2011 NAFSA CONFERENCE

Presentation on Pathways to
Canadian Governmental Representatives

AGENDA

What are pathways and how do they function?

Why pathways?

Informal assessment of Canadian pathways

Brief report on practices in other countries

Update on CCIEM sponsored research

Can Government support pathways and how?

Discussion

- **"Pathways" is a multi-facetted concept.**

- **Conceptual. Pathways are a construct of institutions, systems, (regulatory) regimes, processes, definitions, etc.**

- **Functional. Pathways denote a transition from one education sector or level to another. This is typically a "upward" motion, but can also be sideways or even downwards.**

- **Statistical. One "unit" transitioning from one category to another category. A key issue is the consistency of unit identification, systems integrity.**

- **Economic. Each pathways action carries an economic value. This value action involves three (+) parties: Sender, receiver, and the individual (+).**

- **Political. The intent, volume, direction, and outcome of pathways almost always carries a political relevance.**

Pathways are more complex (and technical) than generally believed

HOW DO PATHWAYS FUNCTION?

- **Upward**

    - **The standard model (e.g., upper secondary to college, or language training into university)**
    - **Progression / life cycle-based**
    - **Most regulatory regimes focus on this model**

- **Sideways**

    - **A transfer model (on the same level / within same sector)**
    - **Many different models (from sandwich to fully articulated to free movers to doubling up)**

- **Downwards**

    - **Rare**
    - **Takes place in specific value-add situations (Master's to Certificate)**

For Canada, upward pathways will be the dominant paradigm

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WHY PATHWAYS?

- **Because no country / education system(s) can really do perform well without clearly and well defined pathways**

- **Because high quality pathways can / should generate competitive recruiting / experiential / retention advantage**

- **Because pathways can / should / must serve as a critical quality assurance enabler**

- **Because students (customers / enablers) have a right to transparency across all dimensions (quality, experience, cost, outcome)**

- **Because the time of inefficient, mis-aligned, and ill understood pathways is over**

Canada: QA-centric pathways will be a crucial competitive enabler

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- **In the past, educational pathways in Canada have not been systematically re-searched, analyzed, categorized, or optimized.**

- **Initiatives to date are either based on narrow regional initiatives (British Columbia), or on select (pilot) projects (e.g., colleges and language schools).**

- **At a national level, the inherent complexity of pathways is reflected in the need to strive for an unprecedented stakeholder alignment including the national Government, Provinces and Territories, associations, private and public education providers at all levels, and so on.**

- **In the absence of clearly articulated, structured pathways Canada as a whole has not been able to fully benefit from an the quality of its educational sectors.**

- **As a result, the recruiting and/or retention of students across all sectors suffers from inefficiencies, sub-optimal economics, and a lack of clarity and cohesion (especially with regards to data and analysis).**

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- **Sophisticated educational pathway offerings represent the backbone of Australian international student recruitment. Pathways include foundation programs, diplomas with intensive language preparation, bridging programs, secondary school academic pathways, entry through transnational partners and programs, etc.**

- **To ensure smooth transitions across education sectors, the vast majority of public and private institutions design their course offerings in compliance with the accreditation system of the Australian Qualification Framework (AQF). As a result, international students can access Australian education through various channels according to their qualifications, language skills, and study objectives.**

- **The following analysis focuses on international student flows between five education sectors – English as a second language (ESL), secondary schools, vocational education and training (VET), higher education, and other short-term enrolments (foundation year, exchange, etc.).**

- **AEI data utilized tracks education pathways of all first-time international students in on-shore Australian education. All students who commenced their studies in 2005 were tracked until 31 December 2007. For pathways through English language training, data was tracked for 200,215 international students enrolled in on-shore Australian education between 1 January 2002 and 31 December 2005.**

	Number of students	Share
1 sector	66,808	64%
2 sectors	30,692	30%
3 sectors	5,891	6%
4 or more sectors	231	0.2%
Total international students	103,622	100%

Source: Data includes all international students who commenced their first time studies in Australia in 2005. Student flows were tracked until 31 December 2007.
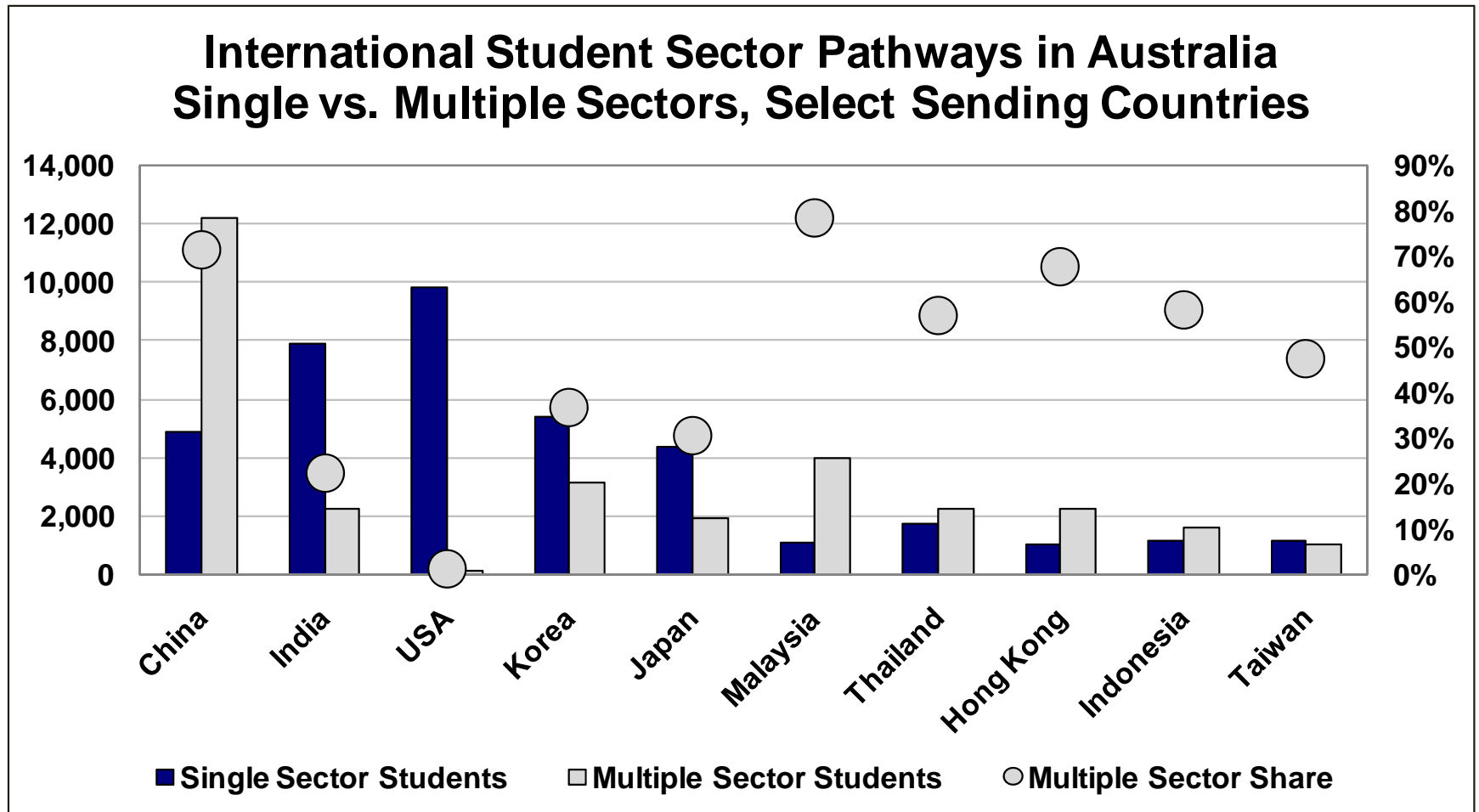Source: AEI.

