Spain. The university offers 25 official bachelor's and more than 40 master's programs taught in Spanish and English. UCAM also has Ph.D and language programs as Pathway programs for accessing the bachelor's and master's.*

*With an affordable cost of living and located in a peaceful, healthy and beautiful environment, UCAM offers the best experience for studying abroad in Spain.*

**Contact our admissions team to know the possibilities that the University will offer to your students.**



#### BACHELOR'S DEGREES

- BBA - Bachelor of Business Administration
- Bachelor's in Modern Languages
- Bachelor's in Physical Activity and Sport Sciences

#### MASTER'S DEGREES

- MBA - Master of Business Administration
- MBA in Sports Management
- Master's in Innovation and Tourism Marketing
- Master's in Hospitality Management
- Master's in European Union Studies and Human Rights
- Master's in Sports Marketing
- Master's in High Performance Sport: Strength and Conditioning
- Master's in Oral Surgery and Implant Dentistry
- Master's in Bilingual Education



#### Contact

Campus de Los Jerónimos, 135  
Guadalupe 30107 Murcia, Spain  
(+34) 968 278 786 • admissions@ucam.edu

international.ucam.edu

@UCAM\_Global

/UCAM.International

@ucam\_universidad



# MOVING PROGRAMMES ONLINE

How are language schools integrating online courses with traditional face-to-face delivery?



A teacher leading a live class session in CultureWorks' Online Gateway Program.

**T**he age of online learning is well underway. Enrolment in the burgeoning field of Massive Open Online Courses (MOOCs) has nearly tripled since 2014, and this growth curve has been helped along by the fact that some of the world's leading universities are rapidly expanding their online offerings. The increasing participation of these elite education brands, global adoption of mobile technologies, and improving tools and practices for online learning have all had a profound impact on how both students and parents look at the virtual classroom.

Like everything else in their on-demand, always-connected lives, students now expect to be able to access educational programmes where, when, and how they want them. And in a recent global survey, 60% of responding parents said they would consider online programmes if they offered substantial savings over traditional, campus-based options.



# Meet Kayla

*“UTP helps students academically and socially; they make sure that students not only have an amazing academic experience in America, but that they also have an amazing life in America.*

*UTP treats students as family by genuinely caring for them and selflessly serving them. As I thrive now while studying at UCLA, I will say for sure that the support UTP provided is the key in my journey.”*

**JIANI HE (KAYLA)**  
UTP SAINT ANTHONY'S HIGH SCHOOL  
CLASS OF 2016  
ATTENDING UCLA, CLASS OF 2020  
SHENZHEN, CHINA

**8 out of 10**  
UTP INTERNATIONAL  
STUDENTS ARE  
ACCEPTED INTO  
**TOP 100**  
NATIONALLY RANKED  
UNIVERSITIES<sup>1</sup>

UTP HIGH SCHOOLS OFFERS INTERNATIONAL STUDENT PROGRAMMING  
AT PREMIER HIGH SCHOOLS THROUGHOUT THE UNITED STATES.

 [info@utphighschools.com](mailto:info@utphighschools.com)  [utphighschools.com](http://utphighschools.com)  [facebook.com/utphighschools](https://facebook.com/utphighschools)  [@utphighschools](https://@utphighschools)

<sup>1</sup>Rankings indicated by the U.S. News & World Report 2017



Just as digital learning is reshaping traditional modes of higher education, new technologies are also making their presence felt in language teaching. Established language schools are responding by bringing digital resources into their classrooms, opening sister schools online, or even spinning off new businesses to sell digital curricula or other “ed tech” products.

### THE HYBRID CLASSROOM

For some providers, the answer lies in creating online language courses that are closely linked to traditional face-to-face programmes. “We generally see a big gap between when a student applies and when they arrive to begin their studies,” says CultureWorks vice-president academic and Student Affairs Liz Johnson. “So we see online as a way for students to start studying earlier, in their home countries, and at a lower cost.”

Along with Danielle Dilkes, an educational technology specialist, Ms Johnson led the development of the Online Gateway Program at CultureWorks, a private English-language training (ELT) provider with centres on four university campuses in Canada.



The Gateway programme was first piloted in 2016, but only after a considerable research and development effort. “One mistake that people make is trying to deliver existing programmes online,” says Ms Dilkes.

For CultureWorks, the business development process began with a decision to form a team and provide it with enough release time to thoroughly research the design and delivery issues associated with a new online programme. The team then built out an initial pilot programme working backwards from defined learning outcomes. The Gateway Program is delivered via a third-party learning management system licensed by CultureWorks, but all digital resources used in the course were developed in-house by school staff.

By the time the pilot was underway with a group of Latin American students in 2016, the teaching team was coming to grips with several new challenges. For example, the Gateway Program relies on a combination of self-directed learning – for which students use on-demand lessons and resource materials for skills development – and teacher-led sessions, where the focus is on practice and consolidation of new language skills. But not all students transition smoothly to a model where the teacher is not always front and centre. “There are definitely some cultural issues in self-directed learning,” says Ms Dilkes.

