Collaborative Boarding Project Report
“In order to be effective, strategy should involve intuitive glimpses of possibility”

_Henry Mintzberg_

The year is 2020.

Your school is part of a highly sought-after group of Canadian schools that have earned the SEAL of excellence. SEAL Canada boarding schools are in high demand both internationally, and here at home.

Canada is now ranked among the most desirable boarding school destinations for families the world over. Canadians themselves now believe that a boarding program offers unique opportunities for growth and academic excellence. Even among those great students who don’t have the means, SEAL Canada boarding schools are known for their generous financial assistance programs making this unique educational experience accessible to all deserving Canadians.

Imagine what your school will feel like with all of your beds filled. Overflowing with mission-appropriate students you’ve created the ideal 21st century atmosphere filled with spirit and vitality in which your students can experience the world at their doorstep.

You now have the financial stability to keep delivering the innovative programs that have earned you a reputation as an undisputed leader in progressive and relevant education for today's students.

And it’s because in the year 2010, an investment was made in a project that would see Canada’s finest boarding schools work together to chart a new course. No one could predict just where that path would lead, but everyone believed that much more could be accomplished by working together than standing alone.
This report has been prepared by the Steering Committee of SEAL Canada’s Collaborative Boarding Project

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Paul Hickey Board Vice-Chair, Lakefield College School
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Paul Kitchen Head of School, Rothesay Netherwood School
Guy McLean Head of School, Appleby College
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Why are we doing this?

For the sake of the future strength of our schools, it is our responsibility to commit to the SEAL Canada Collaborative Boarding Project. Together we can empower the national organization to do what we cannot achieve alone - put Canadian boarding on the map in new markets; significantly enhance the image and profile of the Canadian boarding school experience internationally; and create a more accurate and positive attitude towards boarding among reluctant and largely misinformed Canadians.

The investment of collaborative marketing dollars into strategic positioning campaigns will give SEAL Canada boarding schools the advantage we need in a highly competitive market. Sometimes a market segment must come together as a ‘category’ in order to make the individual brands within the category meaningful. This is what we intend to do - look at Canadian boarding schools as a category to market within Canada and in desired, targeted international markets.

We can work collaboratively to fund research, lobby government, and be the ‘first-in’ in emerging markets. A smart and innovative eMarketing campaign can harness the power of social media and digital platforms to enhance those efforts. Dealing head-on with demographic realities can give us the edge as the ground beneath us shifts. A gutsy and targeted advertising campaign can get to more people with a powerful message than we could do in all the fairs combined. Not to mention, supporting individual schools with actual on-the-ground, experienced personnel would be a natural extension of what SEAL Canada can do.

Together, we can make a difference. After years of talking about collaboration, we have a platform through SEAL Canada to bring our schools together in a meaningful way with the common purpose of enhancing the profile of Canadian boarding internationally, and changing the mindset towards boarding among Canadians.

There is a belief among our schools that this twinned global and domestic perspective can and will support the individual efforts of schools across Canada, many of whom are facing unprecedented challenges. It is also believed that while our business might be competitive, there is no question that generating more of it will be better for all.
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Introduction

What exactly is The Collaborative Boarding Project?

From 2007 to 2009, boarding enrolment among SEAL Canada’s schools dropped by 410 students - a decline of nearly 10% of the country’s overall enrolment. The downward trend continues. Some schools have maintained their enrolments, but the majority have not. A further decline this year of 250 boarders compounds our already significant challenges; to be sure, the playing field has changed and our approach to this part of our operations must change too.

At the Annual General Meeting in October 2009, boarding school Heads and Chairs reviewed and approved a draft proposal recommending that SEAL Canada assume leadership for a collaborative marketing initiative on behalf of its member boarding schools.

It was decided that all SEAL Canada member boarding schools would participate in a two-year Pilot Project known as the SEAL Canada Collaborative Boarding Project. Each school would contribute $5,000 per year to fund this vital project.