Top 10 Pathways for International Students in Australia
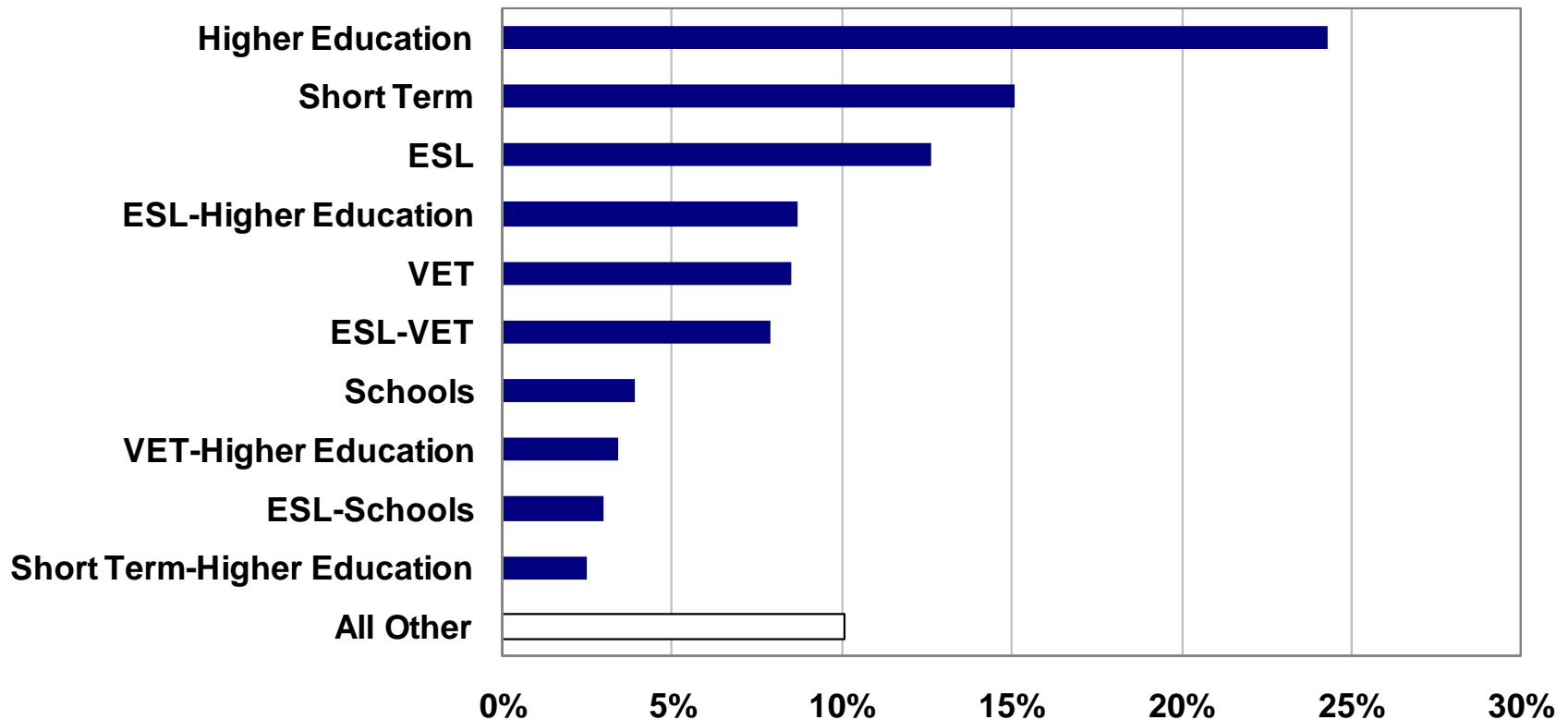
Notes: Data comprise both single sector and multiple sector pathways. ESL denotes English language training institutions; VET stands for vocational education and training institutions; Schools denote secondary education institutions; the Short Term sector comprises foundation courses, study abroad and other non-award courses. Percentages represent shares of all international students who commenced their studies in 2005.
Source: AEI.

International Student Sector Pathways in Australia
Single vs. Multiple Sectors, Select Sending Countries

Notes: Data represent all international students who commenced their studies in 2005. South Korea was shortened to Korea.
Source: AEI.

AUSTRALIA CASE STUDY: MOST COMMON MULTIPLE SECTOR PATHWAYS, TOP FOUR SENDING COUNTRIES

China	Number of students	Share
ESL-Higher Education	4,781	28%
ESL-Schools	1,686	10%
ESL-VET-Higher Education	1,008	6%
Other multiple sector pathways	4,703	27%
Total - Multiple sector pathway	**12,178**	**71%**
Total - Single sector pathway	**4,903**	**29%**
India	Number of students	Share
Higher Education-VET	754	7%
ESL-Higher Education	492	5%
VET-Higher Education	310	3%
Other multiple sector pathways	683	7%
Total - Multiple sector pathway	**2,239**	**22%**
Total - Single sector pathway	**7,870**	**78%**
South Korea	Number of students	Share
ESL-VET	1,235	14%
ESL-Schools	494	6%
ESL-Higher Education	357	4%
Other multiple sector pathways	1,068	13%
Total - Multiple sector pathway	**3,154**	**37%**
Total - Single sector pathway	**5,410**	**63%**
Malaysia	Number of students	Share
Short Term-Higher Education	431	9%
VET-Higher Education	225	4%
Schools-Higher Education	102	2%
Other multiple sector pathways	334	7%
Total - Multiple sector pathway	**1,092**	**22%**
Total - Single sector pathway	**3,978**	**78%**

Notes: ESL denotes English language training institutions; VET stands for vocational education and training institutions; Schools denote secondary education institutions; the Short Term sector comprises foundation courses, study abroad and other non-award courses. Data represent all international students who commenced their studies in 2005.
Source: AEI.

Single study level pathways	Number of Students	Share
Master's course	10,483	42%
Bachelor course	10,397	41%
Doctoral course	978	4%
Other single study level pathways	1,020	4%
Total - Single study level pathways	**22,878**	**91%**
Multiple study level pathways		
Graduate Diploma-Master's course	664	3%
Bachelor Degree-Master's course	578	2%
Other multiple study level pathways	1,104	4%
Total – Multiple study level pathways	**2,346**	**9%**
All higher education students	**25,224**	**100%**