There are also practical issues in online delivery, such as how to schedule group sessions in cases where teachers and students are spread across multiple time zones. But perhaps the biggest surprise coming out of the pilot was that not all students who joined the course were intending to travel abroad for an immersion experience. For many in the pilot group, the Gateway Program was not so much a pathway to intensive study in Canada, but rather an opportunity to access a high-quality ELT programme in their home country – a consideration that may be especially relevant for students in smaller cities and towns where ELT provision is often more limited.

In that sense, CultureWorks’ online course gives students a new option to pursue their English studies at home and with enough flexibility to accommodate work or family commitments. From the school’s point of view, the course has come to represent both a pathway to traditional immersion programmes in Canada



and also a way to reach new groups of prospective students abroad. “The challenge,” adds Ms Johnson, “is to deliver a targeted experience to a wider variety of students, in terms of age, educational background, and family, study, or work demands.”

**MAKING THE CONNECTION TO CAMPUS**

EC English Language Centres had an experience similar to that of CultureWorks when they launched Fusion last year. Designed for students and young professionals who want to learn English but are either time or budget restricted, the Fusion model integrates online learning with an immersion experience abroad.

Students initially study online in their own time – a period that also includes live sessions with EC teachers. “This allows students to experience the power of face-to-face teaching, but within a fully flexible and personalised framework in their home country,” says Fusion’s Fernanda Squarzoni.

Next comes the immersion stage, when students travel abroad to study at an EC school. They then return to the online space and continue learning. “The experience is completely holistic,” says Ms Squarzoni. “Where the traditional study abroad experience is still vital, by harnessing advances in education technology, we are able to optimise its effectiveness. We’re seeing real advances in terms of both academic progress and student satisfaction.”

Originally, Fusion was designed as a structured 12-week programme with a set two-week immersion period. But it became clear that a more flexible model was required that would allow students to study abroad for longer periods. “We now see Fusion as something truly flexible that can work around an in-person course of any length,” says Ms Squarzoni. “We really believe this will set a trend. Students are becoming more comfortable with online learning, but they also recognise that in-person courses have a huge part to play when it comes to achieving real fluency.”



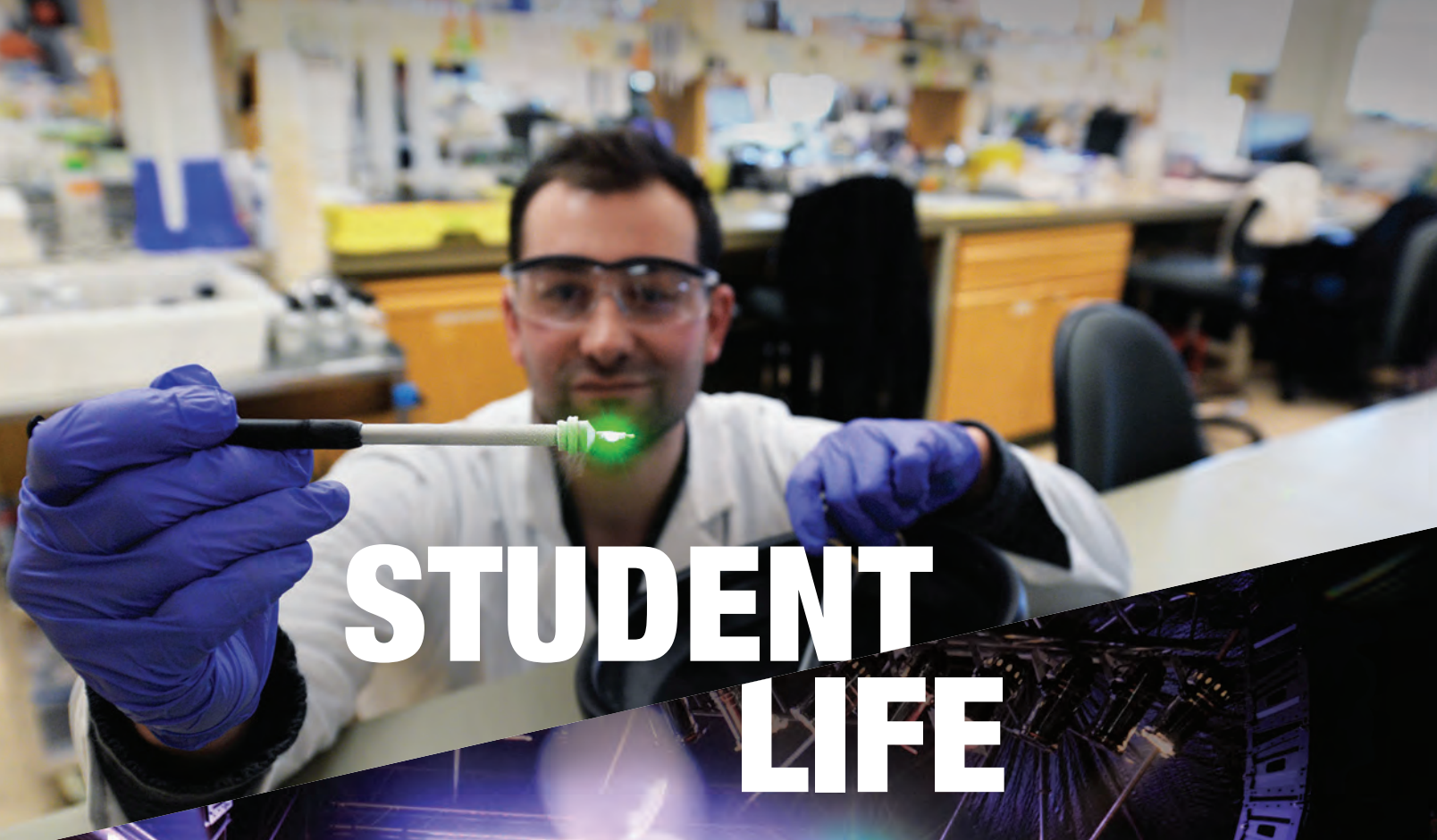
**Secondary school in New Zealand**  
*An Affordable World-Class Educational Experience*

