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# Global Affairs Canada Education Brand Refresh

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Mike Colledge  
President  
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## Executive Summary

### Background and Introduction

After seven years of using the same brand and key messages, the International Education Division at Global Affairs Canada has hired the global marketing firm of Ogilvy & Mather to refresh its education brand and develop a three-year Integrated Marketing Plan to raise international awareness about the world-class education and research opportunities available in Canada.

The Education Brand Refresh and Integrated Marketing Plan initiative is a major milestone of the International Education Strategy (IES) launched by Global Affairs Canada in 2014. Findings from this research will be used by the International Education Division to improve creative concepts and targeted messaging.

This report details the results of this research, conducted in two parts, qualitative and quantitative, between March 2016 and April 2016. The total contract value of this research was \$198,089.00 including HST.

The key audiences for this study include those interested in studying abroad in the future as well as their parents and other influencers for these decisions. The major characteristics of each target audience are as follows:

- **Undergraduate students:** Secondary, college or university students who indicate an interest in studying abroad during their post-secondary studies, referred throughout the report as undergraduate students for readability;
- **Graduate students:** University students at the undergraduate who indicate an interest in studying abroad for their graduate studies and graduate students or Researchers who indicate an interest in studying or conducting research abroad as part of their Graduate or Post-Graduate studies; and,
- **Parents:** Parents of current high school students interested in studying abroad in grade 10, 11 or 12.

### Objectives

The objectives of this research were to:

- To determine which of a series of images presented are most effective in eliciting a strong emotional response from target audience members;
- To ensure that copy proposed for each of the concepts resonates with the intended targeted audiences in each market;
- To determine the creative concepts effectiveness in reaching the target audiences in each market; and
- To provide Global Affairs Canada and the marketing firm with the opportunity to revise the proposed concepts to ensure appropriateness and visual appeal.



## Methodology

### Overview of Methodology

This research was conducted in two phases:

- **Global Advisor** – Ipsos added three questions to the Global Advisor online omnibus style syndicated study in two markets, India and Mexico. Fieldwork was conducted between February 19th, 2016 and March 4th, 2016. This provided quantitative benchmarks for interest in Canada and important communications channels among the general public and key audiences for this research.
- **Focus Groups** – Ipsos conducted 15 focus groups between April 6<sup>th</sup> and April 14<sup>th</sup>, 2016 among three audiences in six different markets: Brazil, China, India, Mexico, Morocco and Vietnam. Focus groups evaluated the effectiveness of creative concepts and provided an opportunity to test the resonance and appropriateness of concepts in these markets.

### Quantitative Survey

The quantitative research took the form of an online survey using Ipsos Global Advisor, conducted in two of the priority markets: India and Mexico. In each market, participants invited to complete the online survey were drawn from Ipsos and local vendor panel sample and screened according to the target audience required (students and parents with an interest in overseas educational opportunities).

The sample in each market is constructed of online panel sample. The final data collected through this survey vehicle is weighted in most markets to gender, age and education. The following table outlines the overall sample sizes achievable in each market, should no screening screen-out criteria be applied.

Country	Overall Sample size	Language	Representation	Definition
Mexico	500	Spanish	Primary Consumer	Completed primary education or higher, have Internet access
India	500	English	Online Population	Have Internet access

The survey was open (with no screen-outs) to allow for a more robust overall sample size within each market. It was likely that within the target audience definitions to be applied (students and parents of students interested in studying abroad), the final sample sizes of specific target audiences would be much smaller in each market given the lower incidence of these niche populations in the overall sample.

**It should be noted that the quantitative findings are not generalizable to a larger population, and that they should be considered directional only.**

### Qualitative Focus Groups

The table below indicates the country, market, audiences as well as language of moderation for the 15 focus groups that were conducted. For sessions conducted in India and Morocco, Ipsos Canada worked in close collaboration with Ipsos in-market researchers to ensure optimum language of moderation choices to suit these specific markets. All screeners and guides were translated into the local language for reference by the in-country project team and moderators. Pre-research briefings were held with each in-market team to ensure consistency in the approach, regardless of geography.

**It should be noted that the qualitative findings are not generalizable to a larger population, and that they should be considered directional only.**

Country / Market	Language	Audience
Sao Paulo, Brazil	Portuguese (Brazilian style)	<ul style="list-style-type: none"> <li>Secondary/Post-secondary students (college/university undergraduates)</li> <li>Graduate students</li> </ul>
Beijing, China	Text: Simplified Chinese Group: Mandarin	<ul style="list-style-type: none"> <li>Secondary/Post-secondary students (college/university undergraduates)</li> <li>Graduate students</li> <li>Parents of students in high school, potentially interested in studying abroad in grade 10, 11 or 12 (one group among parents)</li> </ul>
New Delhi, India	Hindi &/or English	<ul style="list-style-type: none"> <li>Secondary/Post-secondary students (college/university undergraduates)</li> <li>Graduate students</li> </ul>
Mexico City, Mexico	Spanish	<ul style="list-style-type: none"> <li>Secondary/Post-secondary students (college/university undergraduates)</li> <li>Graduate students</li> <li>Parents of students in high school, potentially interested in studying abroad in grade 10, 11 or 12 (one group among parents)</li> </ul>
Casablanca, Morocco	French &/or Arabic (local style)	<ul style="list-style-type: none"> <li>Secondary/Post-secondary students (college/university undergraduates)</li> <li>Graduate students</li> </ul>
Ho Chi Minh City, Vietnam	Vietnamese	<ul style="list-style-type: none"> <li>Secondary/Post-secondary students (college/university undergraduates)</li> <li>Graduate students</li> <li>Parents of students in high school, potentially interested in studying abroad in grade 10, 11 or 12 (one group among parents)</li> </ul>

*Recruitment and Screener*

Ipsos randomly recruited participants in this research through a variety of means:

- In-person intercepts, likely to be conducted on university campuses, designed to randomly select and screen students to participate in a focus group;
- Telephone recruitment, designed to identify parents of prospective international students; and,
- Listed sample: contact lists maintained by Ipsos partners' in-country.



### *Incentives/honoraria*

For the qualitative focus groups, Ipsos-Reid provided an honorarium of \$100 CDN equivalent in local market currency (on average) to participants to attend the focus groups in order to encourage full attendance.

### **This Report**

This report contains the findings from the qualitative discussion group sessions only, which include a reflection on a series of imagery as well as the creative concepts. Results of the quantitative survey are included in an Appendix to this document.

## **Key Findings**

### **Studying abroad**

There are many aspects to the factors that incite interest in studying abroad, both in terms of the perceived deficits in one's home country, and the perceived attractions of a particular country as a study destination. These included:

- The quality of education offered, including the ranking and renown of a particular institution and its program of study;
- The day-to-day environment of living abroad, including opportunities for socialization, but also safety, security, familiarity, and tolerance;
- The anticipated experiences offered by living abroad, such as opportunities for travel and leisure activities;
- The anticipated opportunities for post-study career opportunities, both domestically and abroad, as well as the possibility of immigration.

These themes were regularly discussed through the evaluation of concepts as well as discussion around education opportunities in Canada and elsewhere. For example, the extent to which both the Journey Concept and Proof Concept were seen as credible by participants, either in terms of its narrative and/or the protagonist (including their physical characteristics and name), related to how well they could connect the experiences and information conveyed to their own situation.

While some commonalities were identified across markets in relation to the factors that incite interest in studying abroad, differences emerged among individual markets both in terms of certain factors, as well as the weight accorded to them. For example, obtaining a superior education in terms of the facilities at the institution as well as practical knowledge were particularly valued by participants in Vietnam, India, and China. Other common reasons included improving one's language skills, broadening one's horizons through exposure to other cultures, and aspirations to a better life.

### *Summary of Feedback, by Market*

Brazil	<ul style="list-style-type: none"><li>– Protagonist should reflect the status of the individual (as a PhD student, business owner, etc)</li><li>– Image of protagonist should not be disproportionately larger than the other content</li><li>– Concept should have a singular focus only (merits of Canada as an academic</li></ul>
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	<ul style="list-style-type: none"> <li>destination)</li> <li>– Topic of study should be broad enough to appeal to those with an interest beyond a specific field of study (e.g. International Relations, Engineering)</li> <li>– Narrative and imagery should be in sync, with a focus on education</li> <li>– Concept should be engaging and inclusive in nature in order to be considered relevant</li> <li>– Identifying the sponsor of the initiative as the Government of Canada was viewed as enhancing its credibility</li> </ul>
China	<ul style="list-style-type: none"> <li>– Images depicting landscapes and social activities</li> <li>– Family images evoked feelings of happiness, relaxation and warmth</li> <li>– Concept should depict more ‘convincing’ success stories Names must be realistic, not “too fake”</li> <li>– Protagonist should reflect the status of the individual (as a PhD student, business owner, etc)</li> <li>– Environment depicting students of various cultures together was considered appealing</li> <li>– Topic of study should be broad enough to appeal to those with an interest beyond a specific field of study (e.g. International Relations, Engineering)</li> <li>– Value elements of multiculturalism and diversity</li> <li>– Include more information about life in Canada and educational institutions</li> <li>– Should not include “arrogant” or unsubstantiated claims for which evidence is not readily presented (e.g. “18,000 reasons”)</li> </ul>
Mexico	<ul style="list-style-type: none"> <li>– Protagonist should reflect the status of the individual (as a PhD student, business owner, etc)</li> <li>– Emphasis of narrative should be on Canada, not an individual</li> <li>– Image of protagonist should not be disproportionately larger than the other content</li> <li>– Include description of non-academic aspects of studying in Canada (e.g. social environment, sports, culture, etc)</li> <li>– Narrative should tie together what Canadian educational institutions can provide and what can result/be achieved from studying in Canada</li> <li>– Distinguishing elements (such as mention of Nobel Prize-winning professors) were appealing</li> <li>– Should not include “arrogant” or unsubstantiated claims for which evidence is not readily presented (e.g. “18,000 reasons”)</li> <li>– Formality of the concept is considered to establish trust</li> <li>– Identifying the sponsor of the initiative as the Government of Canada was viewed as enhancing its credibility</li> </ul>
Morocco	<ul style="list-style-type: none"> <li>– Names must be realistic, not “too perfect”</li> <li>– Protagonist should reflect the status of the individual (as a PhD student, business owner, etc)</li> <li>– Topic of study should be broad enough to appeal to those with an interest beyond a specific field of study (e.g. International Relations, Engineering)</li> <li>– Narrative and imagery should be in sync, with a focus on education</li> <li>– Narrative should contain details around claims, particularly those signifying ‘success’ (e.g. such as starting a business)</li> <li>– Should not include “arrogant” or unsubstantiated claims for which evidence is not readily presented (e.g. “18,000 reasons”)</li> </ul>





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India	<ul style="list-style-type: none"> <li>– Value elements of multiculturalism and diversity</li> <li>– Emphasis on protagonist’s experience was considered credible and realistic</li> <li>– Imagery suggesting practical experience while studying was considered appealing</li> <li>– Narrative and imagery should be in sync, with a focus on education</li> <li>– Protagonist was relatable and the narrative</li> <li>– Should not include “arrogant” or unsubstantiated claims for which evidence is not readily presented (e.g. “18,000 reasons”)</li> <li>– Claims about number of educational institutions was considered intriguing and prompted interest in seeking further information about education in Canada</li> </ul>
Vietnam	<ul style="list-style-type: none"> <li>– Protagonist should reflect the status of the individual (as a PhD student, business owner, etc)</li> <li>– Ambitious narrative shows credibility</li> <li>– Value elements of multiculturalism and diversity</li> <li>– Topic of study should be broad enough to appeal to those with an interest beyond a specific field of study (e.g. International Relations, Engineering)</li> <li>– Narrative and imagery highlighting opportunities for exposure to a society that values social integration and multiculturalism</li> <li>– Conveying aspirations for a better life was seen as highly relevant</li> <li>– Should not include “arrogant” or unsubstantiated claims for which evidence is not readily presented (e.g. “18,000 reasons”)</li> <li>– Demonstrate benefits of having a qualified pool of lecturers, why Canada should be viewed as being among best in world, opportunities available to students after graduation</li> </ul>

*Summary of Feedback, by Audience*

Undergraduates	<ul style="list-style-type: none"> <li>– Looking for a credible story that is not overly ambitious or unbelievable (across markets)</li> <li>– Information/claims that can be validated on a website</li> <li>– Images depicting landscapes and social activities</li> <li>– Topic of study should be broad enough to appeal to those with an interest beyond a specific field of study (e.g. International Relations, Engineering)</li> <li>– Concept should have a singular focus only (merits of Canada as an academic destination)</li> <li>– Narrative and imagery highlighting opportunities for exposure to a society that values social integration and multiculturalism</li> <li>– Include description of non-academic aspects of studying in Canada (e.g. social environment, sports, culture, etc)</li> <li>– Narrative should tie together what Canadian educational institutions can provide and what can result/be achieved from studying in Canada</li> <li>– Concept should be engaging and inclusive in nature in order to be considered relevant</li> <li>– Should not include “arrogant” or unsubstantiated claims for which evidence is not readily presented (e.g. “18,000 reasons”)</li> </ul>
Graduates	<ul style="list-style-type: none"> <li>– Images depicting landscapes and social activities</li> <li>– Concept should have a singular focus only (merits of Canada as an academic destination)</li> </ul>



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	<ul style="list-style-type: none"> <li>– Narrative should contain details around claims, particularly those signifying ‘success’ (e.g. such as starting a business)</li> <li>– Include description of non-academic aspects of studying in Canada (e.g. social environment, sports, culture, etc)</li> <li>– Narrative should tie together what Canadian educational institutions can provide and what can result/be achieved from studying in Canada</li> <li>– Formality of the concept is considered to establish trust</li> <li>– Demonstrate benefits of having a qualified pool of lecturers, why Canada should be viewed as being among best in world, opportunities available to students after graduation</li> </ul>
Parents	<ul style="list-style-type: none"> <li>– Looking for a credible story that is not overly ambitious, unbelievable or costly to pursue (Mexico)</li> <li>– Protagonist is expected to be professional-looking (Mexico)</li> <li>– Environment depicting students of various cultures together was considered appealing (China)</li> <li>– Use elements to convey peace-of-mind to parents that their children will be taken care of</li> <li>– Include more information about life in Canada and educational institutions</li> <li>– Offer new information about Canada that is different to what is stereotypically known</li> <li>– Concepts should aim at appropriate target audience of parents of older children (not necessarily younger children interested in a foreign exchange program) (Mexico)</li> <li>– Value opportunity for children to improve their English-language skills</li> </ul>

### *Interest in studying in Canada compared to other destinations*

The U.S. and the U.K. were almost universally viewed as being the gold standard for a high-quality education, with some participants demonstrating detailed knowledge of which programs were perceived to be the best in these countries. Generally, Canada was viewed as being somewhat less-known.