Notes: Data comprise higher education-only pathways. Master's courses represent coursework degrees. Data include all international students who commenced their studies in 2005.
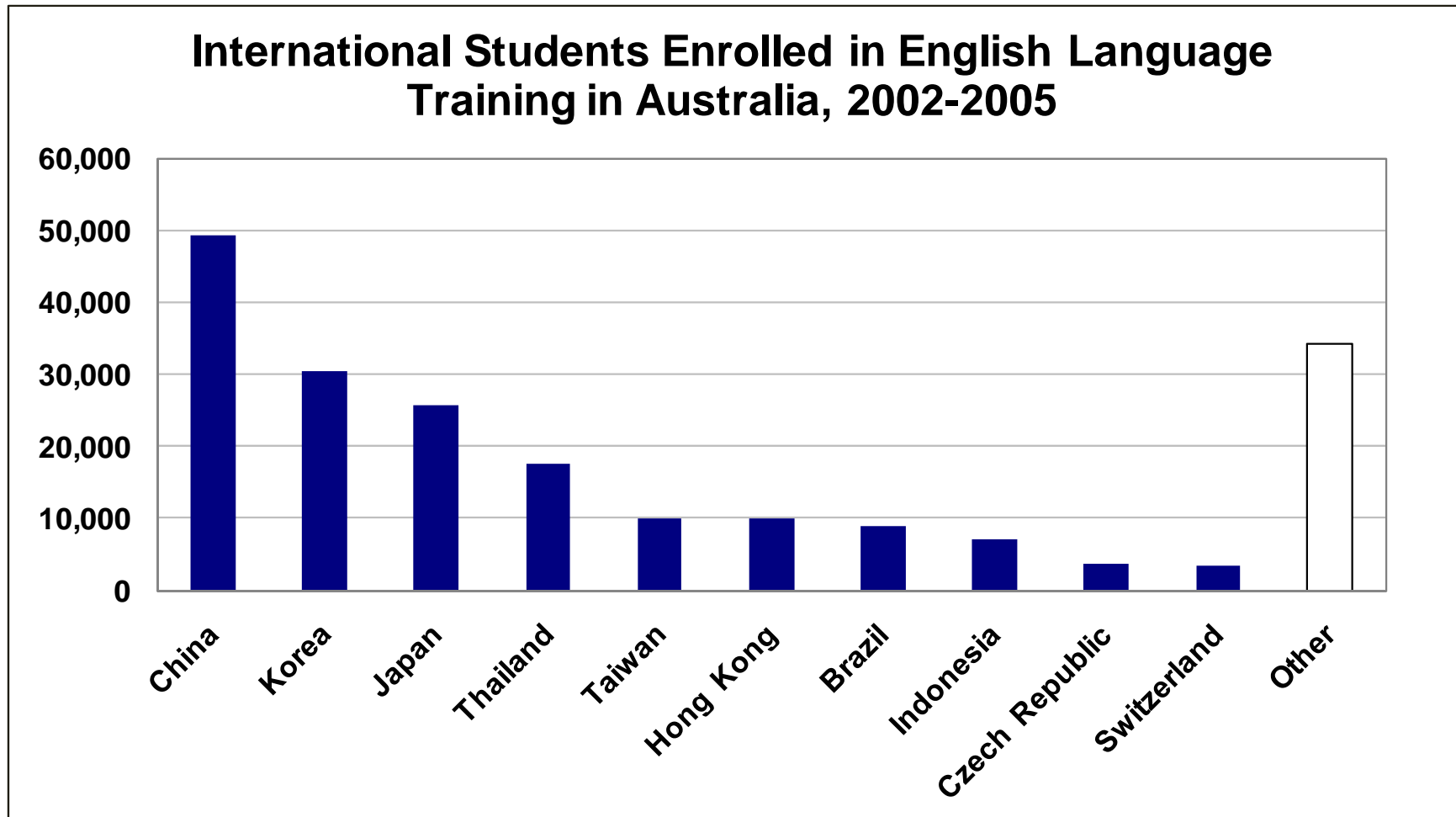Source: AEI.

AUSTRALIA CASE STUDY: MOST COMMON VET PATHWAYS OF INTERNATIONAL STUDENTS IN AUSTRALIA

Single study level pathways	Number of Students	Share
Diploma	3,139	36%
Advanced Diploma	1,632	18%
Certificate III	1,037	12%
Other single study level pathways	886	10%
Total - Single study level pathways	**6,694**	**76%**
Multiple study level pathways		
Diploma-Advanced Diploma	325	4%
Certificate IV-Diploma	292	3%
Other multiple study level pathways	1,525	17%
Total – Multiple study level pathways	**2,142**	**24%**
All VET students	**8,836**	**100%**

Notes: Data comprise VET-only pathways. Data represent all international students who commenced their studies in 2005.
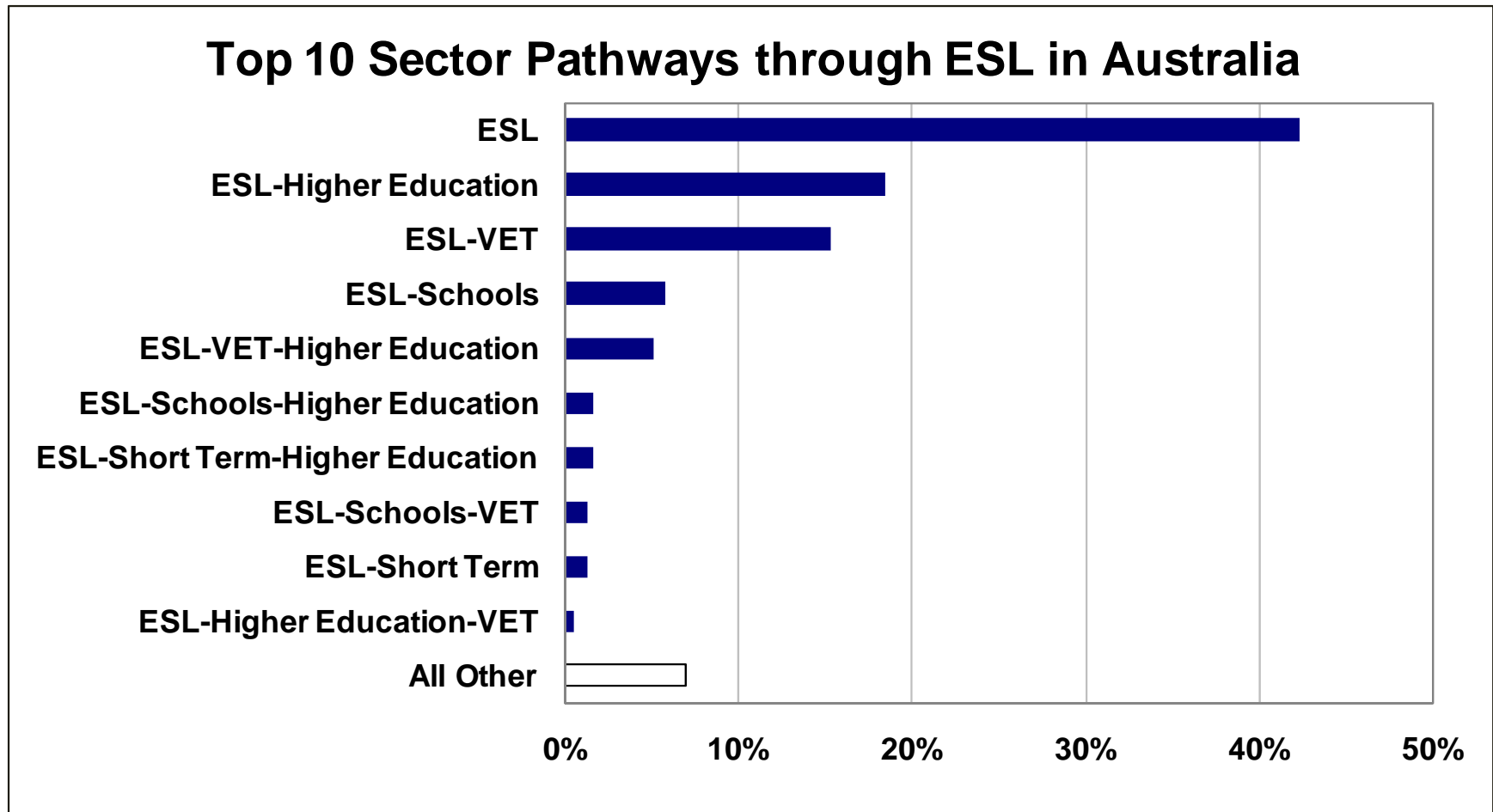Source: AEI.

International Students Enrolled in English Language Training in Australia, 2002-2005

Notes: Data represent all international students enrolled in ESL training between 1 January 2002 and 31 December 2005.
Source: AEI.