- ✓ Great location on the North Shore of Auckland
- ✓ Amazing facilities and beautiful school grounds
- ✓ Strong focus on academic success
- ✓ Wide range of subject choices
- ✓ Clubs, music, sports, cultural activities, drama, dance
- ✓ Over 15 years’ experience hosting international students aged 13-19 years from many different countries
- ✓ Homestay families near the school, shops and beaches
- ✓ Excellent support for international students

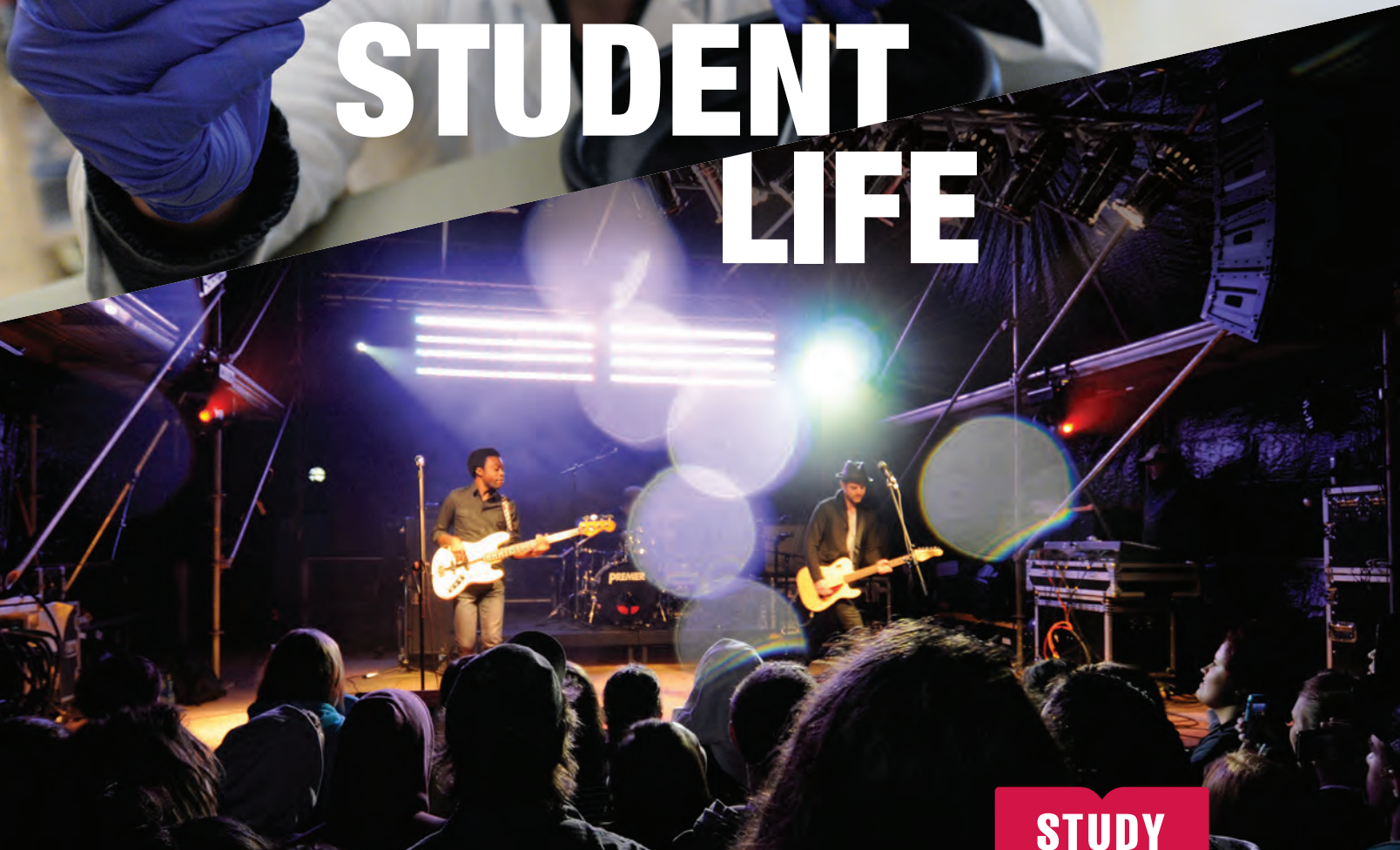


**Rangitoto College**

enquiry@rangiworld.co.nz  
 www.facebook.com/rangitotointernational  
 www.rangitoto.school.nz/international




# STUDENT LIFE



You'll find more in Northern BC.