In terms of other, non-educational considerations, however, Canada was favourably viewed for its affordability, quality of life, job opportunities, and favourable immigration policies.

Online sources (such as Google, specialist websites, and the websites of institutions) were considered an important source of information about target destinations and programs. Word-of-mouth was also considered an important source, particularly in Vietnam and Morocco.

### *Key strengths and weaknesses of Canada as a destination*

The high quality of life, safety, and security were universally viewed as one of Canada’s strengths, followed by Canada’s favourable policies and practices in terms of immigrating and obtaining a visa.

The universal weakness as related by focus group participants of Canada was perceived to be its harsh and icy climate.



## Imagery

### *Most appealing elements of the imagery*

There are several broad categories in which the imagery and the Concepts which held the most appeal across markets can be classified:

- Aspirational experience anticipated by participants at the target destination (including opportunities for travel and leisure), and post-graduation success (including eventual immigration to the target country);
- The extent to which participants could imagine themselves in various settings; and
- Differentiation of the participant's own environment (including physical surroundings as well as characteristics of academic life, such as opportunities for practical knowledge and working closely with professors), often expressed in comparisons with the home country.

### *Least appealing elements of the imagery*

The categories of elements deemed less appealing across markets were often the absence or converse of those that were most appealing to participants:

- Lack of ability to relate, both in terms of images that depicted less than ideal situations (such as working in isolation), as well as aspects of the protagonist featured in the Journey Concept (ranging from their physical appearance to aspects of the narrative not being credible);
- Lack of differentiation from their home environment, ranging from images depicting landscapes to those of classroom or work places deemed too similar to their current surroundings; and
- Perceived irrelevance to education also emerged as a justification for finding particular images to be less appealing.

## Reactions to Concepts

Perhaps due to the importance placed on a personal connection and the ability to put themselves in the imagery, participants in most markets and audiences generally preferred the Proof Concept over that of Journey in terms of content and, to some degree, format. The Proof Concept highlighted opportunities for them, such as the wide range of programs available or quality education. In certain markets, participants perceived the protagonist in the Journey Concepts to be an actual person, rather than interpreting the individual as a composite image.

Suggestions for improving both Concepts often reflected the factors that participants had considered to be most important in considering studying abroad, in terms of both text and images. For example, participants suggested including images of group work (such as in Image 10) and practical experience (Image 26), as well as achievement (Image 36) and opportunities for leisure (Image 13), reflecting the importance of aspiration as a factor.

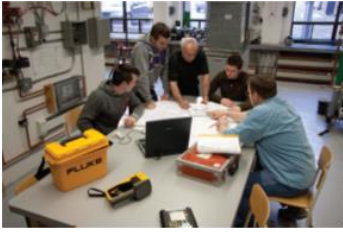


Image 10

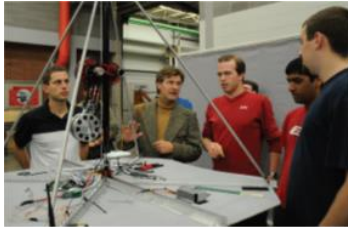


Image 26



Image 36



Image 13

Other improvements to both Concepts included revising claims that may lead to disbelief and skepticism (such as the reference to 18,000 programs being offered in Canada in the Proof Concept, or the establishment of one's own company in the Journey Concept).

### *Suggested Improvements*

The elements considered most appealing in both text and images were those reflecting aspiration, in terms of the experiences participants hoped to have both in the short-term (i.e., the academic and leisure experiences) and the long-term (improved prospects both personally and professionally).

Of the two Concepts, Proof was most widely preferred across markets and audiences. Recommended revisions to this Concept include providing more information about Nobel Laureates and Field Medallists (in that shown to graduates), and having a less “boastful” tone.

Concepts should reflect the importance of various factors that were considered important in individual markets, as well as those that are important to specific audiences. For example, Parents in various markets placed more importance on elements relating to the safety and comfort of their children, while graduates were more concerned about the quality of education and job prospects. Undergraduates were interested in student life and experiences available.

We suggest revising the Journey Concept to include photos that demonstrate a more “credible” connection to a student, perhaps taken by friends or family, as well as a more average story, perhaps in a more familiar tone. The Proof Concept could also be revised to demonstrate the inclusion of the viewer and how the facts presented would impact them if they were to choose Canada as a study destination.

### **Recommendations**

#### *No Clear Front Runner*

While the Proof Concept was narrowly preferred overall across markets and audience groups, neither creative concept was a clear front-runner in terms of attracting target audience attention or conveying the benefits of pursuing further education in Canada. A creative campaign utilizing either of these creative concepts, in their current format or containing their current copy, would not be recommended.

#### *Online websites are key source of information about studying abroad*

As online sources (such as Google, specialist websites, and the websites of educational institutions) were considered important sources of information about target destinations and programs, a digital creative campaign may provide greater flexibility to communicate market or audience specific messages, as well as the adaptability to customize the imagery used to convey these messages.

*Accessible, searchable content provides opportunity to continue 'the story'*

The use of multilingual micro-websites to host information which is searchable and easily accessible would be an effective means to continue an online engagement with interested audiences. The opportunity to share stories, of real individuals from abroad who have studied in Canada, would add credibility to the messages and reflect a more approachable, familiar tone expressed from a students' perspective.

*Opportunities presented by social media*

The rise of social media and the 24/7 nature of personal mobile connection is having a major impact on communications and marketing efforts. As social media increasingly represents a crucial forum for public dialogue and conversation, we would recommend including a social media component to the digital communications strategy. This not only provides an efficient, customizable, and adaptable approach to communicating with the target audiences, but also provides a mechanism to track engagement online using social media analytics.

*Getting the right message and tone*

Combining social media activity with a first-person story perspective (real-life experience such as 'day in the life of' student profile) will foster the more authentic connection between the target audience and the experience of studying in Canada that participants were looking for.



## Chapter 1: Exploration of Studying Abroad

### Reasons to Study Abroad

While certain commonalities emerge in terms of consideration of factors, there were still variations by audience (parent, graduate, undergraduate) as well as by market.

Several broad themes emerged across markets in terms of the reasons participants gave for studying abroad:

- **Superior education:** Particularly among participants in India, Vietnam and China, as well as graduates in Mexico, the perceived deficiencies of their domestic educational systems and facilities provided the impetus to pursue their education abroad, where the educational settings (such as acquiring practical knowledge), technology, and access to academic literature are viewed as superior, and as contributing to a more valuable degree. Undergraduates in China also viewed a post-graduate education as being easier to obtain abroad because of competition in China for places.

*“You know, having a degree issued by an international institution can help me get better job in Vietnam”. (Vietnam)*

*“Practice makes perfect – real experience while studying is necessary!” (Vietnam)*

*“I find the teaching program in Vietnam is really theoretical, boring and sometimes not updated. My lecturers rarely link recent practical cases from the real world to content in lectures.” – (Vietnam).*

- **Improvement in language skills:** This was a particularly common reason given in Brazil, Mexico, and China, as improved language skills were also perceived as leading to better employment prospects, including being a requirement to work in a multinational company.
- **Broadening of horizons:** The exposure to varied cultures was given as a reason by participants in many markets, particularly undergraduates in Mexico, although this was sometimes articulated (particularly among participants from Brazil) in terms of being better for one’s employer who would benefit from an employee with greater exposure.
- **Aspiration to a better life:** This wide-ranging theme emerged in Vietnam and China in particular.

### Information sources when considering foreign study options

Across all markets, participants cited online sources such as Google, the websites of institutions, and specialist websites (such as College Prospects) for information. Word-of-mouth of acquaintances and family who have worked or studied in the target country were also considered a valuable source, to varying degrees; it was considered to be the most important source in Vietnam and Morocco.

*“If a friend of yours went through the most terrible experience of his life in a given country, you can’t dismiss that information. You will definitely take that into account.” (Brazil)*

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*“I admit I go online, I look up the reviews, the rankings, other people's recommendations. I call several schools. I check their profile on Facebook, people's accounts. I basically rely on the internet to do this.” (Brazil).*

*“You are going because of the academic stuff but you also want to have fun so your friends can give you that type of information.” (Mexico, Undergraduate, Report)*

*“My relatives have lived abroad for years, they can easily get information about the good schools in that country and recommend them to me”. (Vietnam)*





## Chapter 2: Interest in Studying in Canada

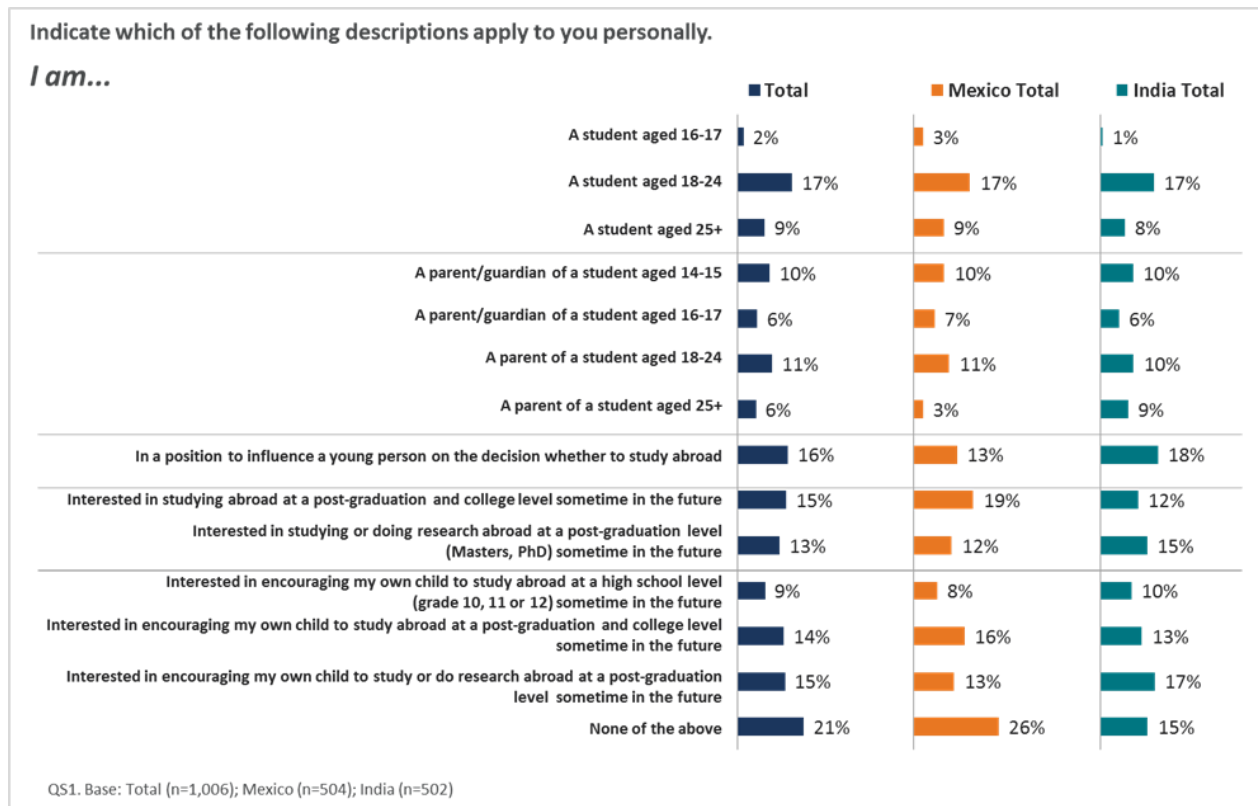
### Quantitative Feedback

The primary audiences for the quantitative component included those interested in studying abroad in the future, as well as parents of a student who may be interested in studying abroad. The major characteristics of each target audience were as follows:

- Secondary/Post-Secondary students: Secondary (high school), college or university students who indicate an interest in studying abroad for post-secondary or graduate studies;
- Graduate students: University students at the undergraduate level who indicate an interest in doing research or studying abroad for their Graduate studies;
- Parents: Interested in encouraging their child to study abroad at a high school level (grades 10, 11 or 12), at a post-graduation and college level or at a post-graduation level (Masters, PhD) in the future.

In addition, other adults who consider themselves as Influencers, that is, a person being in a position to influence a young person on the decision whether to study abroad (such as a coach, teacher, guidance counsellor, religious or spiritual leader, or close family member) were also asked to identify themselves.