Top 10 Sector Pathways through ESL in Australia

Notes: Data comprise both single sector and multiple sector pathways. ESL denotes English language training institutions; VET stands for vocational education and training institutions; Schools denote secondary education institutions; the Short Term sector comprises foundation courses, study abroad and other non-award courses. Percentages represent shares of all international students who were enrolled in ESL training between 1 January 2002 and 31 December 2005.
Source: AEI.

AUSTRALIA CASE STUDY: LENGTH OF STUDY IN THE ESL SECTOR, TOP 10 SENDING COUNTRIES

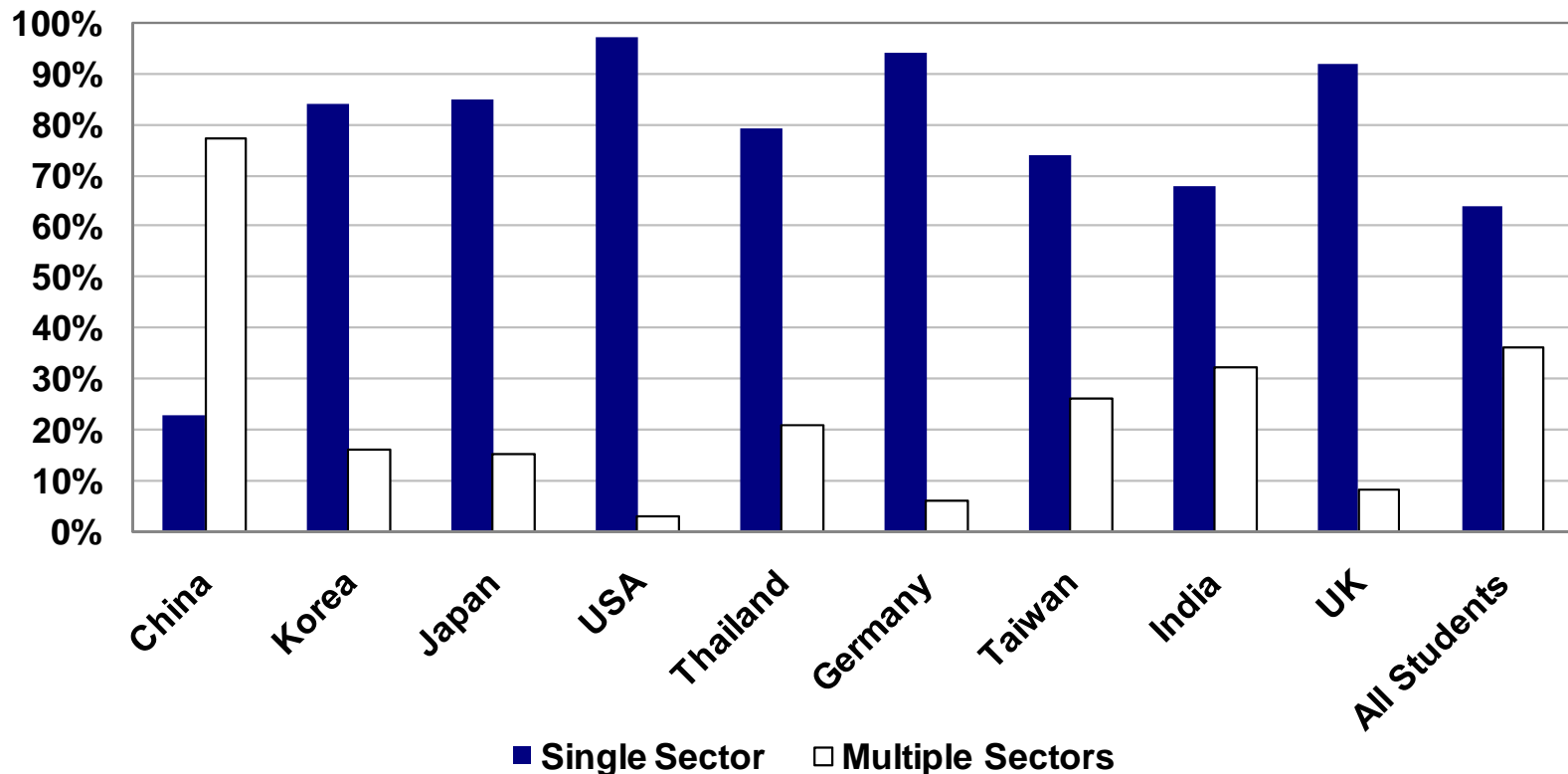|	1 to 4 weeks	5 to 26 weeks	27+ weeks	Total
China	477	39,225	9,522	49,224
South Korea	169	12,655	17,553	30,377
Japan	329	12,102	13,361	25,792
Thailand	141	11,041	6,350	17,532
Taiwan	74	4,531	5,395	10,000
Hong Kong	121	7,008	2,798	9,927
Brazil	117	7,163	1,552	8,832
Indonesia	187	5,767	1,057	7,011
Czech Republic	212	2,895	565	3,672
Switzerland	45	3,015	462	3,522

Notes: Data represent all international students enrolled in ESL training between 1 January 2002 and 31 December 2005.
Source: AEI.

- **Students' pathway needs differ markedly between source countries.**

- **English as a second language can have a critically important enabling function.**

- **Competitive and compelling pathway design can induce enrolment into three or more educational sectors.**

- **Higher education is not always the ultimate sector attained; a "downward" coupled pathway into VET can be sensible for some students.**

- **The competitive nature of Australia's pathway design was a key driver for its success in attracting and retaining international students.**

NEW ZEALAND CASE STUDY: INTRODUCTION

- **Aside from contributing to their host country's education institutions and economy, international students also play an important role in filling skills gaps in their destination country's labour market.**

- **For students in possession of highly demanded skills, transitioning from a student visa to a work permit often represents a critical, enabling step on their path toward permanent residence and potential citizenship.**

- **To highlight the role of education pathways into work and residence status, the following case study tracks the pathway data of 94,537 students enrolled in New Zealand institutions and who commenced their studies during the 1999/00 and 2000/01 academic years, over a five year time period.**