Planning your educational future? Look to Northern British Columbia, Canada. You'll find world-class educational and training options, more career choices—and an incredible, uniquely Canadian experience. Our post-secondary institutions offer a high-quality Canadian education and our communities are safe, welcoming and friendly.

**STUDY  
NORTH  
BC**  **.CA**

**Opportunity. Lifestyle. Adventure.**

College of New Caledonia ▪ Northern Lights College ▪ Northwest Community College ▪ University of Northern British Columbia





# OUTREACH

Your website is a key recruiting channel. Are you getting the most out of it?

## 1. RESULTS ARE IN: STUDENTS RELY ON YOUR WEBSITE

Over the past couple of years, we have come to understand more about how prospective students use different online channels to seek out and select overseas study options.

For example:

- **DIFFERENT CHANNELS AT DIFFERENT TIMES:** There is a distinction to be made between digital tools, such as online search and school selection sites, and social media. A recent Chegg study found that the former are highly influential in the discovery phase of students' research, when they are learning about different institutions and trying to identify schools that could be a good fit. Social media comes into play after that initial discovery process as students further inform their choices.
- **A BIG ROLE FOR SOCIAL:** How and when students use social media varies from country to country. In some markets, such as China and Russia, home-grown social networks are the leaders – for example, WeChat and QQ (Qzone) in China and VK (VKontakte) in Russia. In other countries, the major global platforms dominate. Facebook, for instance, has been widely adopted in the Middle East, with 89% of web users active on the platform.
- **UNBRANDED SEARCH:** Google research consistently finds that unbranded search is very common. As many as 9 in 10 prospects don't have a particular school in mind when they begin their search process. Rather than

searching for a specific institution, for example, prospects are far more likely to search by programme name or type, often in association with a particular country or region.

- **MOBILE FIRST:** In many markets, the majority of prospects make their first visits to college websites on their mobile devices. Institutional websites must therefore deliver an excellent mobile user experience.

A recent report from QS adds to these findings with a survey of undergraduate prospects in the UK. First and foremost, the survey points to the

How students use each online channel in identifying and selecting institutions





university or school website as a crucial information source for prospective students. Nine in ten respondents rated such sites as “essential” or “very important” in their decision-making process, with only about 20% assigning the same priority to social media.

Each channel, however, has a role to play. “Respondents placed overwhelming importance on the online presence of institutions, both in regard to official websites and other online information resources,” notes the report. “Social media may not have been rated as essential as other types of website, but it’s still a vital part of the mix.”

Given students’ considerable reliance on university or school websites, it’s especially striking that many survey respondents reported having real difficulty finding key information on such websites. The QS report notes, “Around 56% struggled to find funding-related information, 39% had difficulties finding out about the application and admissions process, and just over a

third struggled to find details of course content. Visa information was a problem area for 21%, while just under 10% had difficulties finding all they wanted to know about the location of the institution.”

Internet users are notoriously short on patience, and this is particularly the case for millennial users on mobile devices. Google research has found that 6 in 10 users will leave a site if they don’t find what they’re looking for immediately. This is reflected in the observation of one prospect in the QS survey, who said, “If a lot of the detailed information is missing [on a website], I choose not to apply.”

“The difficulties experienced by students attempting to access information online make it essential for universities to ensure their websites are easily navigable and up to date,” concludes the report. “The continued growth of mobile and tablet usage should also provide universities with a reason to ensure content is suitable for a range of screen sizes.”

**REACH YOUR ENGLISH GOAL**  
 AT  
**Facet to Face**  
 Learning Center

Meet us at ICEF MIAMI 2017 to learn about our school.

- 8 students per class
- Individualized goal plans
- Faculty led cultural activities
- Personal instruction

Macarena Canto (Director) +1305-599-3607    m.canto@facetofacelearning.com    www.facetofacelearning.edu



Introducing  
Collège international Mont-Tremblant  
A world class boarding school  
in  
A world class location

- ENGLISH INSTRUCTION
- TOP-QUALITY FACILITIES
- STRONG AGENT COMMISSION STRUCTURE
- WORLD-RENOWNED DESTINATION

A winning combination for an exceptional new boarding school!



Collège international  
Mont-Tremblant

**TO LEARN MORE:**

Let's meet at one of the following ICEF workshops:  
Miami, Tokyo, Seoul, Moscow, Toronto  
or  
email: [info@collegeinternationalmont-tremblant.com](mailto:info@collegeinternationalmont-tremblant.com)





## 2. PUT YOUR “ROI CONTENT” UP FRONT

*The following is adapted with permission from Higher Education Marketing, a digital marketing agency based in Montreal, Canada.*

More than ever, parents and students are looking at post-secondary education as a practical investment that ought to pay off with tangible outcomes – like a secure job after graduation, the potential for income growth, and the knowledge needed to evolve and advance.

In this context, prioritising website content that relates directly to the return on investment (ROI) that a course or programme can deliver is smart marketing. Here are four examples of ROI content that students and parents are likely to look for on your school's website.

### **Net cost calculator: Make it visible and easy to use**

Harvard College puts the calculator right in the middle of its Financial Aid page (a). It also places relevant ROI content over the top banner image to help resolve the decision-maker's concerns about affordability and eligibility for financial assistance.

In contrast, The City Colleges of Chicago website also offers a net cost calculator, but the link to it is hidden in a crowded drop-down menu (b) in the site's secondary navigation. This makes it harder to find, or at least easier to overlook.