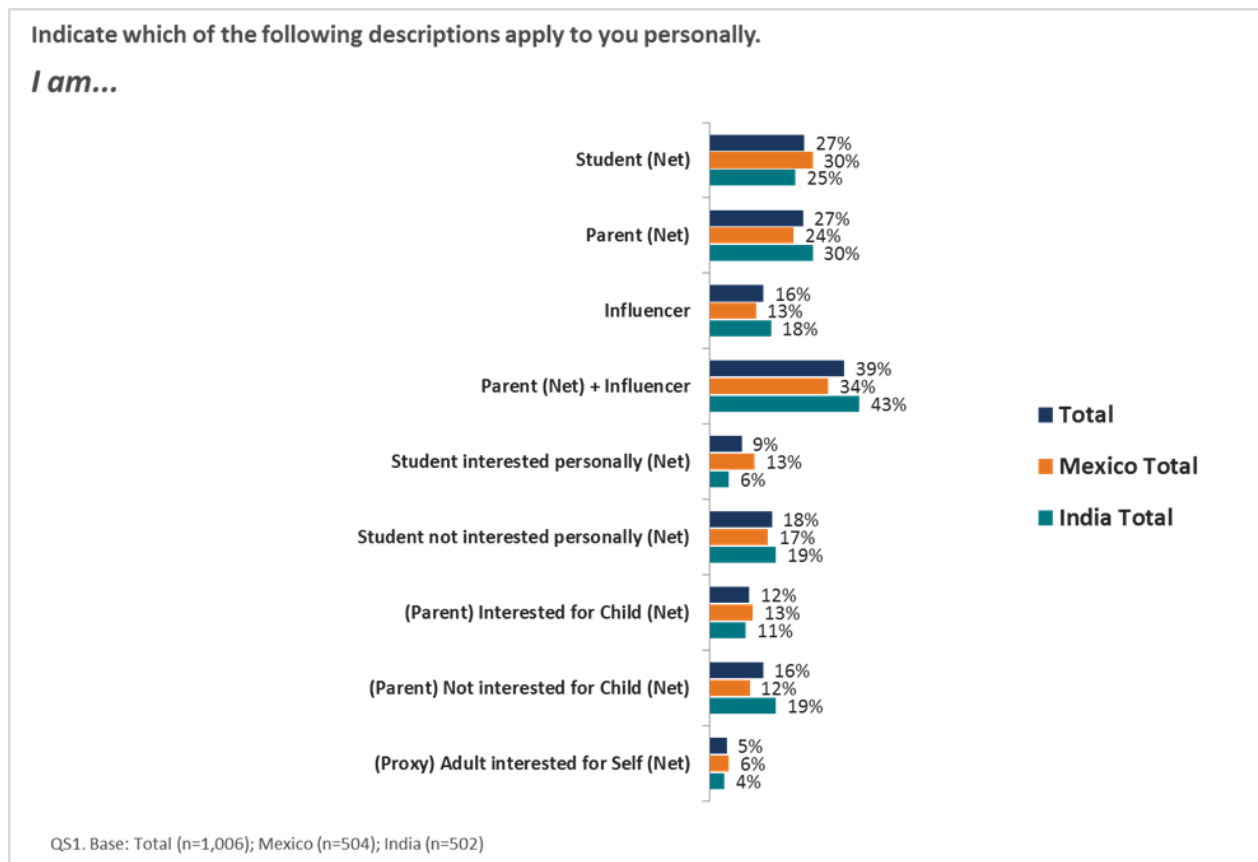
Respondents were not restricted to one category in their self-identification. Responses are not mutually exclusive.



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A review of the self-identification patterns in Mexico and India reveal some differences between the two markets:

- A greater proportion of respondents in Mexico indicated that they were interested in studying abroad at a post-graduation and college level sometime in the future (19%), compared to those in India (12%);
- Those in India were more likely to be a parent of a student aged 25 and over, compared to respondents in Mexico (9% vs. 3%); while those in Mexico were more likely to be a student aged 16-17 (3% vs. 1% in India);
- Respondents in India were more likely to self-identify as being a parent and/or an Influencer (Net: 43%), compared to those in Mexico (Net: 34%); and,
- Students in Mexico were more likely to self-identify as being personally interested in studying abroad (13%), compared to self-identified students in India (6%).

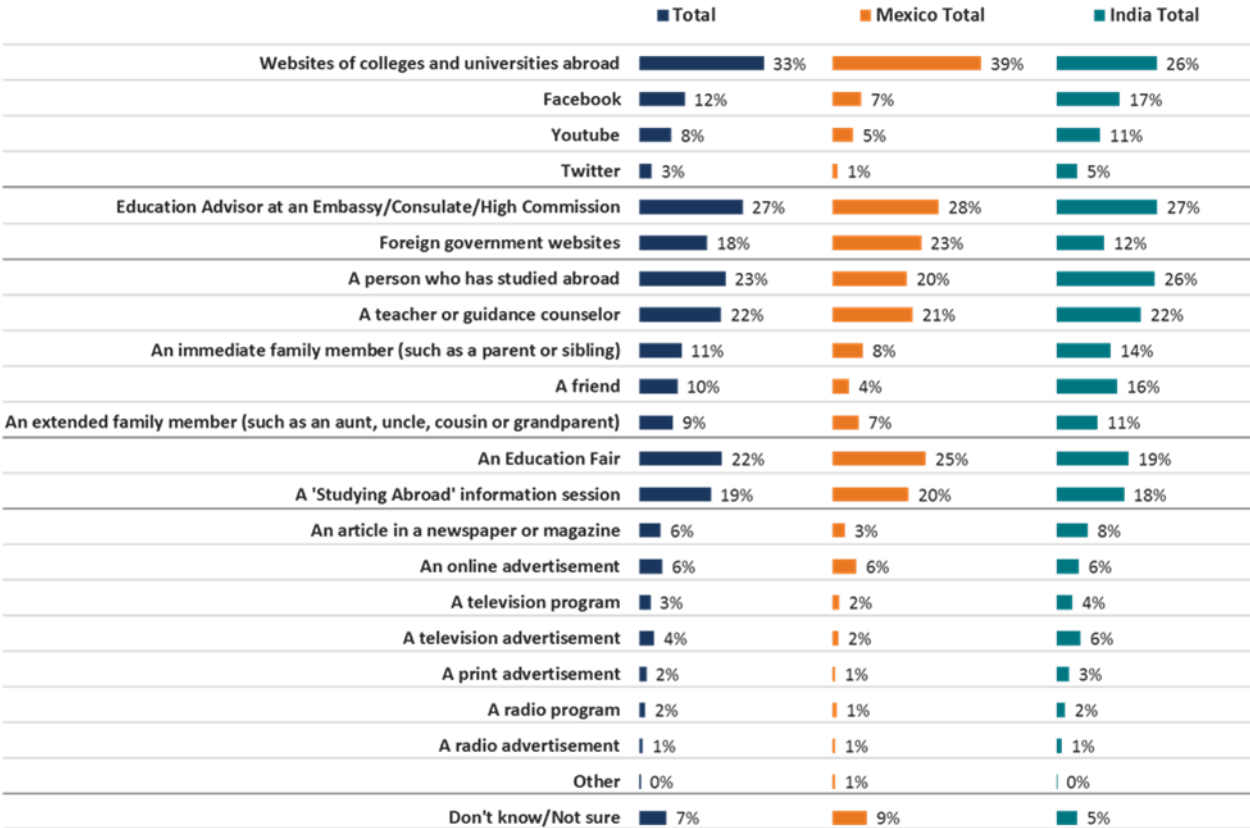


## Top Sources Informing Decision of Where to Study

Respondents were asked to indicate which sources would be the most important in terms of informing the decision of where to study. One-third of all respondents indicated that websites of colleges and universities abroad would be among the most important sources to inform their decision of where to study. Other top sources include individuals who are either knowledgeable about education within a destination country, such as an Education Advisor at an Embassy, High Commission, or Consulate (27%), or those who have studied abroad themselves (23%).

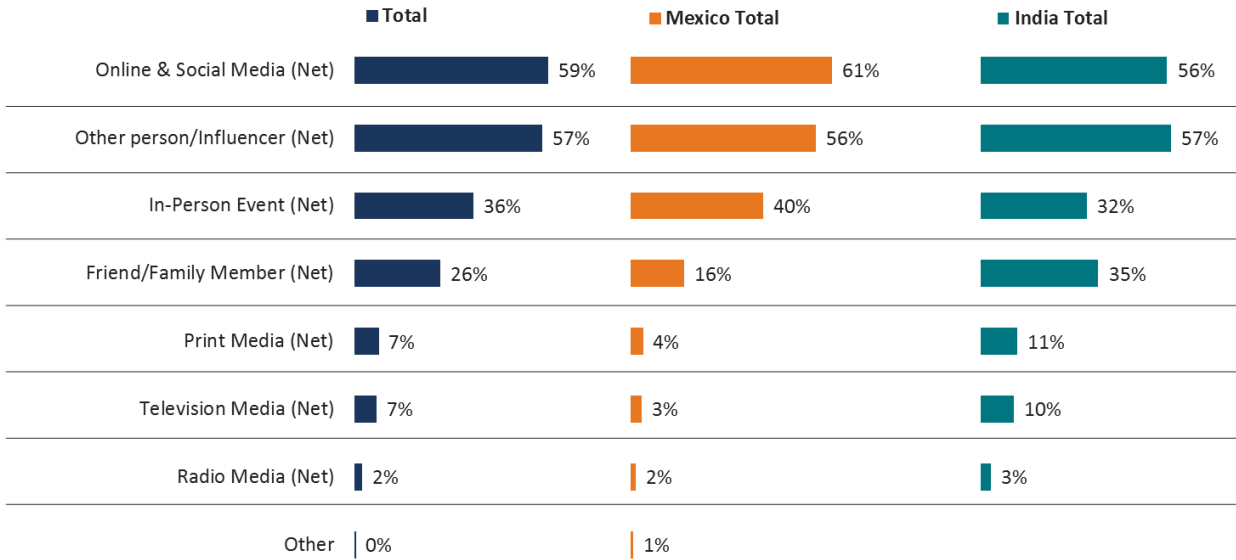
## Education Brand Refresh

### MOST IMPORTANT SOURCES



Q1. If you/your child/ young person you know were considering studying in another country, which of the following sources would you consider to be the most important to inform your/their decision of where to study?  
 Base: Total (n=1,006); Mexico (n=504); India (n=502)

**MOST IMPORTANT SOURCES**



Q1. If you/your child/a young person you know were considering studying in another country, which of the following sources would you consider to be the most important to inform your/their decision of where to study?  
 Base: Total (n=1,006); Mexico (n=504); India (n=502)

Nearly six in ten (59%) respondents selected some form of online media (such as websites of colleges and universities abroad, Facebook, Youtube, or Twitter) as being among the most important source to inform their decision of where to study. A similar proportion (57%) selected some other person/Influencer (a person other than a friend or family member) as an important source. This category includes persons with knowledge of educational opportunities in the country of interest (such as an Education Advisor at an embassy/Consulate/High Commission), a teacher or guidance counselor, and those with direct experience of studying abroad. In-person events (such as a ‘Studying Abroad’ information session or Education Fair) were considered important by over one-third (36%) of respondents, while friends or family members were a top source for a quarter (26%) of respondents. Individual media sources such as television (7%), print media (7%) or radio (2%) were less likely to be selected as an important source.

**Top Countries of Interest as an Education Destination**

Regardless of country of origin, the United States emerged as the main country of interest for the majority of respondents, with nearly seven in ten (68%) selecting this within their top three choices of locations to study. The United Kingdom was a top three choice for four in ten (39%) respondents, while Canada was selected as a top three choice by a third of respondents (34%).



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TOTAL	Total	1 <sup>st</sup> choice	2 <sup>nd</sup> choice	3 <sup>rd</sup> choice
United States	68%	39%	16%	12%
United Kingdom	39%	10%	18%	11%
Canada	34%	10%	13%	12%
Australia	29%	8%	10%	11%
Germany	28%	7%	9%	12%
Spain	23%	7%	9%	7%
France	18%	3%	7%	9%
Japan	17%	4%	6%	6%
New Zealand	9%	2%	2%	5%
China	5%	1%	2%	2%
Malaysia	2%	1%	1%	2%
Korea	2%	1%	1%	1%
Other	7%	1%	2%	5%

Q2. If you/your child/a young person you know were considering studying in another country, which country(s) would you consider/do you think they would consider? Not Shown: 'Would never consider/don't know anyone who would consider studying abroad' (6%)  
Base: Total (n=1,006); Mexico (n=504); India (n=502)

### Comparisons of India and Mexico, Overall

After the United States, a considerably higher proportion of respondents in India chose the United Kingdom (54%) and/or Australia (51%) among their top three choices of study destination, while respondents in Mexico were considerably more likely to choose Canada (40%) and countries in Western Europe (including Spain (42%), Germany (32%) and France (26%)).

TOTAL MENTIONS	Total	Mexico	India
United States	68%	61%	74%
United Kingdom	39%	24%	54%
Canada	34%	40%	29%
Australia	29%	7%	51%
Germany	28%	32%	25%
Spain	23%	42%	3%
France	18%	26%	10%
Japan	17%	22%	11%
New Zealand	9%	4%	15%
China	5%	7%	2%
Malaysia	3%	0%	6%
Korea	2%	4%	1%
Other	7%	9%	5%

Q2. If you/your child/a young person you know were considering studying in another country, which country(s) would you consider/do you think they would consider? Not Shown: 'Would never consider/don't know anyone who would consider studying abroad' Total (6%); Mexico (7%); India (4%).  
Base: Total (n=1,006); Mexico (n=504); India (n=502)

### Focus on India

Among respondents in India, the United States emerged as a top choice of education destination. Perhaps due to language and cultural affinity, English-speaking countries were among the top choices for those in India, followed by countries in Western Europe including Germany and France. Relatively few respondents considered countries such as China, Malaysia or Korea among their top three choices.

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INDIA	Total	1st choice	2nd choice	3rd choice
United States	74%	48%	16%	10%
United Kingdom	54%	11%	28%	15%
Canada	29%	6%	12%	10%
Australia	51%	14%	18%	20%
Germany	25%	5%	8%	12%
Spain	3%	0%	1%	2%
France	10%	2%	2%	6%
Japan	11%	2%	5%	5%
New Zealand	15%	4%	3%	8%
China	2%	1%	1%	1%
Malaysia	6%	2%	2%	3%
Korea	1%	0%	0%	1%
Other	5%	1%	2%	4%

Q2. If you/your child/a young person you know were considering studying in another country, which country(s) would you consider/do you think they would consider? Not Shown: 'Would never consider/don't know anyone who would consider studying abroad' India (4%).  
Base: India (n=502)

### Focus on Mexico

Respondents in Mexico tended to select countries with whom a linguistic affinity could be expected to exist (such as Spain), or by geographical proximity (such as Canada and the United States). This is apparent even in the preference among this audience for Western countries such as Germany, France and the United Kingdom over Eastern countries, such as Japan, China, and Korea. Both Australia and New Zealand were chosen by comparatively few respondents (7% and 4%, respectively), despite being English-speaking countries with a culture not unlike that of the United Kingdom in terms of its political heritage. Note also that unlike respondents in India, no respondents in Mexico chose Malaysia as a country they would consider as an education destination.