- **The analysis is based on data provided by Education New Zealand (ENZ), the New Zealand Ministry of Education, and the New Zealand Department of Labour.**
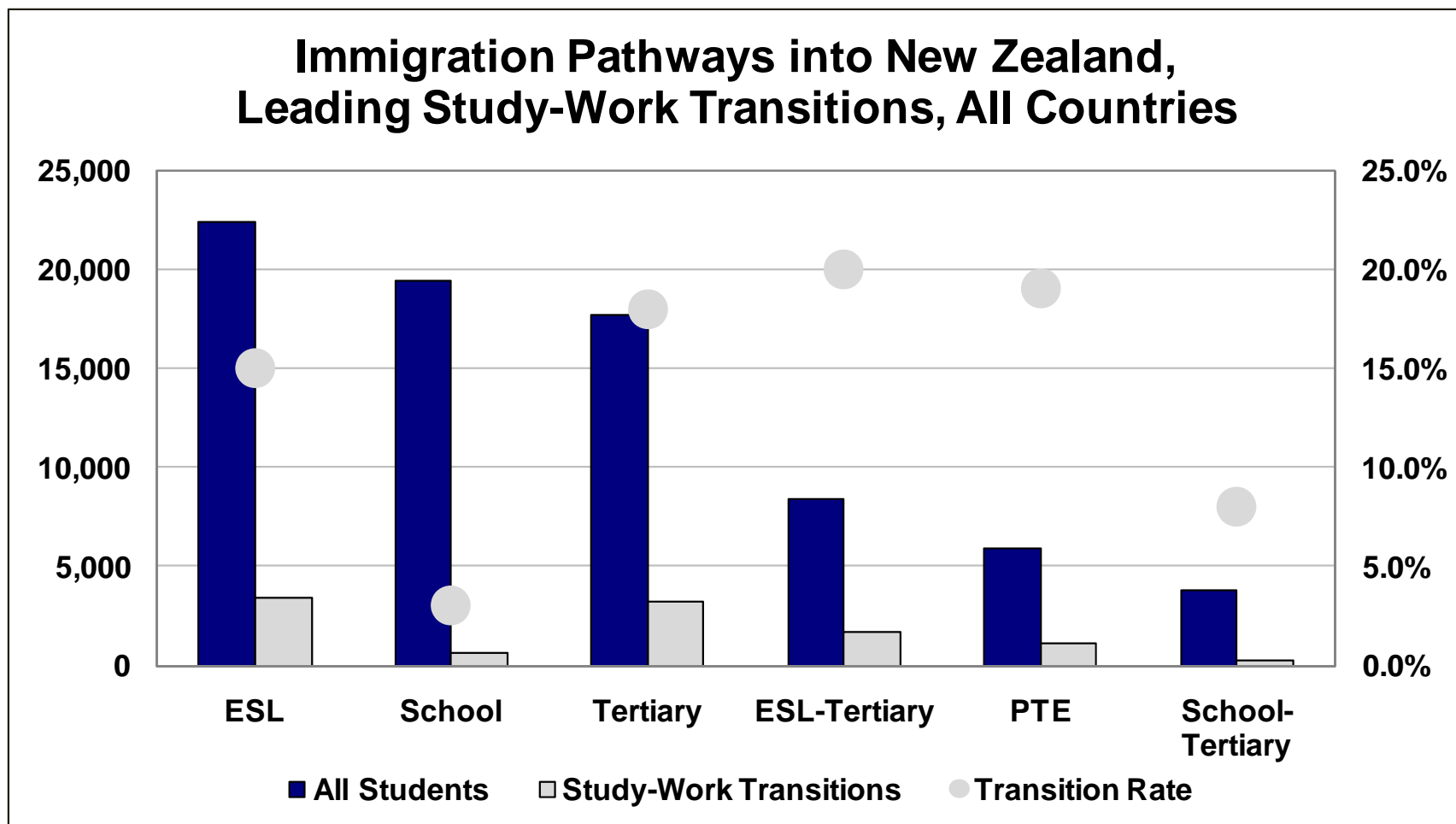
International Student Sector Pathways in New Zealand, Single vs. Multiple Sectors, Select Countries

Sources: ENZ, New Zealand Ministry of Education, New Zealand Department of Labour.

Immigration Pathways into New Zealand, Leading Study-Work Transitions, All Countries

Legend: ■ All Students ☐ Study-Work Transitions ● Transition Rate

Notes:Notes: ESL denotes English language training institutions; Schools denote secondary education institutions; PTE denotes private training establishments.
Sources: ENZ, New Zealand Ministry of Education, New Zealand Department of Labour.

	Total students			Work permit type		
	Number	%	LMT	WHS	Family	Other
<12 months	422	8%	33%	13%	33%	9%
13-24 months	819	15%	31%	11%	40%	12%
25-36 months	850	16%	39%	9%	43%	18%
37-48 months	1,219	22%	48%	6%	37%	26%
49-57 months	2,164	40%	44%	3%	27%	42%
Study-work total	5,474	100%	41%	7%	34%	28%

Notes: Time is assessed from the beginning of studies. LMT denotes labour market tested work permits; WHS denotes Working Holiday Scheme; Family denotes family-sponsored work permits. The sum of work permit types is higher than 100 percent since some immigrants held more than one work permit during the observation period.
Sources: ENZ, New Zealand Ministry of Education, New Zealand Department of Labour.
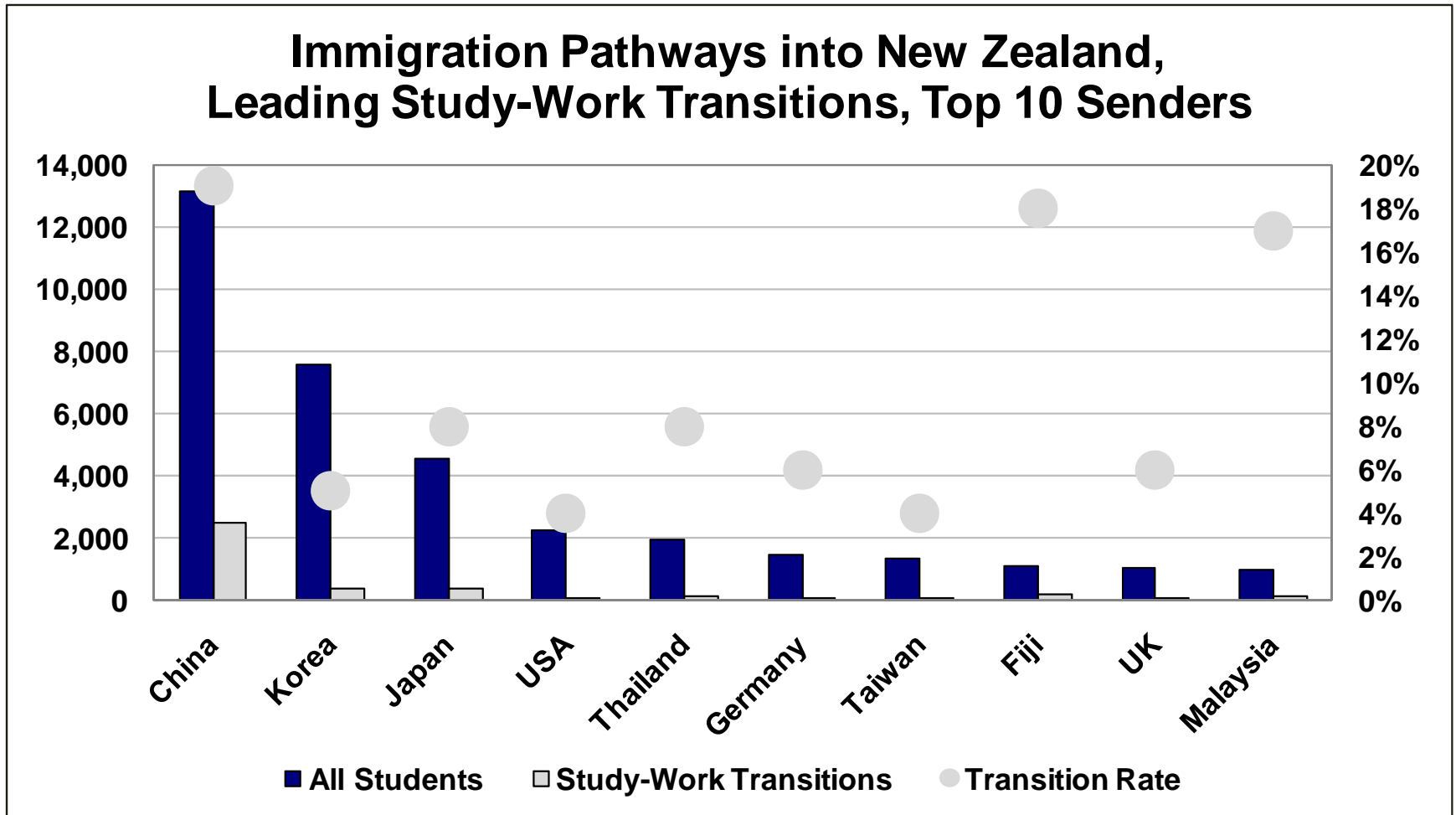
NEW ZEALAND CASE STUDY: LEADING STUDY-WORK PATHWAYS BY MAIN SENDING COUNTRIES