Currently, 27 schools from across the country are participating. (*a)

In February 2010, a full-time Director of eMarketing and Research and a part-time Communications Coordinator were appointed. (*b)

To organize the key activities, a Steering Committee and three subcommittees were established to work closely with SEAL Canada staff. (*c)

<table>
<thead>
<tr>
<th>Committee</th>
<th>Mandate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steering</td>
<td>To make recommendations to the membership for their approval.</td>
</tr>
<tr>
<td>Marketing</td>
<td>To determine, create, and communicate the positioning of Canadian boarding schools for international and domestic markets.</td>
</tr>
<tr>
<td>Recruitment</td>
<td>To recommend ‘quick win’ tactics for the Director, eMarketing &amp; Research.</td>
</tr>
<tr>
<td>Communications</td>
<td>To communicate and demonstrate value to the SEAL Canada membership.</td>
</tr>
</tbody>
</table>

Please note: Where an asterisk appears (*), a corresponding document with greater detail or a full report will be located in the Appendices.
The Pilot Project was based on the following Objective, Frame of Reference and Guiding Principles:

**Objective**
To support and empower the efforts of SEAL Canada member boarding schools to attract and recruit mission-appropriate students both internationally and within Canada, by building an internationally and nationally recognized brand, and pursuing partnerships that can both broaden our reach and facilitate student recruiting.

**Frame of Reference**
The Collaborative Boarding Steering Committee’s mandate is ‘to make recommendations to its membership’. It is supported by three subcommittees: Marketing, Recruiting, and Communications. The implementation of recommendations resides with SEAL Canada management and at arms length with its Board.
Guiding Principles

Collaboration
Working together, not in competition but in harmony toward the greater good.

Engagement
Seeking input, participation and inclusion of all member schools.

Respect
For each other and for differing opinions.

Diversity
Reaching out to embrace and celebrate the many parts of our country and the variety of experiences that comprise the boarding offerings Canada boasts.

Transparency
Ensuring that all activities are communicated thoroughly and that information is available readily.

Entrepreneurialism
A spirit of adventure to try new ideas, explore new territory and create a big impact with low impact resources.

Responsibility
Viewing our members as our clients and being mindful of their needs and challenges.

Creativity
Looking for imaginative ways to advance our goals and benefit our member schools.

Sustainability
Creating a strong and permanent initiative.
Introduction continued....

This report provides an update on progress to-date along with an overview of the current Canadian boarding enrolment landscape and its implications for the future. Recommendations for consideration are intended to address current and future challenges facing our member boarding schools.

The report and recommendations will remain in draft form until January 2011, to be revised as necessary for final approval by the SEAL Canada Board of Directors.

The SEAL Canada Collaborative Boarding Project Steering Committee would like to thank everyone who participated in interviews, research, surveys and conversations, all of which contributed tremendously to the comprehensiveness of the analysis and the resulting recommendations.
Context
What we've accomplished so far:

All committees met several times over the past year to fulfill their mandates and make recommendations to the Steering Committee.

Areas of focus were:
+ Research
+ Building Relationships
+ Marketing
+ Recruitment
+ Communications

These activities were strategized to lay the necessary groundwork so that a comprehensive plan could be developed. The following pages outline the objectives and completed activities for each area of focus.
Research

Objectives:

- Gain insight into international and national perceptions of boarding schools in Canada and boarding in general;
- Explore traditional markets that could be strengthened;
- Investigate emerging markets;
- Learn from research of relevant associations.

Activities

- Interviews with all 27 Admissions Directors.(*d)
- Cross-country focus groups with students.(*e)
- The Association of Boarding Schools (TABS) resources examined and summarized.(*f)
- Canadian Association of Public Schools International (CAPS-1) home-stay program reviewed. (*g)
- Secondary Schools Admission Test Board (SSATB) reviewed for relevant marketing and revenue generating activities.(*h)
- Western, British and Australia Boarding Schools Associations studied for comparison purposes and idea generation.(i)
- Our Kids was reviewed to determine marketing activities and avoid duplication. (*j)
Building Relationships

Objectives:
- Establish relevant relationships for collaboration on behalf of membership;
- Pursue outreach opportunities to advocate on behalf of members and provide tangible benefits;
- Lay foundations for future opportunities to promote the objectives of SEAL Canada’s boarding schools.