MEXICO	Total	1st choice	2nd choice	3rd choice
United States	61%	31%	16%	14%
Spain	42%	14%	17%	11%
Canada	40%	13%	13%	13%
Germany	32%	9%	9%	13%
France	26%	31%	9%	11%
United Kingdom	24%	8%	9%	7%
Japan	22%	6%	7%	8%
China	7%	1%	3%	3%
Australia	7%	2%	2%	3%
New Zealand	4%	1%	1%	2%
Korea	4%	2%	1%	1%
Other	9%	2%	2%	6%
Malaysia	0%	0%	0%	0%

Q2. If you/your child/a young person you know were considering studying in another country, which country(s) would you consider/do you think they would consider? Not Shown: 'Would never consider/don't know anyone who would consider studying abroad' Mexico (7%).  
Base: Mexico (n=504)

### Comparisons of India and Mexico, By Audience

The overall pattern of preference was generally similar across audiences, with the United States, the United Kingdom, and Canada as commonly preferred destinations for consideration by students, parents and influencers in each market.

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TOTAL MENTIONS	TOTAL			MEXICO			INDIA		
	Student	Parent	Influencer	Student	Parent	Influencer	Student	Parent	Influencer
Base: All Respondents (unwtd)	251	290	167	153	114	74	98	176	93
<b>United States</b>	<b>66%</b>	<b>70%</b>	<b>71%</b>	<b>61%</b>	<b>65%</b>	<b>66%</b>	<b>73%</b>	<b>75%</b>	<b>75%</b>
Canada	32%	32%	39%	35%	43%	43%	29%	23%	36%
Spain	31%	18%	21%	52%	38%	47%	6%	3%	2%
<b>United Kingdom</b>	30%	49%	49%	18%	32%	33%	44%	63%	61%
Germany	29%	25%	28%	36%	28%	31%	21%	23%	27%
Australia	24%	36%	32%	5%	9%	6%	46%	58%	52%
France	24%	14%	18%	30%	20%	29%	16%	9%	9%
Japan	22%	16%	17%	23%	26%	28%	20%	8%	9%
New Zealand	8%	10%	10%	5%	3%	4%	12%	15%	14%
Korea	5%	2%	2%	7%	3%	4%	2%	1%	0%
China	5%	2%	4%	6%	3%	6%	3%	2%	2%
Malaysia	3%	3%	6%	0%	0%	0%	6%	6%	10%
Other	10%	6%	2%	14%	8%	4%	7%	5%	1%
<b>Would never consider studying abroad</b>	<b>4%</b>	<b>5%</b>	<b>1%</b>	<b>3%</b>	<b>8%</b>	<b>0%</b>	<b>4%</b>	<b>3%</b>	<b>1%</b>

Q2. If you/your child/a young person you know were considering studying in another country, which country(s) would you consider/do you think they would consider?

Overall, parents and Influencers were more likely to choose the United Kingdom as a country for consideration (49% respectively), compared to students (30%). Parents were also significantly more likely to consider Australia as an education destination (36%), than students (24%). By contrast, nearly one in three (31%) students overall selected Spain as a destination to consider for future study, compared to around one in five parents (18%) or influencers (21%). While fewer would consider it as a potential study destination overall, France was more likely to be considered by one in four students (24%), compared to only one in seven parents (14%).

## Qualitative Feedback

While differences emerged across markets with regard to participants' interest in studying in Canada, several commonalities can nevertheless be identified:

- The U.S. and UK were seen as being the standard for quality of education in almost all markets, while participants were less familiar with what Canada had to offer in this regard. Participants in Brazil and Mexico stated that they knew little about Australia and New Zealand, thereby limiting their ability to compare Canada to either of these countries.

*"In the US you have Harvard, Stanford, etc., but in Canada we don't know, I don't know which are recognized universities." (Mexico)*

*"People know about a lot of institutes and universities of US and UK but not of Canada. It is not very famous." (India)*

*"I think the UK is the leader in quality of education due to its high standard of evaluating and marking students' work." (Vietnam, Graduate, Report)*

*"I think a US or UK degree is like an international degree, I feel like I can find a job anywhere with it." (Vietnam, Graduate, Report)*



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- At times, participants were very specific when discussing which programs were the best in which country. For example, participants in India considered a Masters in Management (MIM) to be very good in Canada (ranked 4<sup>th</sup>), while Law and MS in International Business were perceived as being better in the U.S.
- Canada was viewed as being more affordable than the U.S. or UK in many markets, in some instances because of currency depreciation;
- The quality of life in Canada was viewed as high across markets.
- Job opportunities in Canada were also viewed as being better than either the U.S. or the UK.
- Canada was generally viewed as being a less difficult country in terms of obtaining visas and for immigration in most markets, according to participants, those in Morocco being the notable exception.

## Chapter 3: Key Strengths/Weaknesses of Canada as a Study Destination

Commonalities emerged across markets in terms of what participants perceived to be the key strengths and weaknesses of Canada as a destination for study:

### Strengths

- **High quality of life, safety and security:** Participants in all markets and across all audiences considered this to be one of Canada’s strengths.

*“I feel more reassured when my child is staying in a peaceful place” (Vietnam, Parent, Report)*

- **Favourable immigration policies/ease of obtaining visa/ease of immigration, and being welcoming towards foreigners:** Participants in most markets considered this to be a strength.

*“It seems like Canada wants you there.” (Brazil)*

- **Availability of scholarships:** The abundance of financial support mechanisms offered to encourage students and support students was mentioned as a strength by participants across markets.

*“There are many scholarships I can find in Canada, which is great!” (Vietnam)*

Strengths						
	India	Vietnam	China	Morocco	Brazil	Mexico
<b>Safety/high quality of life/ethical</b>						
Social climate (lack of racism); peaceful; safe; high quality of life						
Ethical						
Respect for others						
<b>Welcoming/Accepting immigrants/Ease of integration</b>						
Favourable immigration policies/ease of obtaining visa/ease of integration						
Accepting/welcoming foreigners and immigrants						
Diplomacy between the two countries						
Ease of integration						
Large community of origin						
Ease of finding food from home, presence of specialized restaurants						
<b>Cultural Diversity</b>						
Cultural diversity						
(Opportunity to learn) two languages						
<b>Good/accessible education programs</b>						
High quality of education and good reputation of universities						
Strong science and engineering programs						
Affordable language and professional development courses						
Easier to gain admission, compared to U.S.						
<b>Affordable/scholarships/good job placement opportunities</b>						
Good job placement programs/opportunities						
Affordable currency/ cost of living/good value					Some	
Can work and live at the same time, due to large community						
Policies supporting students, such as scholarships						
<b>Practical considerations</b>						

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Strengths						
	India	Vietnam	China	Morocco	Brazil	Mexico
Closeness to home country						
Same time zone – ease of communication						
Good transportation system						
<b>Other</b>						
Good natural environment; nature						
Opportunities for leisure						
Good social programs						

## Weaknesses

- **Harsh climate:** Mentioned in all markets, the perception of Canada as having a harsh and icy climate is pervasive.

*“It’s cold and damp all the time. Besides playing with snow, what else can I do?” (Vietnam,)*

- **One weakness mentioned in several other markets included lack of information about Canada.**

*“I rarely hear or see any ads or seminars about studying abroad in Canada” (Vietnam)*

Weaknesses						
	India	Vietnam	China	Morocco	Brazil	Mexico
<b>Climate</b>						
Harsh climate; cold for too long						
Lack of fresh fruit						
<b>Education</b>						
Fewer renowned universities, compared to US and UK						
Fewer renowned specialty courses/degree programs						
Length of program						
<b>Bureaucracy/regulations</b>						
Hard to travel to other countries (apart from U.S.)						
Amount of bureaucracy required to study						
Strict regulations (university and country)						
<b>Other</b>						
Distance						
High cost of living						
Lack of information/ communication about Canada						
Lack of known companies or multinationals						
Too many Brazilians – no opportunity to practice skills						
Racism in some cities						
Boring – lack of nightlife						

## Summary of Feedback

In evaluating the effectiveness of the headlines and the creative concepts, both the reasons for studying abroad and the factors to consider when thinking of doing so played a role in participants' reactions. While certain commonalities were found across markets and audiences, differences also emerged, based on the extent to which themes presented in the materials reflected or related to participants' expectations and aspirations of studying abroad.

There are different factors that initially incite interest in studying abroad and others that drive students to study in a particular country. Each of these different motivators for studying abroad are important in understanding students' and parents' reactions to the images and concepts. Generally speaking, there are two types of motivators, both of which are reflected across a variety of topics addressed in the discussions: those that attract participants to consider studying abroad, and those that encourage them to look outside their home country, such as environment, experience, and opportunities not available at home. Motivators that encourage study abroad are particularly important as they help differentiate Canada as a market for study-abroad experiences, and may be glimpsed in participants' preference for images which are different from their home country (such as those featuring landscapes) and the lack of appeal of images of those which "could be anywhere" or reminded them of home (such as that of the walkway).

While these factors are important, the predominant consideration among participants across markets was that of obtaining value for money and a return on the investment extending well beyond the time spent in the program of study. Consequently, other considerations included:

- **Post-study job placements, career opportunities and immigration:** Even among participants who did not plan on remaining permanently in the country in which they were studying (such as those in India and Brazil), many still envisioned acquiring some work experience in that country as a way of enhancing their opportunities. For participants in Vietnam and China, however, possibilities of immigration were even given greater weight.
- **Safety and security/Familiarity/Attitude of tolerance:** For participants in Vietnam, China, and Mexico, the safety and security of both the campus and the country in general emerged as important considerations, particularly among parents. While not directly related to safety, familiarity was also viewed as providing a degree of comfort that was valued among some participants, such as those in India. Participants in China also mentioned the importance of a friendly attitude towards the Chinese.
- **Cultural and social life, including travel:** For many participants, the cultural and social life of the target country was also a key consideration. The importance of this consideration was also evident in the justifications offered for preferring images reflecting elements of social life (such as those depicting interactions with peers) and cultural experiences (such as natural landscapes, travel, and adventure) which emerged in both the imagery and the Concept testing segments of the discussions.
- **Quality of the institution:** While related to the ranking of the institution, this consideration also included features such as equipment and opportunities for gaining practical experience.
- **Ranking and renown of the academic institution/program of study:** The ranking of the

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institution was deemed to be a very important factor in several markets, as it was viewed as being closely associated with future job opportunities, as well as the importance of obtaining professional recognition. The renown of specific degree programs within institutions was also considered to be important, particularly among graduates who were interested in working with specific professors. However, the renown of an institution was often weighed in relation to the cost of studying at a particular institution.



## Chapter 4: Overall Reactions to Imagery Presented

In reviewing responses to the imagery presented, it should be noted that while some were common to all groups, others were only shown in certain markets. It is therefore important to consider the elements and themes that appeal to specific markets and audiences.

Despite some differences in the images presented, certain commonalities in what participants deemed to be the most appealing images can be identified. The reasons for the appeal of particular images and their elements fall into several broad, overlapping categories:

- **Ability to Relate and Aspiration:** Images containing elements that were related to participants' own experiences (such as their academic background or experience); what they hoped to experience (such as forming friendships and seeing different places); what they hoped to accomplish; and how they saw themselves in the future (such as professional success).
- **Distinctiveness:** Surroundings that evoked another culture or country than one's own held greater appeal than those that, in the participants' words, could be "anywhere" and were "nothing special" (such as the image of the walkway). Consequently, images that were considered distinctive and that were well-received were those of natural landscapes.
- **Social aspects:** Images of groups, either in social or professional settings, appealed to participants across markets to a much greater extent than images of solitary individuals.
- **Leisure and enjoyment:** Images of natural landscapes were particularly appealing, as they were associated with freedom, interest in travel, and suggesting opportunities for activities outside of the classroom.

### Most appealing images

The most universally appealing image was that of two persons atop a hill (Figure 1 – Image 13). For many participants, this image held connotations of freedom, and touched on the themes of relaxation, and specifically a sense of the opportunities for leisure. Some participants also associated this image with achievement or accomplishment. The justifications offered for the appeal of this image are consistent with the importance accorded to life outside the classroom as a factor in selecting a country for studying abroad, in particular, the possibilities for travel.



Figure 1 – Image 13

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Another important element of this image is of the depiction of mild temperatures, especially as some participants in all markets were deterred from study in Canada due to their perception of Canada's climate as harsh.

*"Something to explore travelling." (India)*

*"When studying abroad, besides study, students can also travel and explore new things. [It] suggests more independence and relaxation after school." (Vietnam)*

*"Unlike China, there are fewer people and a good natural environment." (China)*

*"The scenery is so beautiful." (China)*

*"It would be very interesting to do the same that these guys are doing, being able to explore there." (Mexico)*

This image (Figure 2) appealed to participants in several markets, who found that it held connotations of friendship and sharing. For others, it evoked memories of their time in exchange programs. The element of social interaction emerged as particularly important when contrasted with the lack of appeal found in the images of solitary individuals, particularly those in a work setting. Terms evoked by this image related to friendship, diversity, and enjoyment.



Figure 2 – Image 9

*"Because it speaks to me about getting to know different cultures, different countries and different types of people." (Mexico)*

*"I identify with this - it reminds me of my past exchange programs." (Brazil)*

*"There are people from different countries, there is joy, there is knowledge." (Mexico)*

*"I feel like it is easy for me to get along with friends from different nations, hence, I won't feel either alone or isolated during my study." (Vietnam)*

For similar reasons to those given for the appeal of Figure 2, the image of students dressed in graduation robes (Figure 3) also appealed to participants in several markets for its connotations of friendship, as well as of accomplishment, success, and pride.





Figure 3 – Image 21

*“Those schoolmates have studied together and have made many good friends.” (China)*

Despite its depiction of solitary work, which was generally disliked in images of other environments, this image (Figure 4) appealed to participants in several markets, who perceived it as connoting sustainability, technology, aspiration, and achievement, as well as representing an environment that was different from their own experience.