	China	Korea	Japan	USA	Others	Total
ESL-Partnership-FS	3%	7%	4%	1%	9%	6%
ESL-Tertiary-Other Work	11%	1%	1%	0%	1%	5%
Tertiary-LMT-SB	2%	1%	1%	7%	9%	5%
ESL-Tertiary-LMT	7%	1%	2%	0%	1%	4%
ESL-Tertiary-LMT-SB	6%	1%	0%	0%	0%	3%
Tertiary-LMT	0%	0%	2%	17%	5%	3%
ESL-WHS	0%	2%	30%	0%	1%	3%
ESL-Tertiary-Partnership-FS	4%	2%	0%	0%	1%	2%
Tertiary-Partnership-FS	1%	1%	0%	12%	4%	2%
ESL-Tertiary-Partnership	3%	0%	1%	0%	1%	2%
Others	62%	86%	59%	63%	68%	66%
Study-work transitions	2,482	396	369	89	2,138	5,474
Share of all transitions	45%	7%	7%	2%	39%	100%

Notes: ESL denotes English language training institutions; SB represents skilled/business-based residence pathways; FS stands for family-sponsored residence pathways; Partnership denotes other relationship sponsored residence pathways; IH denotes international/humanitarian residence pathways; LMT denotes labour market tested work permits; WHS denotes Working Holiday Scheme.

Sources: ENZ, New Zealand Ministry of Education, New Zealand Department of Labour.

Immigration Pathways into New Zealand, Leading Study-Work Transitions, Top 10 Senders

Legend: ■ All Students ☐ Study-Work Transitions ● Transition Rate

Sources: ENZ, New Zealand Ministry of Education, New Zealand Department of Labour.

NEW ZEALAND CASE STUDY: INTERNATIONAL STUDENT PATHWAYS, SELECT COUNTRIES

	Total students		Work permit type			
	Number	%	LMT	WHS	Family	Other
China	2,482	45%	41%	0%	29%	38%
South Korea	396	7%	46%	3%	38%	18%
Japan	369	7%	30%	68%	22%	5%
India	256	5%	39%	0%	31%	22%
Fiji	200	4%	49%	0%	44%	26%
Malaysia	170	3%	70%	10%	16%	22%
Thailand	153	3%	30%	0%	68%	22%
Cambodia	152	3%	13%	0%	84%	16%
Vietnam	114	2%	19%	0%	79%	17%
USA	89	2%	38%	1%	37%	18%
Others	1,093	20%	46%	7%	33%	23%
Study-work transitions	**5,474**	**100%**	**41%**	**7%**	**34%**	**28%**

Notes: LMT denotes labour market tested work permits; WHS denotes Working Holiday Scheme; Family denotes family-sponsored work permits. The sum of work permit types is higher than 100 percent since some immigrants held more than one work permit during the observation period.
Sources: ENZ, New Zealand Ministry of Education, New Zealand Department of Labour.

NEW ZEALAND CASE STUDY: INTERNATIONAL STUDENT PATHWAYS, SELECT COUNTRIES

	All International Students	Study-Permanent Residence Transitions	Transition Rate
ESL	22,371	3,378	15%
School	19,470	4,742	24%
Tertiary	17,735	3,171	18%
ESL-Tertiary	8,411	1,496	18%
PTE	5,900	904	15%
School-Tertiary	3,796	244	6%
School-ESL	3,757	268	7%
ESL-PTE	3,556	467	13%
Tertiary-PTE	1,695	187	11%

Notes: ESL denotes English language training institutions; Schools represent secondary education institutions; PTE denotes private training establishments.
Sources: ENZ, New Zealand Ministry of Education, New Zealand Department of Labour.

NEW ZEALAND CASE STUDY: TERTIARY STUDENT TRANSITION TO PERMANENT RESIDENCE

	Total Students		Residence Approvals Issued		
	Number	%	SB	FS	IH
China	392	26%	87%	13%	<1%
India	200	13%	83%	17%	0%
Fiji	123	8%	54%	41%	4%
Malaysia	116	8%	79%	21%	0%
Philippines	51	3%	96%	4%	0%
UK	51	3%	73%	27%	0%
USA	43	3%	37%	63%	0%
Indonesia	34	2%	76%	24%	0%
Others	472	32%	59%	35%	6%
Tertiary-residence total	1,482	100%	72%	25%	2%

Notes: SB represents skilled/business-based residence pathways; FS denotes family-sponsored residence pathways; IH denotes international/ humanitarian residence pathways.
Sources: ENZ, New Zealand Ministry of Education, New Zealand Department of Labour.

	Total students		Residence Approvals Issued		
	Number	%	SB	FS	IH
China	1,908	59%	75%	24%	<1%
South Korea	453	14%	80%	20%	<1%
Cambodia	155	5%	5%	92%	3%
Thailand	129	4%	32%	67%	1%
Vietnam	92	3%	17%	83%	0%
Japan	85	3%	42%	56%	1%
Taiwan	78	2%	62%	37%	1%
Others	322	10%	61%	38%	1%
ESL-residence total	3,222	100%	67%	33%	1%

Notes: SB represents skilled/business-based residence pathways; FS denotes family-sponsored residence pathways; IH denotes international/humanitarian residence pathways.
Sources: ENZ, New Zealand Ministry of Education, New Zealand Department of Labour.

- **Pathways are not confined to education, but stretch all the way into the work force and immigration scenarios.**

- **Family-based work permit and immigration pathways differ notably between student sending countries.**

- **Between 20 and 50 percent of students from certain countries obtain permanent residency permits.**

- **Some sectors such as the school sector exhibit high transition rates based on family immigration dynamics.**

- **New Zealand has remained a popular study, work, and immigration destination despite its limited capacity to absorb large influx numbers.**

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Can Government support pathways and how?

Discussion

- **The creation and definition of a comprehensive list of data and information criteria and attributes required to conduct proper pathways analysis.**

- **The gathering of available data from national, provincial, association and other sources, leading to an inventory of data and information present in Canada.**

- **The creation and mapping of the organizational design of Canadian education (as represented by CCIEM member organizations) with regards to pathway scenarios.**

- **The gathering of perspectives, opinions, and needs of stakeholders (from education providers to governments to associations) in a structured survey.**

- **A scoping of best practices from around the world, building on the existing re-port. A specific focus will be paid on (a) data and analysis capabilities, and (b) policy design.**

CCIEM PATHWAYS PROJECT:
BUSINESS LOGIC AND ACTIONABLE POLICY ADVICE

- **The generation of a gap analysis of current practices (data, analysis, policy design, etc.) in Canada relative to global best practices. This gap analysis will be explained in quantitative and qualitative terms, and policy recommendations will be suggested.**

- **Specific business cases and arrangements will be mapped out.   These will provide the institutions represented by CCIEM's members with concrete guidance regarding the range and scope of pathways arrangements. As a result, the foundation for equitable and transparent inter-sectoral interaction will be facilitated.**

- **Lead themes such as quality assurance, the guiding role of CCIEM and its members, stakeholder cooperation frameworks and so on will be addressed in a specific policy and organizational design chapter.**

- **Research commenced four plus weeks ago. It will accelerate next week with the development of the Canada-wide survey.**

- **Based on emerging information and evidence, ICG decided to add some research on testing, QA, fraud, and sustainability issues.**

- **200+ reports on language testing and outcomes alone pulled.**

- **The CCIEM project will be complimented by a set of ICG-sponsored reports focusing on (1) testing, (2) regulatory regimes, and (3) outcomes.**

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- **Can Government support pathways?**

- **Yes – it actually has to. Too many key assurance functions are at play to allow Government to stay at the side lines.**

- **Government should assist with frameworking (which is a "flexible" term). It should not try to over-regulate (or under-regulate).**

- **Governments should focus on evidence-based outcomes rather than normative policy inputs.**

- **Canada of course operates with two complexities which make the construction of pathways frameworks more interesting – the jurisdictional role of Provinces, and its bi-lingual nature.**

Government involvement should be like Goldilocks and porridge: Just right…

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- **Around 45 minutes for the presentations and 15 minutes for discussion**

- **This presentation is available at www.illuminategroup.com**

- **The report *International Students Sector and Immigration Pathways – An Analysis of Pathways in Australia, Canada, and New Zealand* will be available from CCIEM, and can be downloaded on the ICG website at www.illuminategroup.com**

Housekeeping

Introduction

Case study: Australia

Case study: New Zealand

Case study: Canada

Implications for Canada

Discussion

In a broad sense, an educational pathway describes the transition process of a student from one education sector to another.