If you know that affordability is a top concern for your audience, consider moving your calculator to a more prominent location on your website – or featuring calls to action that direct visitors towards the tool on your homepage, programme pages, financial aid resources, or application section.

### **Average salary and career outlook**

Career colleges – geared as they are towards preparing students for in-demand, reliable

jobs – are often quite good at highlighting ROI content in the form of average salaries and career outlooks for their programmes. Here are a couple of examples.

Herzing College offers a handy graphic on its Network Systems Technology programme page (c, p. 74). It includes an ROI graphic that is visually appealing, easy to interpret, and very prominent.

### **Job placement and alumni success**

If you're a university – and each of your degree programmes leads to a range of potential careers – pinning down average salaries and employment outlooks might be a bit challenging.

However, you can definitely survey your alumni and provide statistics on how many of them found work in their field after graduation.

Here's a strong example from the University of Iowa (d, p. 74), which offers graduate placement statistics for each faculty in the Academics section of its website.

Full Sail University offers its own version of career outcome-related ROI content with its series of Graduate Profiles – detailed descriptions of how alumni from each programme have successfully applied their degrees in the real world (e, p. 74).

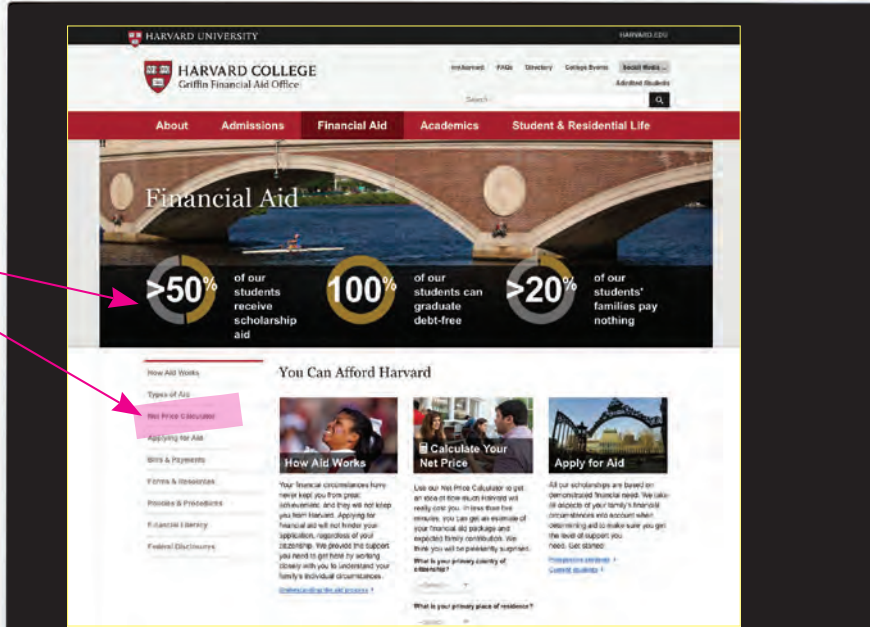
Full Sail's extensive list of profiles (in this case, from the Art & Design faculty) includes very specific information about which companies employed Full Sail Art & Design graduates and for which projects, as well as exactly how many grads found employment on that particular project.

Nothing builds students' confidence that their degree will pay off like concrete data on alumni career success. ROI content like this, combined with detailed information on career support services, is ideal for persuading decision-makers that your school delivers on its promises.



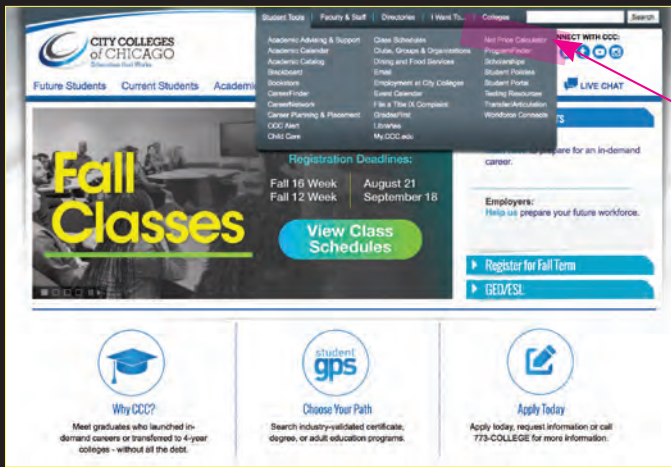
a.

Note the prominent placement of a net price calculator, paired with clear ROI indicators.



b.

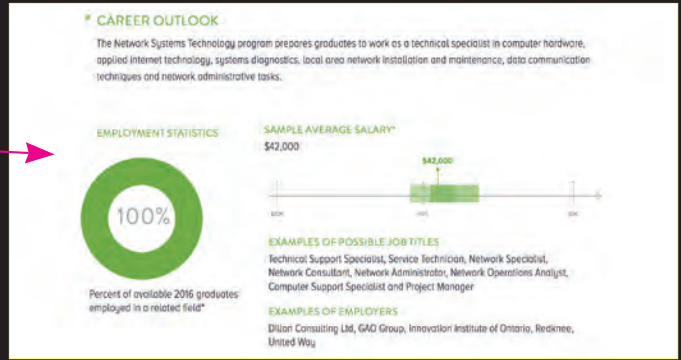
By contrast, students have to look a little harder to find the price calculator in this example.