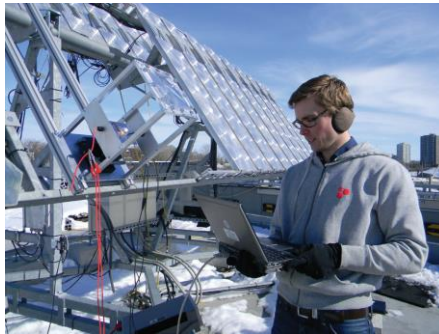


Figure 4 – Image 12

*“I want to be like that guy and do something important with my computer.” (Brazil)*

*“Something new that I haven’t seen here.” (Mexico)*

### Differences across markets

Differences were also found between and within different markets in terms of both the images preferred as well as the justifications for their selection. It should be noted that some of these images were only shown in certain markets.

#### *Mexico*

Parents and undergraduates in Mexico preferred images relating to enjoyment of experiences, such as depicted in Figure 5 (below) as well as the opportunity for experiences not available in Mexico (such as Figure 6). While graduates indicated a preference for Figure 7, this opinion often related to the type of work being done:



Figure 5 – Image 13

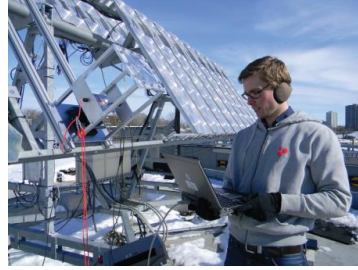


Figure 6 – Image 12

*“They can learn things we don’t have here.” (Mexico)*

*“They are using sustainable energy” (Mexico)*

### *Morocco*

Images of achievement and religious tolerance appealed the most to participants in this market. For example, the image of the graduation ceremony appealed to participants (Figure 7), with the terms such as “success”, “dream”, “pride”, “aim”, and “honour” mentioned in association with the image. These participants also found the image of two women walking to be appealing (Figure 8), as it was perceived to be conveying a sense of tolerance and openness. Images featuring groups of individuals in both work and social settings were also favorably received, and they elicited positive references to friendship and teamwork.



Figure 7 – Image 21



Figure 8 – Image 44

### *India*

In this market, preference was shown to images reflecting opportunities for practical experience. For example, the image depicting individuals working together (Figure 9) elicited comments that the university “promoted practical knowledge”, while the image showing two men in a lab (Figure 10) was interpreted as one-on-one instruction by a professor.

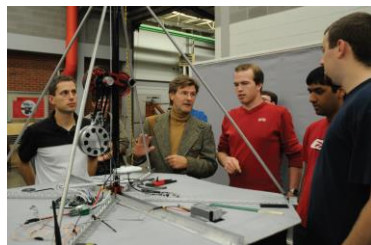


Figure 9 – Image 26



Figure 10 – Image 1

Similarly, images depicting team sports (Figure 11) suggested that the university also offered opportunities for extra-curricular activities. These images also elicited a positive response relating to the diversity of the group's members.



Figure 11 – Image 38

Participants in India sometimes referred to the quality of the institution being conveyed by the images, such as the graduation robes shown in Figure 12 being interpreted as the institution was well-established. The importance accorded to the physical characteristics are consistent with the concern in this particular market about post-secondary institutions being considered “shams”.

As with participants in Morocco, the image of the graduation ceremony (Figure 12) also appealed to graduate participants in India, for whom the images evoked a sense of “achievement” and “pride”.



Figure 12 – Image 36

*“It is about completing your studies, achieving something.” (India)*

*“It will not always be about studies; it [is] also about co-curricular activities.” (India)*

### *Vietnam*

Similar to India, images featuring the ability of the institution to offer practical experience were also appealing to participants in Vietnam, particularly among the graduates and undergraduates. Popular images of teamwork included those depicting instructors working with students, as well as collaborative group activity, as shown below:

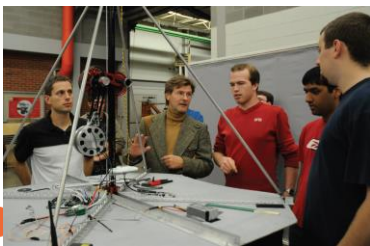


Figure 13 – Image 26

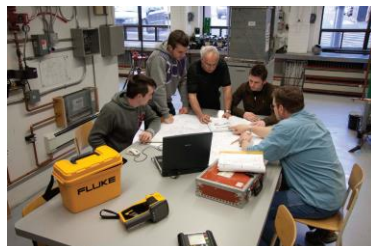


Figure 14 – Image 10



Figure 15 – Image 49



Figure 16 – Image 1

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*“Students have opportunity to apply theory in practical context – theory in combination with real practice, this would really help in future practice.” (Vietnam)*

*He’s very enthusiastic and dedicated in conveying his knowledge to the students there is no distance between them.” (Vietnam).*

As in India, images depicting leisure activities in groups and depicting life outside of school were also particularly popular among undergraduates in Vietnam.



Figure 17 – Image 4



Figure 18 – Image 2

*“Besides study, playing and exploring new things with friends is important.” (Vietnam)*

### China

Both undergraduates and graduates in this market found the images of landscapes and social activities to be the most appealing. The images evoked references to relaxation and happiness, and extra-curricular life. These participants also spent considerable time comparing what the images suggested about education in Canada with that in China, such as teachers working with students (Figure 19) and student discussions about the course (Figure 20).

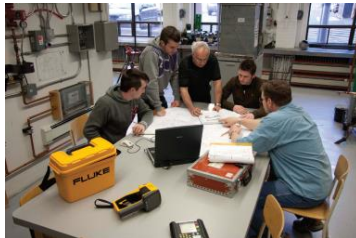


Figure 19 – Image 10



Figure 20 – Image 2

*“Classmates are friendly with each other. They have good discussions about the course.” (China)*

*“Students can both enjoy studying and leisure time.” (China)*

Lastly, graduates in China found the image of the family (Figure 21) appealing, as it evoked terms such as “happy”, “relaxing” and “warm”, as did parents in Vietnam. This opinion differed considerably from that of participants from India, who did not find it appealing, as they considered it to be “irrelevant” to education.

*“It seems that students can join a local family and connect with the foreign culture.” (China)*

*“It makes me feel like I am back home.” (China)*





Figure 21 – Image 11

## Least Appealing Images

### Commonalities in least appealing images

As with the most appealing images, some commonalities were also found among markets in terms of what was deemed less appealing images. The reasons for disliking certain images fall into several broad categories:

- **Ability to Relate:** Images with features that were considered to be unrelated to either participants' experiences and aspirations, or to what they expected to experience, generally held little appeal for participants.
- **Indistinctness:** Surroundings that were not considered to be specific enough to Canada, but rather that could be anywhere (such as the image of the walkway) were also disliked by many participants, and evoked responses of boredom.
- **Isolation:** Images of solitary individuals in work or study settings were almost universally disliked, evoking emotions of stress and boredom; for some participants, they evoked some unpleasant memories of studying or working in particular environments.
- **Irrelevance to education:** In some markets, participants disliked images that appeared to be "irrelevant" to education, such as those that resembled images from a tourist brochure.

In addition, idiosyncratic differences were observed in certain markets such as India, where images featuring solitary male workers were disliked for the objects featured in the image, rather than the nature of the work being performed.

### Image-Specific Feedback

The image of the rocket (Figure 22) was disliked by participants in several markets, for reasons relating to its perceived lack of relatability and indistinctiveness. Specifically, participants in some groups were uncertain of the nature of the object, while others felt that it was unrelated to what they were likely to experience. In addition, some participants also found this image unappealing due to its perceived connotations of war.



Figure 22 – Image 5

*« Je ne veux plus rien entendre ni voir quelque chose en relation avec la guerre, j'en ai assez. »  
(Morocco)*

*“The rocket is not my thing; it is like NASA stuff.” (Mexico)*

*“It looks like a space ship, a drone.” (Brazil)*

Reasons related to indistinctness were also cited by participants in several markets who expressed the view that the image of the walkway (Figure 23) was too similar to what they might find in their own country (“could be here”) and therefore not distinctive. Other reasons for its lack of appeal include its evocation of stress, boredom and emptiness.



Figure 23 – Image 8

*“Looks like an airport, it doesn’t tell me anything.” (Mexico)*

*“We have similar scenes in China, nothing special to me.” (China)*

Isolation was among the reasons cited among participants in several markets who found the image of a young woman working alone to be unappealing (Figure 24); for many, it evoked feelings of stress, difficulty, and boredom. A lack of relatability was also among the reasons cited for this lack of appeal, as participants could not see themselves doing this type of work.



Figure 24 – Image 27

*« On travaille tous, mais cette fille paraît trop sérieuse, elle ne sourit même pas. » (Morocco)*

*“I do not identify with this: overly busy, focused people.” (Brazil)*

*“It reminds me of a girl looking at those mitochondria in a biology lab at school, which I hated” (Brazil).*

For similar reasons to those given for Figure 24 above, the image of a young woman studying alone in the library (Figure 25) also elicited negative reactions and reference to stress and boredom in some markets. The terms elicited in reaction to this image were similar to those of Figure 24, even though the environment presented in the two images (one of a lab, one of a library) is different:



Figure 25 – Image 29

*“I don't identify with this because I don't like to study on my own.” (Brazil)*

*“It is a bit boring and feels like the place is full of pressure” (India)*

Images of solitary work in a laboratory (Figure 26) was also found to be unappealing. The image was viewed as being “too technical, serious, and irrelevant”, as well being dangerous, lonely and scary among participants in China.



Figure 26 – Image 35

*“The man has to put on a special coat to protect himself, looks too dangerous.” (China)*



By contrast, however, undergraduates in India found (Figure 27) appealing as it conveyed a sense of the quality of the institution, while graduates disliked it due to the type of work it appeared to be depicting.



Figure 27 – Image 39

## Differences across markets

### India

Participants in this market differed somewhat from those in other markets in terms of the images they disliked, and the reasons for which they did so. For example, unlike participants in China, those in India disliked the image of a family (Figure 28), deeming it irrelevant to education; the same reason was given for not finding the image of a man in a lab (Figure 29) appealing, as well as considering it to be “very serious” and “too technology-skewed”.



Figure 28 – Image 11



Figure 29 – Image 35

*“Family picture, nothing to do with education. Not relevant.” (India)*

*“It’s about the working of scientists. It is about NASA and astronaut[s].” (India)*

Unlike the reasons given for images of solitary work (such as those featuring the lab and the library), the justification for disliking Figure 30 related more to the technology featured in the setting rather than the fact that the person was working alone; specifically, participants expressed the view that the computer did not seem to be on, and that computers were very common in India.

## Education Brand Refresh



Figure 30 – Image 39

*“Computer is common. Every college has computers; it isn’t very appealing” (India)*

A final difference found in this market relates to images of landscapes. While such images were generally considered appealing, participants in India disliked the image of rocks in the ocean (Figure 31) which they associated with loneliness and isolation.



Figure 31 – Image 22

### *Vietnam*

As in other markets, participants in Vietnam disliked images depicting solitary study or activities, such as the man outdoors with the campus in the background (Image 32) as well as that of the man working in the evening alone (Figure 33) and the man indoors with headphones looking at the screen (Image 34). Some participants viewed this environment as pressure-filled, but others perceived it to be normal. The graduate students felt that the image portrayed in Figure 33 evoked feelings of stress associated with working alone, while undergraduates also disliked images of lecture halls, people working in a lab (“boring”) and the image of the football game (Figure 35), citing antagonism and competitiveness that they perceived as extending to academic life. Similar to participants in Mexico and India, participants in Vietnam also disliked images that were not sufficiently differentiated from their own context.



Figure 32 – Image 47

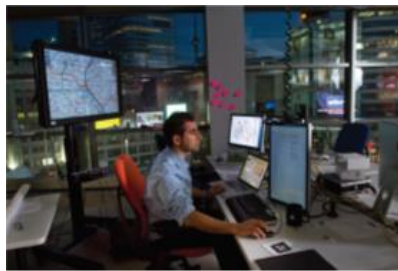


Figure 33 – Image 6



Figure 34 – Image 46

## Education Brand Refresh



Figure 35 – Image 41

*“Large space but only one person is studying, boring, lonely, isolated, I don’t know what inspires him to study.” (Vietnam)*

*“It makes me feel like it is lonely and boring to study abroad, would be difficult to blend in.” (Vietnam)*

*“It is boring to study alone, I go abroad not just to study but to explore new things and make new friends. This image could be taken in Vietnam ....” (Vietnam)*

Finally, despite the general appeal of landscapes in other images, graduates in this market found the image of the CN Tower (Figure 36) unappealing, evoking terms such as “boring”, “soulless”, “unexciting”, and “irrelevant”, as it was perceived as being reminiscent of a typical scene in a tourism brochure.



Figure 36 – Image 15

### *Mexico*

Similar to the justification given by participants in Vietnam for their dislike of the image of the CN Tower (Figure 36), participants in Mexico particularly disliked the image of two people sitting on a bench near a Canadian flag (Figure 37), deeming it “boring”, “dull”, and “uninteresting”. This image was viewed as one that could have been taken anywhere, and it was thought to convey nothing about Canada.



Figure 37 – Image 31

*“They could be sitting anywhere.” (Mexico)*

## Education Brand Refresh

In contrast to participants in Vietnam, however, the image of the CN Tower (Figure 38) did appeal to participants in Mexico, who felt that it clearly depicted Canada; terms such as “interesting”, “developed”, and “iconic” were terms associated with this image.



Figure 38 – Image 15

*“It’s a nice city, with the sea (sic) it looks like a big city so it would be nice to explore it.” (Mexico)*

### Morocco

Similar to those in other markets, participants in Morocco disliked certain images relating to work, as they perceived these images to be depicting work in a technical and overly-serious field (as in Images Figure 39 and Figure 40 below).



Figure 39 – Image 1

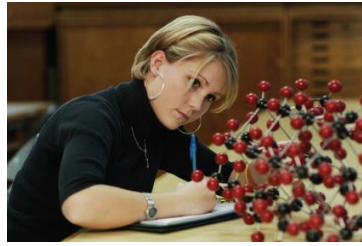


Figure 40 – Image 27

Unlike participants in other markets, those in Morocco considered images of groups such as those in Images Figure 41 and Figure 42 to be discriminatory, as only men were shown.