Activities

+ Initiated the establishment of growing working relationships with TABS, SSATB and International Consultants for Education Fairs (ICEF) for future cooperation and sharing;
+ A discount of $500 for SEAL Canada members was negotiated for all ICEF workshops.(*k)
+ Relationship developed with Department of Foreign Affairs and International Trade (DFAIT) to explore opportunities with the ‘Edu-Canada’ international education recruiting campaign.(*l)
+ Ongoing contact with DFAIT to keep members apprised of market research and promotional activities in international markets.
Marketing

Objectives:
- Research possible positioning options to achieve greater awareness of Canadian boarding;
- Develop future strategy for boarding in Canada;
- Research viable platforms for delivering marketing message;
- Develop ambitious but achievable marketing plan and budget.
- Explore and deploy some marketing mechanisms to begin generating awareness about SEAL Canada boarding schools immediately.

Activities

+ Scan of each member school’s website (27), to audit for ideas and recommendations for improvement to achieve boarding objectives; (*m)

+ Phase 1 website launched, September 2010, (designed as a work-in-progress while strategic positioning efforts continue);

+ Search Engine Optimization project to drive traffic to SEAL Canada website;

+ Pro bono consultation with pollster, political analyst and market researcher, Allan Gregg of Harris-Decima Research, to explore potential lobbying and advocacy options, as well as market research and survey possibilities to increase our objective understanding of consumer perceptions of boarding;

+ Outreach to international organizations including embassies, Chambers of Commerce, Associations, Educational Consultants, and the like, to introduce SEAL Canada. (*n)
Activities

- Introduced SEAL Canada boarding schools to over 250 international agents and organizations at the International Consultants for Education Fairs (ICEF);
- Provided members with access to international agents and relevant organizations through a comprehensive database available exclusively to members via the website;
- SEAL Canada is organizing a recruiting fair in the emerging market of Nigeria on behalf of member schools, (briefing document to be distributed in advance of the fair).

Recruitment

Objectives:
- Respond to immediate need for schools to attract new students;
- Develop and execute tactics that can have shorter-term value to member schools while developing longer-term benefit of establishing relationships and streamlining with overall strategic efforts.
Communications

Objectives:
• Ensure the membership is well-informed and consulted throughout the process;
• Seek input, feedback and maintain an open, two-way channel of communication for best outcome.

Activities

+ Regular communications updating Heads, Chairs and Admissions Directors have been distributed over the past year;
+ Presentation of Collaborative Boarding Project to Admissions Directors Conference, May 2010, along with the ‘Courtyard Cafe’ discussions to elicit feedback and dialogue around key issues facing admissions.
The current landscape

The landscape for Canadian boarding schools is changing and with change comes challenges and opportunities. Some boarding schools are maintaining - even increasing - their enrolments, but the vast majority have experienced either steady declines, or drops in enrolment of crisis proportions. The rosy days of too many kids and not enough beds are behind us. Decades of significant above-inflationary fee increases have made boarding less accessible. The future demographic picture is bleak. Increasing competition for a larger slice of an ever-decreasing pie continues to intensify. This calls for a new approach.

There is a need to be creative in our strategic planning in order to face these upcoming challenges and turn them into opportunities. We need to apply different thinking that works in today’s environment, a new and fresh approach to our marketing efforts and a combined, strategic investment of dollars, time and brainpower to make the future as bright as it can be.
1. Enrolment

SEAL Canada’s boarding schools have submitted their enrolment data to gain insight into the challenges we are currently facing. The aggregated data gives us a clear picture of the national realities.