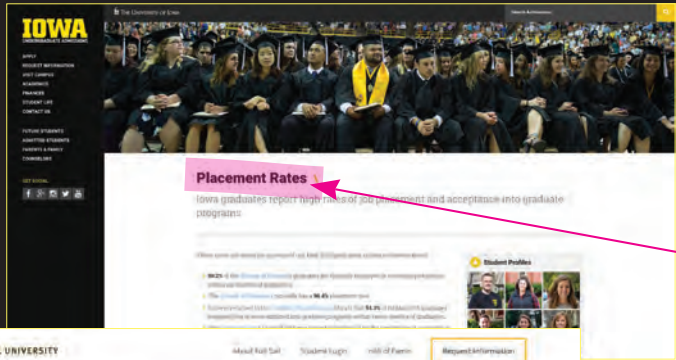
C.

This simple graphic provides prospects with an easy-to-understand summary of career and earning opportunities for graduates.



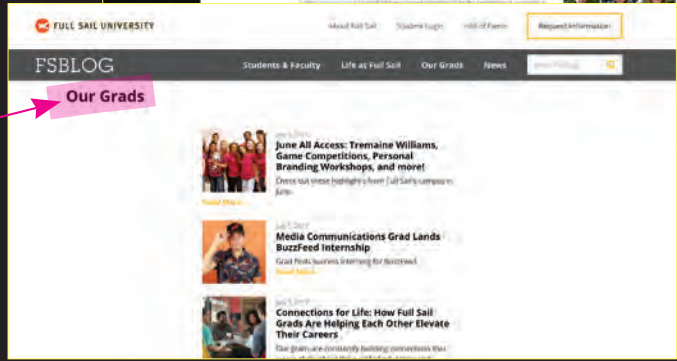
d.

Demonstrating ROI via graduate outcomes.



e.

Highlighting ROI through graduate profiles.





## 3. IS FEAR OF UNQUALIFIED LEADS HOLDING BACK YOUR WEBSITE?

*The following is adapted with permission from Crystal Marketing, a digital marketing agency with offices in Singapore and the Netherlands.*

If universities optimised their websites for generating email enquiries and list opt-ins, most could easily multiply the number of enquiries captured by up to 400%. Achieving this result requires nothing special in most cases – just a few simple tweaks that make it easier for website visitors to register their interest.

There is a general assumption that when campaigns or websites generate large numbers of enquiries, they can only do so at the expense of quality. If it's too easy to leave an email address or phone number, the people doing so are deemed "not serious enough" for in-person follow-up.

Here's the thing: your sales team is right. They should not have to speak to people who aren't seriously considering applying.

So it's important to establish criteria for who should receive in-person follow-up and who shouldn't. This determination will free up staff time and ensure quicker and higher-quality follow-up with people who have expressed serious interest.

A simple way to segment is to have two different types of forms on your website:

- "Keep me updated" forms that are very simple and prominently displayed. For best conversion, they should ask just for an email address, nothing more.
- "Talk to me" forms that ask a couple of required qualifying questions, but promise a quick, in-person reply.

This division allows for the "hot leads" who filled in the "talk to me" form to be channelled directly to enrolment officers.

### What to do with the "colder" leads?

There is no point in capturing information on people with less interest if you don't have a plan for eventually turning them into enrolments. Doing this at scale requires automation. A great tactic is the email follow-up sequence. First, develop a series of evergreen email messages that centre on questions prospective students really need answered when making a decision. For example:

- What is it like to live in [city]?
- Are there scholarships and/or funding available?
- What does a day in the life of a student look like?

Next, it's time for the "sequence" part of the strategy. When someone fills out the "keep me updated" form, they receive the first email in the sequence immediately, the next one a week later, another after three weeks, and so on in increasing intervals. These contacts keep your institution top of mind.

But remember: prospective students don't respond well to dry facts and claims of how great your institution is. If they want to know your ranking, they'd much rather check it themselves. Instead, share genuine stories about current students. This helps prospective students to build a picture of what it would be like to study at your institution.

Traditionally, advertising has been about pushing many impressions out to a large group of people. With the sequence approach, you do the opposite: you push out a series of highly tailored messages to a small, tightly targeted group, warming them up in the process.

The real investment required to make this approach successful is developing compelling and highly relevant stories, images, and videos. Without compelling content, you'll just be going through the motions and probably won't see very impressive results.



# It's not just what you learn but how.

The Northwest School is a boarding and day high school in the heart of Seattle. We offer an interdisciplinary program with a unique interplay of academic and creative experiences that develop students into thinkers, activists, and innovators. Our graduates believe they can and should have a positive impact on the world.