This report focuses on the international dimension of such transitions.

The examples provided below are intended to highlight common and relevant instances of sector pathway transitions.

They do not aim to provide a full scholarly debate of the shapes, forms, and manifestations of sector pathways.

A student can transition from the secondary to the higher education sector and thus utilize a "standard" pathway.

Another example reflects on the same sectoral transition, but includes multiple pathways: From a student's secondary institution into the language sector (here: English as a Second Language [ESL] training) to a foundation year program (i.e. an "intermediate" sector) to a post secondary college (here: higher education sector).

Each pathway is subject to rules and regulations set by both sectors, with the receiving sector holding the balance of procedural power.

Transition processes can rely on open pathways (i.e. they are essentially unrestricted), can be subject to tightly controlled pathways (via, for example, articulation agreements), or face closed pathways (in the case of structural inhibitors).

From an institutional viewpoint, pathways denote the student intake funnel on the one hand and student leaver destinations on the other.

Institutions have a vested interest in understanding their student intake funnel as well as possible to shape the pathway(s) governing student intake in the most advantageous manner.

Traditionally, with the exception of elite education institutions' alumni relations efforts, institutions have focused much less on destination pathways.

Over the last two decades, destination pathways have received more attention, not least because institutions have increasingly felt compelled to demonstrate the outcome of their teaching activities.

Any transition between education sectors by a student involves processes, procedures – and choices. These choices, which, with very few exceptions, are binary, (e.g. a student decides to enrol at one institution as opposed to another), involve economic value.

This economic value, amplified by the emergence of over 3.4 million international tertiary sector students in 2009 alone, has resulted in a number of organizational and policy alignments aimed at increasing institutions', sectors', or entire countries' competitiveness in their ability to attract international students.

Australia has been at the forefront of well articulated and often tightly integrated pathway models. For example, Griffith University, a leader in international student recruitment practices, has created a tiered set of pathways.

Language. One set includes language improvement-based pathways: *General English* language programs (up to 45 weeks) which articulate into test admittance-based *English for Academic Purposes* programs (up to 45 weeks). The *Direct Entry Program* offers a second pathway for conditional entry students with high level English language proficiency (10 weeks).

Foundation Year. The second set of pathways is based on "foundation year" type of academic up-skilling. Griffith has outsourced part of its foundation year to the Queensland Institute of Business and Technology – an example for value chain deconstruction in the delivery of commercially-driven pathway models. Successful students can transition directly into their second year of studies at Griffith University.

The well structured design of multi-pathway options has been a key contributor to the success of Australia's international education industry. Canada, the United Kingdom and the United States have all created various pathway and articulation models, but these do not compare to Australia's.

The Australian case study highlights the impact of multi-sector pathways while highlighting the vastly different pathway behaviour of students from different source countries;

The New Zealand case study goes beyond the education sector by showcasing the differences amongst students from specific source countries regarding educational, workforce, and immigration pathways;

The Canadian case study is a conceptual analysis piece supported by recently generated survey data. It aims to demonstrate the difficulties inherent in analyzing Chinese and South Korean students' pathways.

AGENDA

Housekeeping

Introduction

Case study: Australia

Case study: New Zealand

Case study: Canada

**Implications for Canada**

Discussion

Housekeeping

Introduction

Case study: Australia

Case study: New Zealand

Case study: Canada

Implications for Canada

Discussion

Unlike the previous case studies on Australia and New Zealand, this case study cannot draw on detailed, continuous educational pathway data sets. Research did not retrieve pathway studies on Canada which drew on longitudinal, national, in-depth visa and enrolment data.

This case study is therefore more of a conceptual nature. It is based on Canada Citizenship and Immigration (CIC) study permit data, survey data from two surveys ICG created on behalf of CAPS-I and Languages Canada, as well as stakeholder interviews and literature research.

This case study does not claim to be complete or to offer cohesive data. Rather, it illustrates the difficulty of assessing pathways in the absence of publicly available, concise, track-able student and migration data.

In the following, the aforementioned survey data is juxtaposed with CIC data and results in an estimation of the intra-Canada transition of Chinese and South Korean secondary schooling and language sector students.