### Boarding Enrolment Comparison (2007-2010)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WEST</td>
<td>9</td>
<td>1876</td>
<td>1804</td>
<td>1814</td>
<td>1797</td>
<td>1646</td>
<td>-9%</td>
</tr>
<tr>
<td>CENTRAL</td>
<td>14</td>
<td>2295</td>
<td>2249</td>
<td>2168</td>
<td>1993</td>
<td>1917</td>
<td>-15%</td>
</tr>
<tr>
<td>EAST</td>
<td>4</td>
<td>726</td>
<td>761</td>
<td>682</td>
<td>614</td>
<td>591</td>
<td>-22%</td>
</tr>
<tr>
<td>CANADA</td>
<td>27</td>
<td>4897</td>
<td>4814</td>
<td>4664</td>
<td>4404</td>
<td>4154</td>
<td>-14%</td>
</tr>
</tbody>
</table>

### Total Enrolment

+ Over the past three years there have been three successive drops in total SEAL Canada boarding enrolment of 150, 260 and 250 boarders, totaling 660 boarders or 14% of total enrolment.¹

+ The highest number of boarding students ever enrolled in SEAL Canada schools is 4,897. Six schools have maintained their boarding enrolment at their highest ever levels. The remaining 21 schools have downsized by 743, an average decline of 35 boarders per school.

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¹ This year’s drop of 250 boarders comprises a net decline of 148 boarding students (West: -46; Central: -121; East: +19) amongst the 27 SEAL Canada boarding schools; the residual is made up from the loss of former SEAL Canada boarding schools (eg. Sedbergh).
## New Boarding Enrolment 2010/2011

<table>
<thead>
<tr>
<th>Region</th>
<th>Boarding students enrolled</th>
<th>New boarding students enrolled</th>
<th>New boarding students recruited by agents</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEST</td>
<td>1646</td>
<td>682</td>
<td>80</td>
</tr>
<tr>
<td>CENTRAL</td>
<td>1917</td>
<td>904</td>
<td>231</td>
</tr>
<tr>
<td>EAST</td>
<td>591</td>
<td>305</td>
<td>76</td>
</tr>
<tr>
<td>CANADA</td>
<td>4154</td>
<td>1891</td>
<td>387</td>
</tr>
</tbody>
</table>

In 2010/2011:

+ 46% of SEAL Canada boarding schools’ enrolment are new students
+ By region, the proportion of new boarders to total boarding enrolment is:

- West: 41%
- Central: 47%
- East: 52%

+ 20% of SEAL Canada boarding schools’ new students come from fee-paid agents;
+ By region, the proportion of new students from fee-paid agents is:

- West: 12%
- Central: 26%
- East: 25%

+ Five SEAL Canada boarding schools enrolled more than 30 international boarders from agents.
## International: Canadian Enrolment Comparison

The composition of enrolment is:

<table>
<thead>
<tr>
<th>Region</th>
<th>Total Boarding Students Enrolled</th>
<th>Canadian Boarding Students</th>
<th>International Boarding Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEST</td>
<td>1646</td>
<td>1024</td>
<td>622</td>
</tr>
<tr>
<td>CENTRAL</td>
<td>1917</td>
<td>740</td>
<td>1177</td>
</tr>
<tr>
<td>EAST</td>
<td>591</td>
<td>312</td>
<td>279</td>
</tr>
<tr>
<td>CANADA</td>
<td>4154</td>
<td>2076</td>
<td>2078</td>
</tr>
</tbody>
</table>

+ Canadian and international students are now equally represented in SEAL Canada boarding school enrolment.

+ In central Canada, a majority of boarding students are now international.

+ By region, the Canadian:International percentage ratios are as follows:

  West 62:38  
  Central 39:61  
  East 53:47
Financial Assistance

Financial assistance disbursements have risen sharply over the past several years. Today, SEAL Canada boarding school students receive over $14M!

+ Regionally, per student disbursements are:

<table>
<thead>
<tr>
<th>Region</th>
<th>Financial assistance disbursed to boarders enrolled 2010/2011 (including scholarships)</th>
<th>Per student financial assistance disbursements 2010/2011 (including scholarships)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEST</td>
<td>$3,558,945</td>
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<tr>
<td>CENTRAL</td>
<td>$8,843,900</td>
<td>$4540</td>
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<tr>
<td>EAST</td>
<td>$1,832,900</td>
<td>$3119</td>
</tr>
<tr>
<td>CANADA</td>
<td>$14,279,745</td>
<td>$3396</td>
</tr>
</tbody>
</table>

+ Per student financial assistance to boarders ranges from $241 to $9640;

+ Five schools grant in excess of $5000 per boarding student enrolled.
2. Demographics

“The net addition to Canada’s population from natural means will be zero by 2020.”