- Rigorous university preparatory academics
- Integrated ESL Program
- 30 athletic teams and 6 Sports
- 57 art courses taught by professional artists in dance, music, theatre, and visual arts
- Vibrant student life with rich extra-curricular activities



The  
Northwest  
School

[global@northwestschool.org](mailto:global@northwestschool.org) [www.northwestschool.org](http://www.northwestschool.org)  
1415 Summit Avenue · Seattle, WA 98122 · USA · 206.682.7309



*English Your Way*

- General ESL for Adults, Juniors and Children
- University / College Pathway Program with academic English courses
- Test Preparation Programs (FCE/CAE, IELTS, TOEFL®, TOEIC)
- Study and Work Programs
- Summer and Winter Camps
- Student Residences

**A Comprehensive Range of English Language Programs at SSLC!**

SSLC is part of CIBT Education Group Inc., one of the largest education & student housing providers in Canada.

**SSLC**

*About*

**CIBT Education Group**



**19**

Business program campuses under Sprott Shaw College (Est. 1903)

**7**

7 student housing locations and projects including the development of new Education Super / Mega Centres in Metro Vancouver under Global Education City



A subsidiary of CIBT Education Group Inc.



# COMING UP IN 2018

## JANUARY

### ST ALPHE SPAIN

12–14 January  
Málaga, Spain

### ENGLISH USA PROFESSIONAL DEVELOPMENT CONFERENCE

18–19 January  
Monterey, CA, USA

### CASE-NAIS INDEPENDENT SCHOOLS CONFERENCE

21–23 January  
Anaheim, CA, USA

### BETT SHOW

24–27 January  
London, UK

## FEBRUARY

### ST ALPHE TAIWAN

4–6 February  
Taipei, Taiwan

### ST ALPHE ASIA

7–9 February  
Bangkok, Thailand

### ENGLISH UK MARKETING CONFERENCE

9 February  
London, UK

### ICEF DUBAI WORKSHOP

12–14 February  
Dubai, UAE

### EURASIA HIGHER EDUCATION SUMMIT

14–16 February  
Istanbul, Turkey

### ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS (AIEA) ANNUAL CONFERENCE

18–21 February  
Washington, DC, USA

### LANGUAGES CANADA ANNUAL CONFERENCE

19–22 February  
Toronto, Ontario, Canada

### ST ALPHE ISTANBUL

21–23 February  
Istanbul, Turkey

### ICEF JAPAN-KOREA AGENT ROADSHOW

26–28 February  
Tokyo, Japan, and  
Seoul, South Korea

## MARCH

### BRITISH BOARDING SCHOOLS WORKSHOP

1–3 March  
Hayes, UK

### ICEF MEXICO-COLOMBIA AGENT ROADSHOW

5–9 March  
Mexico City, Mexico, and  
Bogotá, Colombia

### FEDERATION OF ENGLISH LANGUAGE TEACHING ORGANISATIONS MALTA (FELTOM) WORKSHOP

12–18 March  
Malta

### ICEF UKRAINE FOCUS

19–20 March  
Kiev, Ukraine

### ICEF MOSCOW WORKSHOP

23–25 March  
Moscow, Russia

### ASIA-PACIFIC ASSOCIATION FOR INTERNATIONAL EDUCATION (APAIE) ANNUAL CONFERENCE

25–28 March  
Singapore

### ICEF CENTRAL ASIA FOCUS

27–28 March  
Almaty, Kazakhstan

## APRIL

### ICEF AUSTRALIA NEW ZEALAND AGENT (ANZA) WORKSHOP

4–6 April  
Auckland, New Zealand

### CASE ASIA-PACIFIC ADVANCEMENT CONFERENCE (APAC)

16–19 April  
Hong Kong SAR, China

### INTERNATIONAL ASSOCIATION OF LANGUAGE CENTRES (IALC) WORKSHOP

19–22 April  
Bologna, Italy

### ICEF NORTH AMERICA WORKSHOP – TORONTO

26–28 April  
Toronto, Ontario, Canada

### EUROPEAN ASSOCIATION FOR QUALITY LANGUAGE SERVICES (EAQUALS) INTERNATIONAL CONFERENCE

26–28 April  
Prague, Czech Republic

## MAY

### BRITISH COUNCIL'S GOING GLOBAL

2–4 May  
Kuala Lumpur, Malaysia

### CANADIAN ASSOCIATION OF PUBLIC SCHOOLS – INTERNATIONAL (CAPS-I) CONFERENCE & ANNUAL GENERAL MEETING

6–9 May  
Charlottetown, PEI, Canada

### ICEF AFRICA WORKSHOP

15–17 May  
Cape Town, South Africa

### ASSOCIATION OF INTERNATIONAL EDUCATORS (NAFSA) ANNUAL CONFERENCE & EXPO

27 May–1 June  
Philadelphia, PA, USA

### BRITISH EDUCATIONAL TRAVEL ASSOCIATION (BETA) YOUTH TRAVEL WORKSHOP

2018 dates TBA  
London, UK

### ENGLISH UK ANNUAL CONFERENCE & ANNUAL GENERAL MEETING

2018 dates TBA  
London, UK

## JUNE

### ICEF SOUTHEAST ASIA WORKSHOP

13–15 June  
Ho Chi Minh City, Vietnam

### BRITISH COLUMBIA COUNCIL FOR INTERNATIONAL EDUCATION (BCCIE) SUMMER SEMINAR

17–20 June  
Vancouver, BC, Canada

### UK COUNCIL FOR INTERNATIONAL STUDENT AFFAIRS (UKCISA) ANNUAL CONFERENCE

27–29 June  
Edinburgh, Scotland

## JULY

### INTERNATIONAL ASSOCIATION FOR COLLEGE ADMISSION COUNSELING ANNUAL CONFERENCE

10–13 July  
Cleveland, OH, USA

## AUGUST

### AUSTRALIAN COUNCIL FOR PRIVATE EDUCATION TRAINING (ACPET) NATIONAL CONFERENCE AND ASIA PACIFIC INTERNATIONAL EDUCATION FORUM (APIEF)