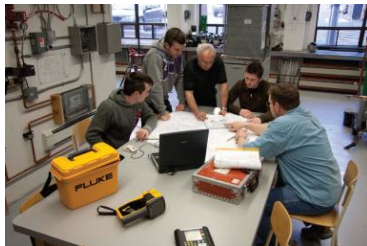


Figure 41 – Image 10

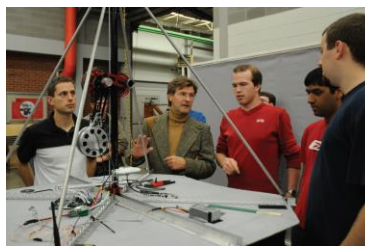


Figure 42 – Image 26

*« Ces hommes avec leurs casques et leurs machines, paraissent travailler sur des sujets compliqués. »  
(Morocco)*

*« Cet image ne reflète pas le Canada qui est un pays d’égalité de sexe, j’y étais et je ne retrouve pas dans ce pays cette illustration de discrimination. » (Morocco)*

Similar to participants in Vietnam, they also disliked the image of football, which held connotations of violence for them.



Figure 43 – Image 41

### *Brazil*

Similar to participants in other markets, participants in Brazil found images depicting work in lab-like settings generally unappealing. For example, Figure 44 and Figure 45 were perceived as depicting unexciting and stressful work; however, unlike participants in India and Vietnam, but similar to those in Morocco, those in Brazil also found Figure 46 unappealing. Overall, all three of these images evoked stressful, boring work, and participants expressed the view that they did not identify either with them or the type of work being done.



Figure 44 – Image 7



Figure 45 – Image 1



Figure 46 – Image 30

*“I don't see myself working with product research.” (Brazil)*

*“I have absolutely no desire to be locked in a lab performing experiments.” (Brazil)*

## Chapter 5: Creative Concept Testing

The broad themes that emerged in the analysis of reactions to the imagery presented can also be applied to the reactions to the Concepts. For example, positive reactions to elements of the Concepts were elicited to the extent that they reflected participants' aspirations and relatability, while negative reactions could be traced to the absence of such elements. As with the imagery presented, differences emerged both across markets and between audiences in those markets, who therefore also differed in terms of which Concept they preferred.

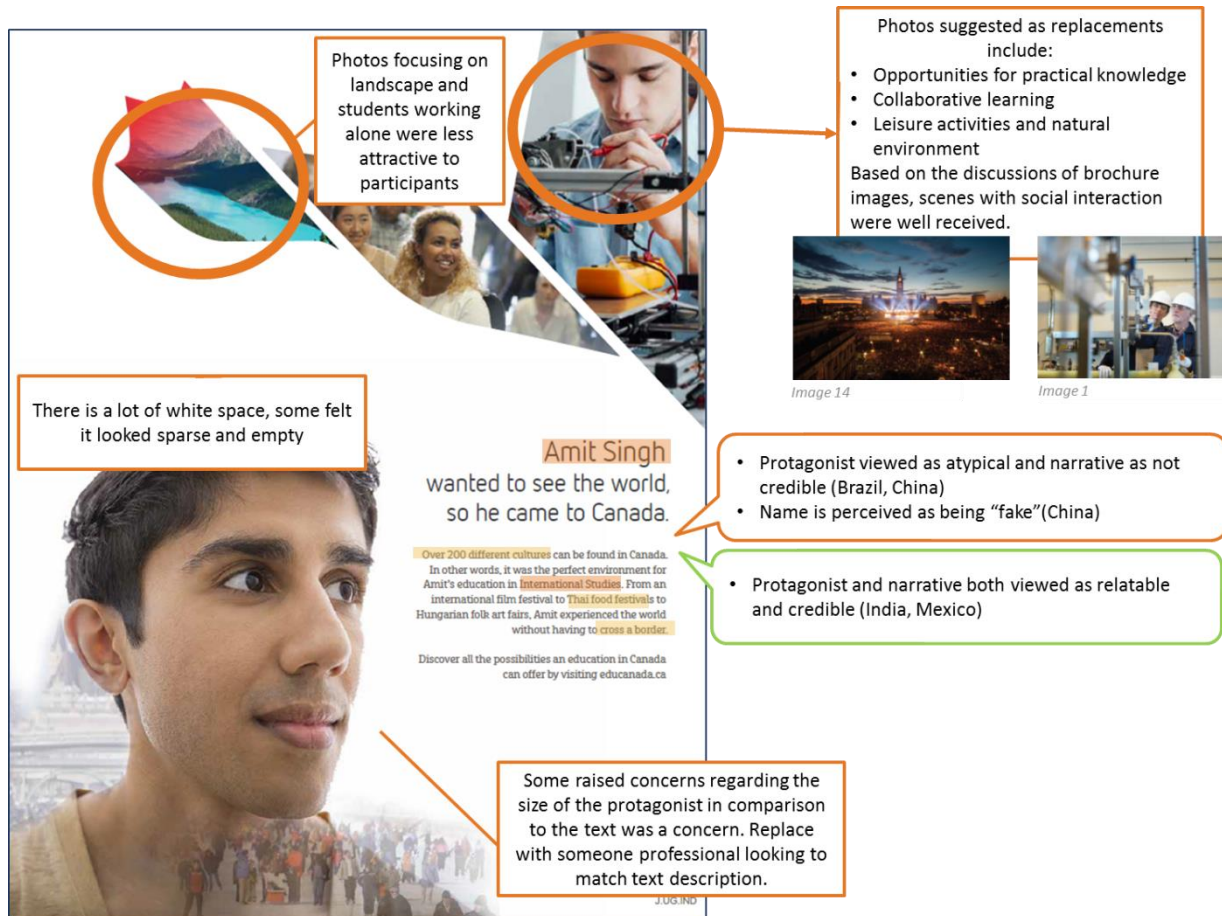
Country	Audience	Preferred Concept
China	Parent	<b>PROOF</b>
	Undergraduate	<b>PROOF</b>
	Graduate	<b>PROOF</b>
India	Undergraduate	<b>PROOF</b>
	Graduate	<b>JOURNEY</b>
Vietnam	Parent	<b>PROOF</b>
	Undergraduate	<b>JOURNEY</b>
	Graduate	<b>JOURNEY</b>
Brazil	Undergraduate	<b>PROOF</b>
	Graduate	<b>PROOF</b>
Mexico	Parent	<b>JOURNEY</b>
	Undergraduate	<b>NEITHER PREFERRED, BUT PROOF VIEWED AS HAVING GREATER OPPORTUNITY FOR IMPROVEMENT</b>
	Graduate	<b>PROOF</b>
Morocco	Undergraduate	<b>PROOF</b>
	Graduate	<b>PROOF</b>



## Reactions to the Journey Concept

The Journey Concept depicted a protagonist from the local culture and a story illustrating their experience of studying abroad. For graduate students the story emphasized advanced degrees and employment opportunities, while the undergraduate concept emphasized exposure to cultures from around the world. Below we have used the Journey Concept visual elements presented to participants of the groups in India to illustrate the feedback received across markets.

Figure 47 – Overall Reactions to the Journey Concept



### Summary of reactions to the Journey Concept

The effectiveness of the narrative format, in terms of it being perceived as credible and relatable, varied somewhat by market and by audience. For example, the pursuit of a PhD was viewed as being too distant and ambitious for certain audiences, notably parents in Mexico, who suggested that the story could be more credible if the protagonist had stayed only until they obtained their Master's degree. By contrast, some felt that the Journey concept conveyed an idea of progress and success, evoking emotions of pride, and that it elicited a greater call to action.

This Concept was less well-received by undergraduates, for whom the claim of 200 cultures was viewed as difficult to believe in several markets; in general, any sort of quantification was seen as an invitation

to verify the number, even in markets where this statement was viewed as intriguing, in that participants' curiosity was sufficiently piqued to go to the website.

Some participants across audiences and markets also took issue with the protagonists, such as viewing their names as "too perfect" (Morocco) or "too fake" (China). Others perceived an incongruity between the protagonist's appearance and their professional or academic status (such as having dyed hair, carrying a notebook, being too old or too young, etc.). Participants in India were a notable exception.

*"This is not a typical Brazilian profile; it does not evoke Brazil." (Brazil)*

*"Dyed hair, ear piercing – That image doesn't match a PhD!" (Vietnam)*

*"His name is obviously fake. The overly common Chinese family name and first name make me think that he is not a real person, but a model." (China)*

Finally, many undergraduates felt that the narrative was limited to someone in International Relations, thus limiting their ability to relate to it.

*"What if I study a different major rather than International Studies? Will I have a good outcome?" (Vietnam)*

Graduates in several markets found the story of establishing a company as a result of having studied in Canada to not be credible, and expressed the view that other factors (such as one's family having money) were necessary to do so.

*"That he set up his own company just because [of] having studied in Canada is not convincing." (China)*

*"I mean, it says that for her it was good, that she has her own company, but it may be because of her, what if it is not good for me?" (Mexico)*

*« Qui nous dit que ce n'est pas l'entreprise de son père, qu'il a hérité. » (Morocco).*

*« Ce n'est pas du tout crédible, on essaie de nous amadouer avec ce personnage. » (Morocco).*

*"It might be that her father gave her the money to open her business in Canada." (Brazil)*

However, this was not a universal reaction, as graduates in Vietnam did view the narrative as highly credible:

*"Its message is clear and specific. Seeing the result after graduation makes me feel that it is reliable." (Vietnam)*

In terms of how the Concept might be improved, both undergraduates and graduates in Brazil felt that the Concept needed to have a singular focus. Participants found that the concept confused Canada as a tourist destination compared to Canada's merits as a destination for education. Similarly, participants in certain markets felt that this Concept was too focused on leisure or "tourism-centric" with its mention of the variety of cuisines, and that as a result, its focus was not clear.



The negative reaction to these aspects of the Concept is somewhat at odds with the appeal of the imagery which participants thought emphasized life outside of the class, as well as the importance of extracurricular life as a consideration in studying abroad. However, it is consistent with the importance participants ascribed to the relevance of these aspects.

*« Il n’y a pas beaucoup d’informations sur les études, on sent que c’est plus une stratégie marketing qu’une incitation aux études. » (Morocco)*

*“They have to talk about the course, not about gastronomy. It doesn't make much sense, I found it rather silly. It sounds like they want to 'lure us with food'.” (Brazil)*

Finally, several complaints about layout, the relatively large size of the protagonists’ head compared to the size of the text, and amount of white space were also voiced.

*“Normally the biggest image is the important one and here is Gaby, what about Canada?” (Mexico)*

## Parents

### Mexico

Although a degree of aspiration can be gleaned from participants’ reactions to this Concept in Mexico, as they described their emotions of pride in their children’s achievement and concern about helping them, these participants nevertheless felt that the narrative in this Concept presented a scenario that was both too ambitious and very costly to pursue.

*“There is a certain point up to which it is in your hands to give them the opportunity, but up to a PhD? That’s up to them!” (Mexico)*

They also did not find the depiction of the protagonist to be credible, as they expected someone at this level to be more professional-looking.

*“She is supposed to be a PhD with a notebook?... She looks pretty young to me.” (Mexico)*

### Vietnam

Parents in Vietnam also perceived the Journey Concept as having aspirational elements, with its allusions to higher education, and its suggestion that it is possible to get a good job in Vietnam. However, reactions were mixed in relation to the protagonist returning to Vietnam after completing their studies, with many parents viewing a return to Vietnam after graduation as less appealing.

*“There’s no way a person with a PhD will be back home after graduation.” (Vietnam)*

### China

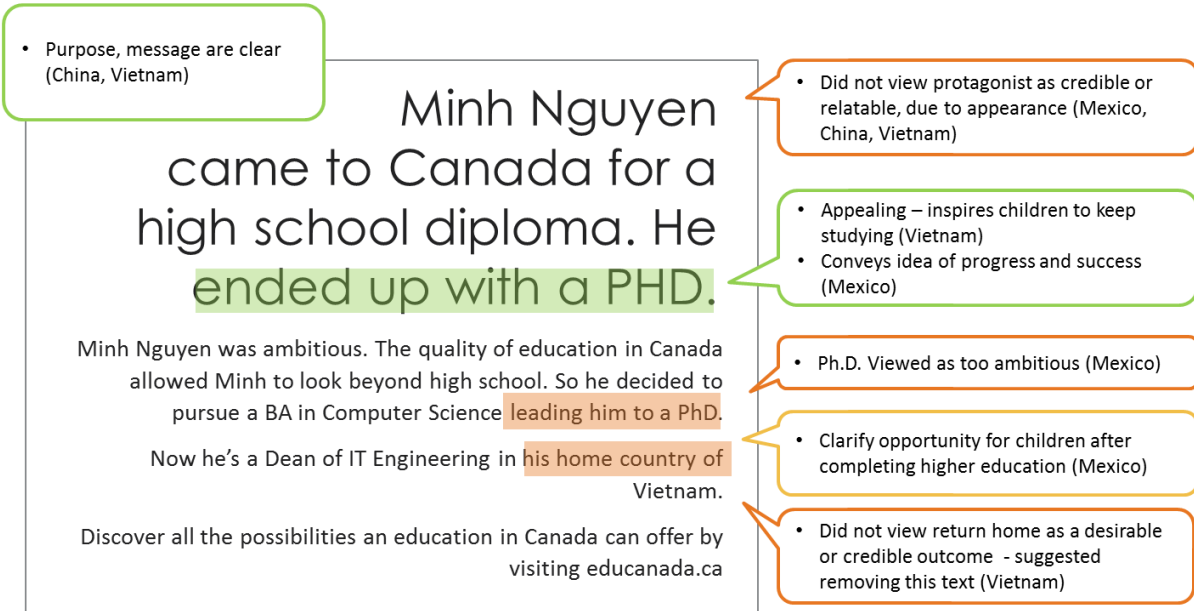
Similar to those in Vietnam, Parents in China also did not find the protagonist to be relatable, but for reasons relating to the personal characteristics of the protagonist rather than the narrative. While they did find certain elements appealing, such as the environment depicting students of various countries studying, and the fact that the narrative mentions engineering, this Concept neither resonated with participants nor inspired them to seek further information.