Canadian Demographer, David Foote

+ The Canadian school-aged population is shrinking.
As the last of the echo boomers (the large cohort of children born to baby boomers between 1980-1994) are currently making their way through their final years of their secondary school education, our schools are feeling the impact. Elementary and secondary school enrolment figures show an overall decline, according to Statistics Canada, with only Ontario, Northwest Territories, Nunavut, and Alberta posting modest gains. All other provinces declined between 1% and over 6% in recent years.

+ Canada’s population continues to age.
For the first time in Canadian history, Statistics Canada projects that by 2021, the number of people aged 65 years or over will surpass the number of children aged 14 or under.

+ Immigration will become the only source of population growth.
By 2030 deaths are expected to outnumber births according to Statistics Canada. From this point on, immigration will be the only growth factor for the Canadian population.

+ Our traditional marketplace is changing.
According to Statistics Canada projections, by 2030, approximately three in ten Canadians will be a member of a visible minority group. The visible minority population will be over-represented in younger age groups: 36% of the population under 15 years of age in 2031 will belong to a visible minority group.

+ The parent psychographic has changed.
Our schools have been used to serving the Boomer parent, a generation raised by silent, post-war parents who have realized unprecedented levels of wealth, success, and worry-free lives. They were apt to send their kids to prestigious boarding schools, and believed that their children’s education was the best way to spend their money. Now that GenXers are parents, we are seeing a shift in the clientele that we serve. These “helicopter parents” are involved in all aspects of their children’s lives, and their expectations only continue to grow.
3. Market Perceptions

Determining the inclination of our target markets (international and Canadian prospective families), is central to understanding the decline in enrolment in Canadian boarding schools and developing a strategic positioning that will combat negative perceptions or generate enthusiasm in place of neutrality.

Admission Directors from our 27 boarding schools were interviewed by the Director of eMarketing & Research to gain their insights into how Canadian boarding is perceived both at home and abroad. (*c)

There is consensus among all schools about the top defining characteristics of Canadian boarding as perceived by international prospective families:

- Canada is a safe destination;
- The Canadian culture and way of life is desirable;
- Canadian schools provide a pathway to a quality university education.

Despite this, according to the majority of Admission Directors, Canadian boarding is also perceived to be second-rate in comparison to the US, UK, and Australian alternatives. Using our strengths, an effective marketing strategy will build on Canada's unique assets to influence that perception and strengthen the country's desirability.

In the domestic market, perceptions about the boarding school experience tend to be less favorable. Admission Directors report that boarding school is perceived by Canadians as:

- A place for bad or problem kids;
- Unaffordable;
- Elite.

Adding to the negative perceptions is the general lack of information about boarding schools and programs; many Admission Directors believe that boarding is a foreign concept to Canadian parents and the benefits are largely unknown.

The Association of Boarding Schools (TABS) has attempted to address these North American negative perceptions about boarding by researching, publishing and promoting a comprehensive study *The Truth About Boarding* (*o*). The report identifies that boarding schools encourage positive personal development, and prepare students better for college and university, and it dispels myths about the boarding experience that can influence negative perceptions.
4. Increased Competition

+ A growing number of independent day schools, particularly in large urban centers, are enrolling an increasing number of students who would otherwise attend boarding schools.

Public schools are increasingly becoming our competitors by offering specialized programs such as Advanced Placement, International Baccalaureate, and specialized art programs to attract students.

+ Public schools are marketing outside of Canada to potential students. Public school boards have the benefit of the Canadian government, who is promoting Canadian education internationally through the Edu-Canada and Imagine Canada brand. The Canadian Association of Public Schools International (CAPS-I) recruited 14,000 students to home-stay programs in Canada in 2009/2010.