2018 dates & location TBA

## SEPTEMBER

### ENGLISH UK'S STUDYWORLD

3–5 September  
London, UK

### ICEF HIGHER EDUCATION WORKSHOP

8–10 September  
Geneva, Switzerland

### ICEF HIGHER EDUCATION PARTNERSHIP FORUM

11 September  
Geneva, Switzerland

### ICEF LATIN AMERICA WORKSHOP

20–22 September  
São Paulo, Brazil

### NATIONAL ASSOCIATION FOR COLLEGE ADMISSION COUNSELING (NACAC) ANNUAL CONFERENCE

27–29 September  
Salt Lake City, UT, USA

### WORLD YOUTH & STUDENT TRAVEL CONFERENCE (WYSTC)

2018 dates & location TBA

### ENGLISH AUSTRALIA CONFERENCE

2018 dates & location TBA

## OCTOBER

### ICEF BEIJING WORKSHOP

10–12 October  
Beijing, China

### ENGLISH USA INTENSIVE ENGLISH PROGRAMS (IEP) STAKEHOLDERS CONFERENCE

2018 dates & location TBA

### AUSTRALIAN INTERNATIONAL EDUCATION CONFERENCE (AIEC)

2018 dates & location TBA

## NOVEMBER

### BRITISH BOARDING SCHOOLS WORKSHOP

1–3 November  
Hayes, UK

### ICEF BERLIN WORKSHOP

4–6 November  
Berlin, Germany

### CANADIAN BUREAU FOR INTERNATIONAL EDUCATION (CBIE-BCEI) ANNUAL CONFERENCE

2018 dates & location TBA

## DECEMBER

### ICEF MIAMI WORKSHOP

10–12 December  
Miami, FL, USA

### AMERICAN INTERNATIONAL RECRUITMENT COUNCIL (AIRC) ANNUAL CONFERENCE

2018 dates & location TBA





**ALPADIA**  
LANGUAGE  
SCHOOLS



**Your Partner Across Europe for  
Swiss Quality Language Education**

# Walk the talk

- Your one stop shop for German, French, English and Italian
- Four adult year-round schools
- Fourteen summer camps
- University pathway & work internship programmes
- Locations in great urban and rural destinations across Europe
- Multilingual & multicultural DNA
- Sixteen international accreditations
- Five different examination preparation courses

## **ALPADIA HEAD OFFICE**

Grand-Rue 42, CP 1206

CH-1820 Montreux

T: +41 21 621 88 88

info@alpadia.com

**Contact us to find out more**

**[www.alpadia.com](http://www.alpadia.com)**



# WISHLIST

How do students feel about working with international education agents?

**85%**

A significant majority of students across the globe felt that compensation was essentially fair: they paid their agents for the services they used.

**92%**

Around nine in ten students who worked with independent agents said they paid the agents for their services, compared with just over two-thirds of those working with institution-sponsored agents.

**83%**

More than eight in ten students were satisfied with the service they received from agents and said their agents met their expectations.

**80%**

Eight in ten respondents agreed that their agents recommended best-fit schools and that agents provided current, accurate, and honest information.



A 2017 World Education Services survey of nearly 6,000 international students in over 50 countries found that roughly 23% of US-bound university students worked with agents and that those agents played a significant role in students' school selection and preparedness for study abroad.

The survey shows that students use agents mainly because students feel that they lack sufficient knowledge about the US education system and that they are not prepared to plan their study abroad programmes by themselves.

WORLD EDUCATION SERVICES IS A NON-PROFIT ORGANISATION THAT SUPPORTS INTERNATIONAL STUDENT MOBILITY THROUGH CREDENTIAL EVALUATION, RESEARCH, AND STUDENT SERVICES. FOR ADDITIONAL DETAIL ON THE SURVEY FINDINGS, PLEASE VISIT [HTTP://WENR.WES.ORG](http://WENR.WES.ORG).



## Our values are what make us proud.

- P**ersonalisation: We focus on individual development and value diversity
- R**-eliability: We do what we promise
- O**-wnership: We take action & responsibility to achieve our aims
- U**-nity: We work together towards defined goals
- D**-edication: We deliver sustainable, innovative and effective solutions

**Become an agent now:**

Silvina Berry, Head of Agent Sales

[sberry@eurocentres.com](mailto:sberry@eurocentres.com)

+44 (0)20 7963 8450

 **TRUSTPILOT**



[eurocentres.com/en/agents](https://eurocentres.com/en/agents)



**guard.me**<sup>®</sup>  
International Insurance

# GOING BEYOND

Supporting the health  
and wellness of students  
around the world.

For almost 20 years, we have been  
making an impact on international  
education by providing innovative  
support worldwide.

You can choose insurance or  
you can experience **guard.me**

[impact@guard.me](mailto:impact@guard.me)



[www.guard.me](http://www.guard.me)