*“The man looks old, not like a student. He is a model from an agency.” (China)*

*“He looks old after he finally obtained his PHD degree, seems he is tired.” (China)*

*“Nothing special about studying in Canada. Beijing parents have more information sources. This ad should target 2<sup>nd</sup> or 3<sup>rd</sup> tier city parents.” (China)*

Figure 48 – Summary of Parents Reactions to Journey Concept text



## Undergraduates

A wide range of initial reactions was found across different markets for this concept. While participants in India, Vietnam and China remarked positively on its elements of multiculturalism and diversity, participants in most audiences had negative reactions to the way it was presented, mostly in relation to the perceived irrelevance of cuisine to education, and their inability to identifying with the protagonist. Some of these reactions are therefore consistent with the broad themes that emerged in their assessments of the imagery and in the justifications for liking or disliking the imagery.

Participants in several markets did not identify with the protagonist in the narrative, with some in Morocco, Vietnam, and Brazil expressing the view that it seemed to be limited to someone studying International Relations, and those in China not deeming the protagonist to be credible. Similarly, participants in Mexico did not relate to the protagonist’s experience, and felt that the text should emphasize Canada more:

*“They don’t have to tell me about Gaby Hernandez, I don’t know her, why I should trust her?” (Mexico)*

By contrast, however, the image of Amit Singh, in India, was found to be credible and realistic. Participants in India also found the photos of the lab appealing, as it suggested practical knowledge.

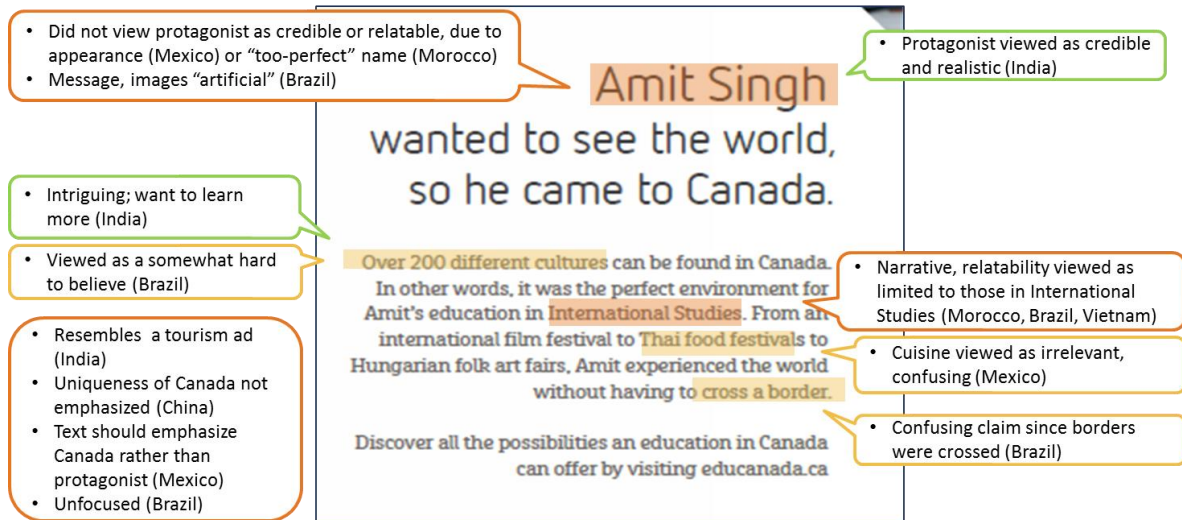
Participants in India, Brazil, and Morocco did not perceive the copy and images to be “in sync” and felt that it should either concentrate on tourism or on education, but not both.

*“It is a tourism ad like that of Incredible India. They are coming up with Incredible Canada.” (India)*

By contrast, however, undergraduates in Vietnam did find elements of the Concept appealing, specifically in the opportunities for exposure to a society that values social integration and multiculturalism.

*“Knowing loads of friends from different cultures will make my university life more exciting.” (Vietnam,)*

Figure 49 – Undergraduate reactions to Journey Concept text



## Graduates

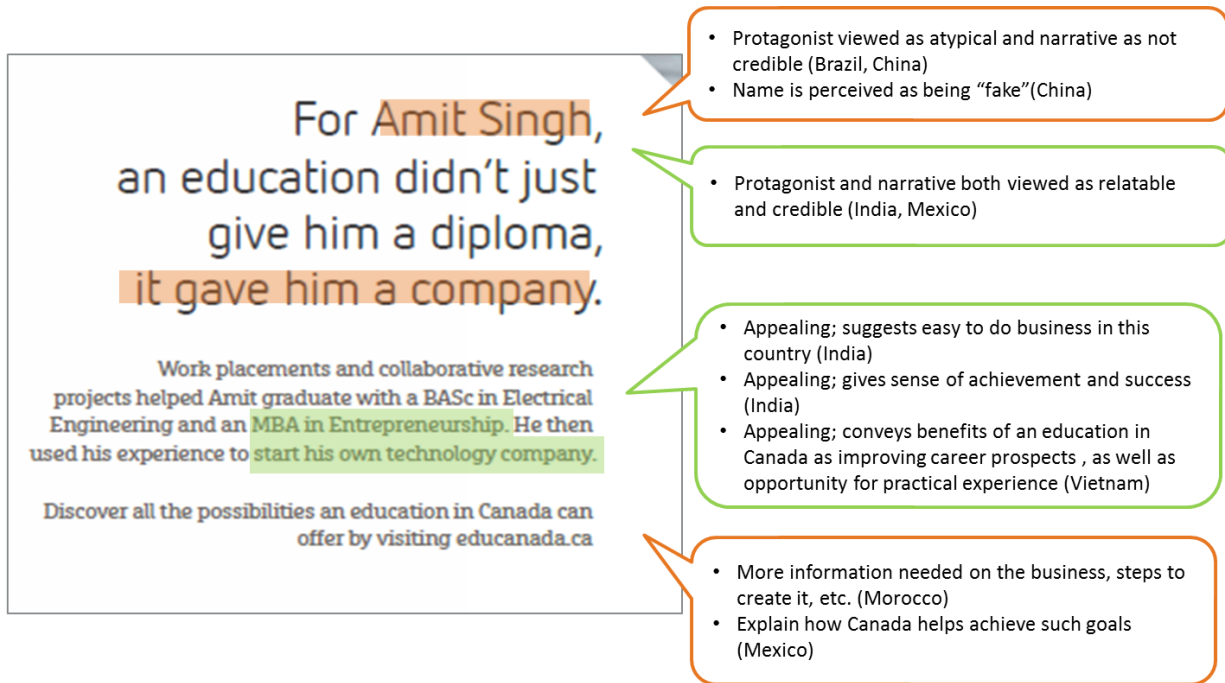
Similar to undergraduates, reactions were mixed across markets for this message, with participants in Brazil, China, and Morocco expressing the view of the narrative of the protagonist as atypical and therefore not convincing.

In addition, participants in Morocco in particular disagreed with the notion that creating a business signified success, and thought that there should be information on how the business was doing, how many people were employed, etc. Those in other markets observed an absence of details on the path to entrepreneurship.

By contrast, participants in India had a positive response to the Concept, deeming it welcoming and compelling, as well as consistent with their own aspirations; they also found the protagonist in this Concept extremely relatable and the narrative credible. Similarly, graduates in Mexico found the protagonist to be credible, and found that the Concept conveyed both the quality of education and the opportunities available to them after graduation.

However, while participants in some markets such as Vietnam, did not find the protagonist depicted in the Concept to be entirely convincing, particularly in relation to his appearance, they still expressed the view that the Concept was highly relevant, and that it reflected their aspirations for a better life.

Figure 50 – Graduate reactions to Journey Concept text



## Suggested improvements to the Journey Concept

### Text

- Several improvements to the text were suggested by participants in various markets. Among undergraduates in Vietnam and Brazil, for example, these included broadening the protagonist's field of study to be less specific than International Studies. undergraduates and graduates in Brazil also felt that the Concept should have one focus, either that of the academic course or of Canada, as well as clarifying the sentence regarding crossing borders, which was deemed unclear in its current form. Those in China felt that more information on education in Canada should be added, as well as more "convincing" success stories.
- Parents in various markets offered specific suggestions regarding the narrative, including revising the narrative so that the protagonist stayed to obtain their Master's degree rather than the PhD, while those in China felt that more information about life in Canada and about the institution should be included.
- Similarly, undergraduates and graduates in Mexico recommended describing the range of non-academic aspects that studying in Canada offers (e.g., social environment, sports, culture, etc.).

### Images

Participants in various markets suggested replacing the image of the protagonist with one that appeared to be more “professional”. Several images from the review of the imagery were also suggested by participants, reflecting the importance of themes in specific markets and among specific audiences. Each of the following images appealed to participants in each market, and particularly those in Vietnam and China.

Figure 51 – Image suggestions to improve the Journey Concept

#### Practical knowledge and collaborative work



Image 1

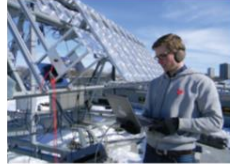


Image 12



Image 40



Image 7

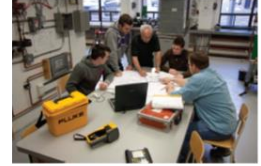


Image 10

#### Leisure and Nature associated with Canada



Image 13



Image 33



Image 17



Image 14

#### Graduation



Image 21

#### Other suggestions included:

A range of images of Canada, such as the natural environment, food, and the educational system (suggested in particular by parents in China).

### Layout

Participants in several markets mentioned that images could be clearer, and the layout improved by reducing white spaces. Participants in Brazil and Mexico felt that the protagonist was disproportionately large, and among participants in Brazil, to not be looking at anything.



## Reactions to the Proof Concept

As with the Journey Concept, the broad themes that emerged in the analysis of the imagery can also be applied to participants' reactions to the Proof Concepts.

### Summary of reactions to the Proof Concept

The Proof Concept was preferred to that of Journey among both undergraduates and graduates in Mexico, for reasons relating to its relatability as well as its aspirations; specifically, it was viewed as focusing on what Canadian educational institutions could provide rather than a narrative to which they could relate less, as they felt that the outcome of the narrative in the Journey Concept may not be the result of studying in Canada. The Proof Concept's distinguishing elements (such as Nobel Prize-winning professors) appealed to participants across markets (an in particular, those in Mexico).

*"I liked where it says that it's a good education with very good teachers." (Mexico)*

Figure 52 – Overall reactions to Proof Concept

**Photos suggested as replacements include:**

- Work environments
- Success and achievement
- Extra-curricular life
- Leisure, sociability and student life

Based on the discussions of brochure images, scenes with social interaction were well received.

**Wording tone "Arrogant" or hard to believe**

There is a lot of white space, some felt it looked sparse and empty, more pictures and less text

**Image 9**  
**Image 20**  
**Image 10**  
**Image 21**

**EduCanada**  
A world of possibilities  
Un monde de possibilités

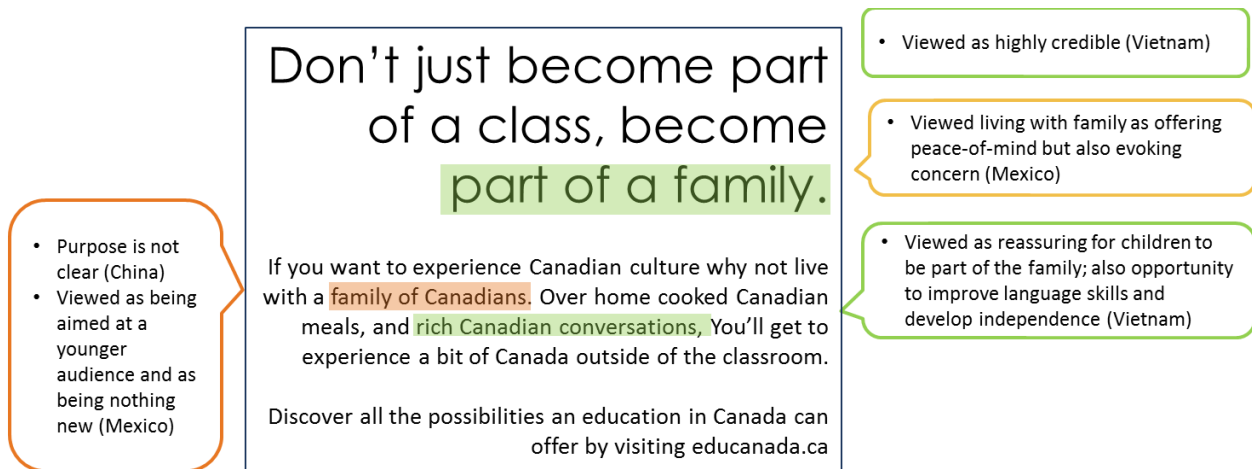
In other markets, however, participants expressed the view that the tone of the Proof Concept was “arrogant”, and questioned the claim that Canadian education is among the best in the world. Indeed, participants across several markets generally expressed a strong dislike for certain numbers cited in the text (such as the “18,000 reasons”), viewing them as unsubstantiated and hard to believe. However, this was far from a universal reaction, as undergraduates in Brazil did not dispute this statement, nor that of “130 innovative institutions”. Parents in Vietnam were also divided on which Concept they preferred, with some preferring the Proof Concept for showing something new, while others perceived the mention of a PhD to be more interesting.

## Parents

Parents in several markets (particularly Mexico) perceived the message in this Concept to be directed more towards parents of younger children who were willing to go on an exchange, and found that the Concept did not offer anything different from what was stereotypically known about Canada. However, the message did evoke peace-of-mind in that their children would be taken care of by a family. Parents in China also perceived the key message to relate to the integration of their children into a family, but felt that it was unclear whether the purpose of the message related to study or leisure. By contrast, parents in Vietnam related to this concept, feeling reassured by the message of being part of the family. The opportunity for their children to improve their English-language skills also appealed to them, and the text in the Concept was well-received.

*“Feel secure – Like having my child stay with relatives!” (Vietnam)*

Figure 53 – Parents reactions to Proof Concept text



## Undergraduates

Participants were divided in terms of their reactions to the Concept, in particular its claims. It appealed instantly to participants in India, who were intrigued by the number of colleges, and found it to be

intriguing to the point of their wanting to know more about education in Canada. Participants in Brazil also found the Concept very engaging and inclusive, and that it was relevant to them.