Destinations of Leavers from Canadian Secondary Schools
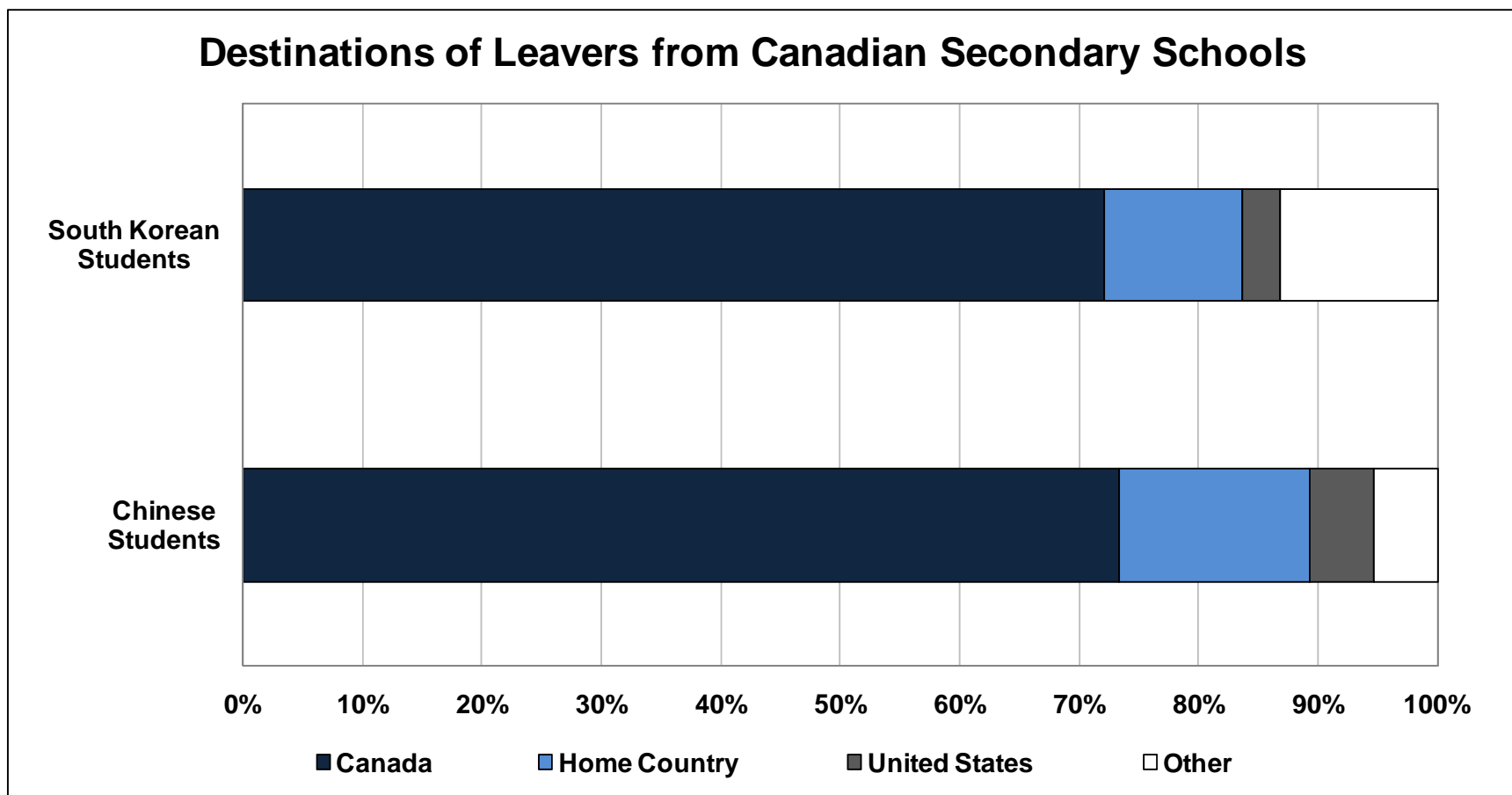
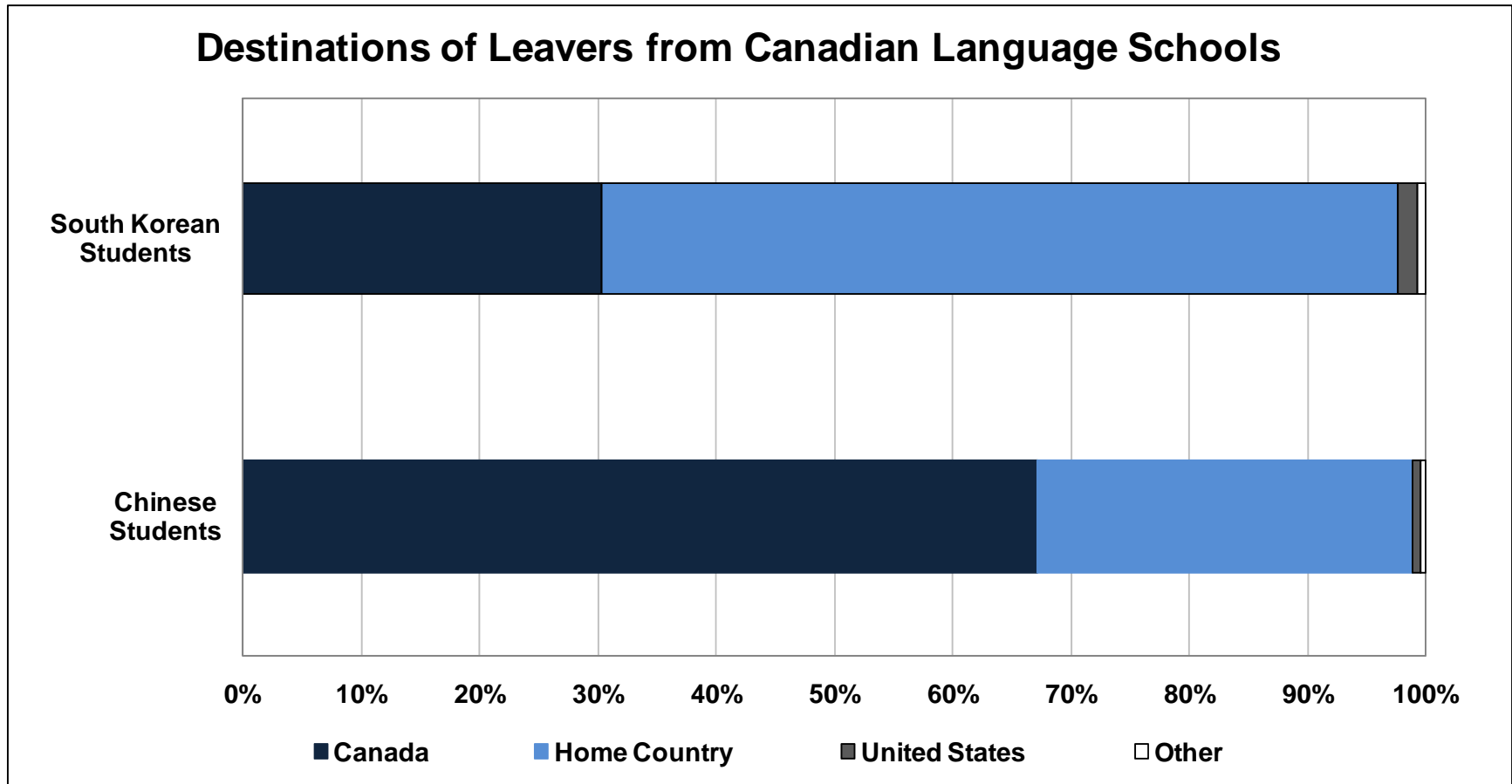Notes: Pathways survey response rate: 15 school districts.
Sources: CAPS-I, ICG.

Survey respondents indicated a medium to high level of confidence in the above information.

While there is no overt reason to question the information supplied, two separate estimations ICG has undertaken based on CIC data suggested a significantly lower intra-Canada pathway rate (less than 50 percent) for the secondary school to either the post-secondary or university sector.

Especially in the case of South Korean students, anecdotal evidence has hinted at high transition rates into the United States. Such transitions would coincide with otherwise observed behaviour of South Korean students who express a strong preference for higher education in the United States.

Whether such anecdotal evidence or the above data are deficient can only be determined through a proper research project.

Destinations of Leavers from Canadian Language Schools

Notes: Pathways survey response rate: 11 language schools.
Sources: Languages Canada, ICG.

Survey respondents indicated a medium to high level of confidence in the above information.

Past ICG research and anecdotal evidence correlate broadly with the responses from the Languages Canada survey and reiterate the role of ESL as an important pathway driver for some student source countries.

Pathways in Canada do not differ structurally from pathways in Australia or New Zealand. However, they are differently couched.

The lack of public, tracking-based student visa permit data is a major hindrance to properly assessing student pathways.

Survey data from language schools yielded results which are broadly in line with anecdotal evidence and research.

Survey data from the K-12 sector yielded results which differ from anecdotal evidence and research.

New key insight from this case study is that a proper research project is necessary in order to provide reliable pathway data.

Housekeeping

Introduction

Case study: Australia

Case study: New Zealand

Case study: Canada

Implications for Canada

Discussion

Setting up a properly scoped research project which considers a broad range of factors, not just data issues, is recommended.

Other factors to be considered include:

- **Data collection and capture methods**
- **Sector definitions and boundaries**
- **Unique visa permit identifiers**
- **Reporting rules and regulations**
- **Proper exit information capture**

The aim of such a research project would be to generate an analytical baseline against which future efforts could be mapped, and to provide data for a benchmarking effort relative to leaders such as Australia and New Zealand.

As the Australian example has demonstrated, an approach which builds on a differentiated institutional service and teaching offering, well defined and integrated pathways, and a high level of inter-sector collaboration can yield improved student entry results.

In the case of Canada, the Canadian Consortium for International Education Marketing can take up a hitherto under-addressed role.

In order to succeed, however, other stakeholders must be involved:

- DFAIT (brand)
- CMEC (coordination and regulatory issues)
- Provincial international education promotion entities (e.g. BCCIE, EduNova)
- Institutions (to facilitate direct provider perspectives)

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