*“With so many courses, there will certainly be one to match my profile”. (Brazil)*

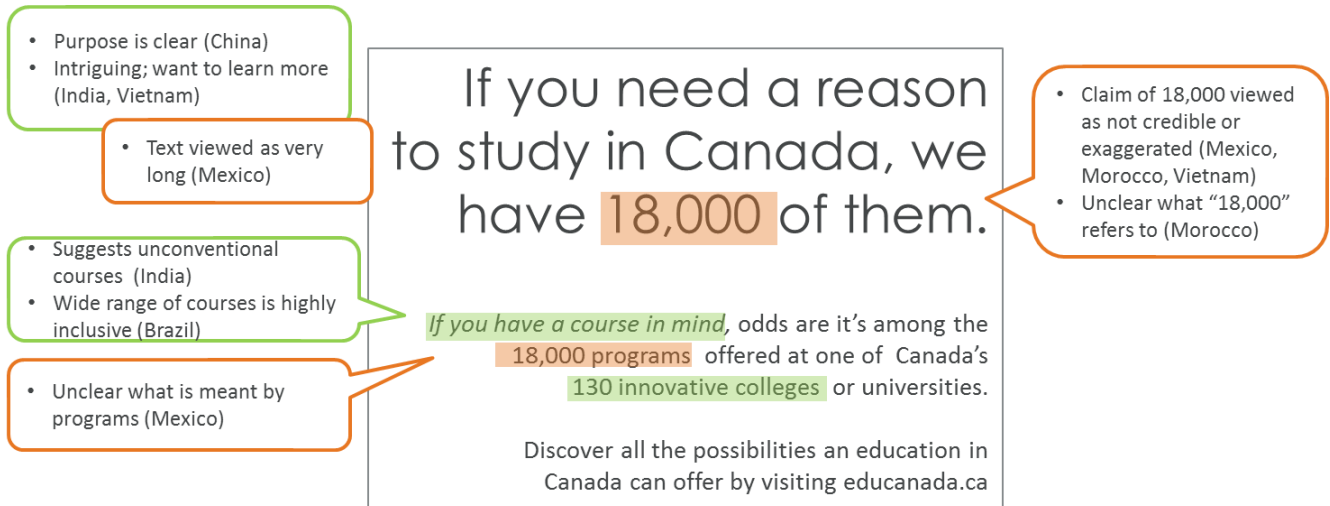
*“18,000 reasons are so much – I’m impressed and curious. Definitely will click the link to find out” (Vietnam)*

Participants in China, Vietnam, and Morocco also found the Concept somewhat interesting, and that it piqued their curiosity; however, some in Vietnam found the claim of “18,000 reasons” to be lacking in credibility. The initial reaction of participants in Mexico was even more negative, as in addition to finding aspects of the text to not be credible (*“I feel that 18,000 is too exaggerated”*), other aspects were not clear (*“What do they mean by programs?”*). Similarly, confusion arose among participants in Morocco, to whom it was unclear to what the reference to “18,000 reasons” referred:

*« S’il y’a 18 000 programmes, vais-je tous les suivre ? non, donc il y’en 18 000 raisons au Canada, mais qu’une seule pour moi qui correspond à ce que je recherche » (Morocco)*

*“Is it a bit too much to say 18,000? Quite ‘commercial’ to me.” (Vietnam)*

Figure 54 – Undergraduate reactions to Proof Concept text



## Graduates

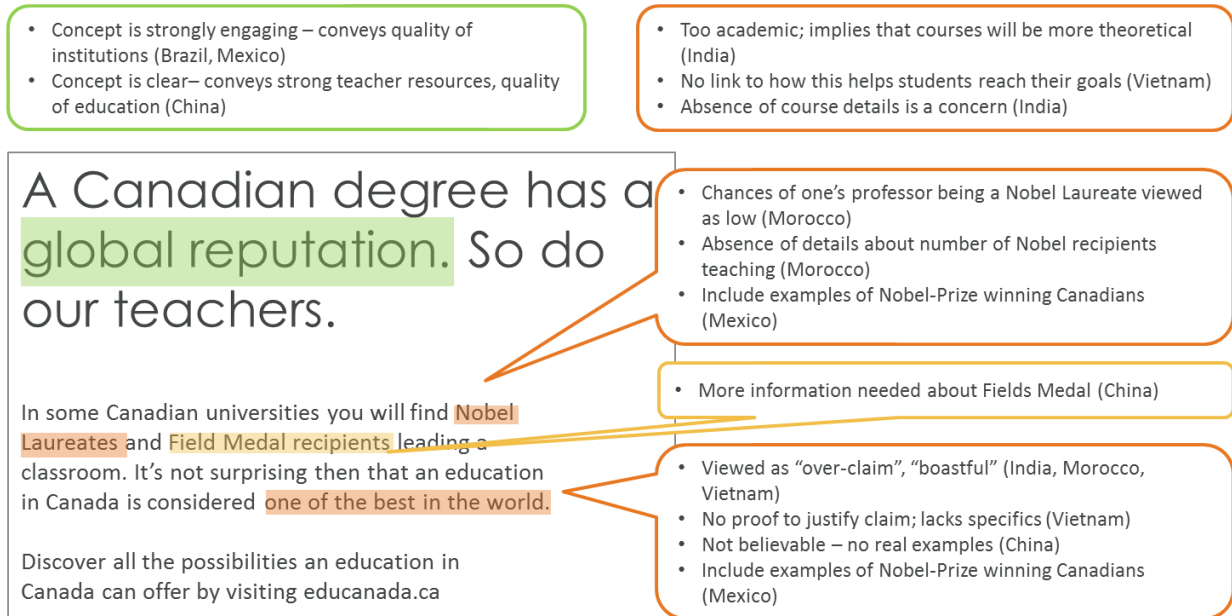
Reactions to this Concept were mixed with this audience. Those in China and Brazil felt that it spoke to the quality of the institutions, and those in Mexico felt that it established trust based on the formality of the Concept, and that it resonated with their aspirations of studying abroad:

*“It is a school where you are not going to have fun and learn nothing, you are going to study with the best teacher in the world!” (Mexico, Graduate, Report)*



By contrast, participants in Vietnam, India and Morocco found the wording to be “boastful”. Furthermore, those in India, China, and Vietnam did not find it to be credible, while those in Morocco viewed the examples of Nobel Laureates as being an exception rather than the criteria for selecting an institution. Similarly, participants in India felt that there were not enough details regarding the claim, and that the emphasis implied that the education would be more theoretical than practical.

Figure 55 – Graduate reactions to Proof Concept text



## Suggestions for improvements to the Proof Concept

### Text

As with the Journey Concept, several improvements to the text were suggested by participants in various markets. Among graduates in Vietnam, this included specifying the benefits of having a qualified pool of lecturers, clarifying the reasons why Canada should be viewed as being among the best in the world, and speaking to the opportunities that were likely to be available after graduation.

The improvements suggested by participants in Mexico included revising the narrative so that the protagonist stayed to obtain their Master’s degree rather than a PhD, while both undergraduates and graduates in this market recommended describing the range of non-academic aspects that studying in Canada offered (social environment, sports, culture). Similarly, undergraduates in China felt that information about travelling and the living environment should be added.

Other improvements suggested across markets included changing the narrative to be more credible and less boastful by emphasizing the benefits of programs to meet all needs, rather than stating that there were 18,000 programs. Many participants suggested providing more details to support the claims, such as providing more “real-life” examples of success in Canada. Providing the names of Nobel Laureates in Canada was also suggested, as was listing top-ranking universities in Canada.

### Images

As with the improvements suggested for the Journey Concept, the justification for adding specific images often mirrored those given for the appeal of the images preferred in the imagery review. Each of the following images appealed to participants in each market. Image 3 and Image 10 were particularly appealing to participants in Vietnam.

Figure 56 – Images suggested to improve the Proof Concept

#### Work environments



Image 3

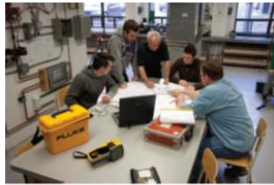


Image 10

#### Student life



Image 29



Image 24

#### Leisure, Distinctiveness and Sociability



Image 33



Image 14



Image 13



Image 4

#### Success and achievement



Image 21



Image 9

#### Other suggestions include:

- Parents in Mexico suggested adding images showing what Canada has to offer in terms of education, landscape, and overall experience, while parents in Vietnam felt that the context of the Canadian family should be shown.
- Images specific to Canada

### Layout

The suggestions offered by participants in Mexico included adding more pictures and reducing the amount of text (which they had deemed too long, causing them to lose interest).

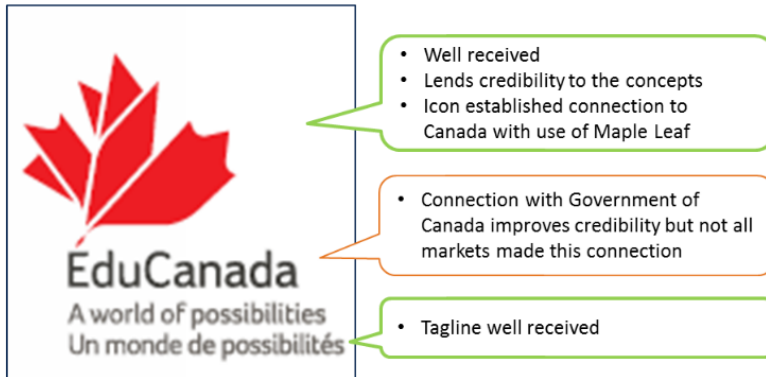
### Logo and Tagline

In general, the EduCanada logo was well received, and viewed as credible in various markets (particularly Vietnam). The icon was viewed as helping to establish the connection to Canada, specifically with its inclusion of the maple leaf. Across some markets (Brazil, Mexico), identifying the sponsor of the initiative as the Government of Canada was viewed as enhancing its credibility. With the exception of participants in China, however, few associated the logo with the government of Canada. For example, participants in

## Education Brand Refresh

Mexico were unsure whether EduCanada was a government entity or private agency and participants in Brazil believed that it was an exchange agency. The tagline was generally viewed as appealing.

Figure 57 – Comments regarding the Logo and Tagline



## Chapter 6: Summary and Recommendations

### Suggestions from individual markets

A wide variety of suggestions emerged when participants were asked what EduCanada could do to raise awareness of Canada as a possible foreign study destination. Many of these were consistent with the factors deemed important in individual markets and audiences in choosing a study destination, in particular the affordability of Canada and the perception of studying abroad as a long-term investment, as well as participants’ reactions to the imagery and the Concepts.

	India	Vietnam	China	Morocco	Brazil	Mexico
<b>Greater financial aid</b>						
More financial aid						
Provide (more) scholarships						
Create rent subsidies						
Offer internships or research for three months as part of package						
<b>More information</b>						
Raise awareness with more information on course details, placement rate, testimonials from a few universities						
Information on work placement, working conditions						
Information on scholarships						
Communicate benefits of studying in Canada						
<b>More interaction with foreign universities/students</b>						
Have more exchange programs with Chinese universities (professors and students to enhance mutual understanding)						
Organize joint programs for Chinese students to go to Canada in their senior years of study						
Organize summer camp programs for students/parents to experience Canada						
Set up language learning programs prior to beginning studies						
Provide opportunities for exchange and to promote Canada’s multiculturalism						
<b>Greater visibility abroad</b>						
Offer foreign seminars						
Greater presence in student events, possibly in school to orient students						
Greater presence on social media and media outlets to provide more information						
<b>Easier access for immigration</b>						
Improve access – immigration procedures are easier than those for students						
Better communication of visas and support for international students						
Being able to stay after studying						
<b>More information on life in Canada</b>						
Information on extra-curricular activities, such as sports						
Promote tourism – Canada is viewed as difficult to access						
Emphasize safety and security of Canada						
Promote living standards in Canada, including social safety net						
<b>Improve believability and credibility</b>						
Refer to Government of Canada to improve believability and credibility						

## Recommendations for Improvements

Several general recommendations can be made:

### *Concepts*

- The Proof Concept tended to have wider appeal across most audiences and markets; it invited less criticism than the Journey Concepts, which led participants to evaluate the credibility and relatability both in terms of its narrative, and in terms of the characteristics of the protagonist.
- The Proof Concept was also viewed in certain markets, such as Brazil, as providing an objective justification for studying abroad, in terms of the quality of education and the diversity of academic fields, and in doing so, conferring an educational advantage.
- As such, the Proof Concept also lends itself more easily to revision and improvements suggested by participants, which tended to focus on substantiating the claims regarding the number of programs available, and in providing further details regarding the Nobel Laureates and Field Medallists at Canadian universities. This would assist in supporting the credibility of the claims.
- Particular attention should be given to the purpose of the concept and its message, in terms of the audience for whom it is intended. Participants felt that there was a lack of inclusion or direction for how the Proof Concept might apply to their situation; therefore, a stronger connection should be made to its applicability for international students.
- The Journey Concept was less preferred by most markets due to its lack of credibility. Most did not believe the protagonist was a real student. It is suggested that the visual elements and text copy reflect a more approachable, familiar tone that may have been taken from a students' perspective.
- For both concepts, including more images and visual elements that include social and unique situations would grab their attention.
- Most participants felt that the tagline and the logo were clear, but few associated this initiative with the Government of Canada. Clarifying this relationship was widely viewed as improving the credibility of the message.

### *Imagery*

- The images deemed to have the broadest appeal across markets were those with connotations of aspiration for the experience of studying abroad. However, individual markets differed in terms of the degree to which these elements were important to them. For example, participants in India and Vietnam accorded particular weight to opportunities for practical experience.
- Focus on images that include people and social situation, landscapes while interesting garnered more interest with people in them. Students were looking for collaborative work experiences as well as indicators of success for study abroad opportunities.
- Relatability was another key element, the participants preferred images that they could imagine being a part of or participating in similar activities.

### *Communications*

- Greater interaction between Canada and one's own country was also suggested by some markets, such as China.