+ There is fierce competition from for-profit boarding schools (Bronte College, Columbia College, Bodwell High School), that have large marketing and promotional budgets and low tuition, charging approximately $25,000 per year.

+ Parents are supplementing their children’s public education by enrolling them in extra-help classes and tutoring programs. There are 72 Oxford Learning Centers across Canada, and 80 Sylvan Learning Centers. Additionally, virtual learning opportunities are becoming more popular. The emergence of these supplements threaten boarding schools by allowing parents the opportunity to provide their children with the support they need while keeping them at home.

+ The US, UK and Australia continue to increase their promotional budgets for education and are actively recruiting worldwide. Anecdotal evidence suggests that Canada is perceived in either 3rd or 4th place behind the US, and UK and Australia.

+ Other organizations such as The Association of Boarding Schools (TABS) and Western Boarding Schools Association (WBSA), have formed collaborative groups and are marketing, promoting, and recruiting under these umbrellas.
5. **Absence of International Promotion of Canadian Education**

Beyond this Pilot Project, there is no independent school collaborative effort to promote the benefits of Canadian education internationally.

+ With the collapse of the Canadian Education Centre (CEC) Network in 2009 comes the loss of resources, contacts, and centralized and targeted research in 13 markets spanning cities in Asia, Europe and Mexico. This change is affecting direct recruiting in these markets, as well as e-Marketing efforts; the CEC Network website was a hub of information about studying in Canada and was translated in 15 different languages.

+ The Canadian Association of Independent Schools (CAIS) had previously provided support to Admissions Directors by coordinating fairs in traditional markets (e.g. Bermuda, Bahamas, Barbados, Mexico City). This format was not meeting the current and strategic needs of all of our boarding schools; moreover, with the bulk of the work being driven by volunteers, the fairs were not consistently effective or sustainable.

6. **Effective Marketing Costs Money**

+ We are already spending considerable amounts of money marketing our schools and programs in both international and domestic markets. Some of our schools are spending upwards of $150,000 individually on their marketing and promotional materials and campaigns.

+ Promoting individually takes a big budget to have impact. The University of British Columbia announced this summer an investment of $800,000 in a twinned international and domestic campaign to promote their school in 2011.

+ The development of an innovative and competitive online presence is becoming increasingly expensive. SEAL Canada has been quoted an initial figure of $100,000 to design, develop, and implement a new website for the Collaborative Boarding Project.
Implications For SEAL Canada Boarding Schools
Along with the world 'out there', we have our own unique challenges.

1. **Tougher to maintain standards.**

   + Increasing travel, promotion, and financial assistance costs, combined with significantly diminished fee revenues, are compromising previous levels of funding for other key programs and services in our schools. Maintaining former standards and expectations remains a challenge for a number of SEAL Canada boarding schools.

2. **Schools have different needs.**

   + There is diversity amongst our 27 member schools. In order to accommodate varying needs of member schools, the SEAL Canada Collaborative Boarding Project must offer a range of valuable options to its members.

   + In developing a flexible approach, the SEAL Canada Collaborative Boarding Project, must determine the best method of marketing schools in an equitable manner, while still creating the desired impact.

   + If all SEAL Canada boarding member schools do not remain invested beyond the current pilot project, we face the prospect of the project migrating to a “coalition of the willing”, and the loss of current SEAL Canada administrative support with its associated benefits and economies of scale.

   + Some schools support a limited eMarketing ONLY approach while others seek a considerably more active recruitment role by the SEAL Canada Collaborative Boarding Project.

   + Some schools prefer a focus on Canadian enrolment while other schools feel it is more worthwhile to focus on international enrolment, at least, for the initial stages of the project.
3. **This is a marketing challenge.**

+ There is no doubt that a significant investment in marketing and branding is needed to overcome the challenges ahead. Competing with other countries abroad and changing perceptions of boarding at home are communications challenges that require thorough research, a top-notch positioning strategy, and the means to get the messages out there.

+ The project requires investment in market research to determine branding and marketing priorities that will resonate in individual markets. It’s a big world out there and we have to take a carefully researched, thoughtful, and powerfully creative approach to tackling it.

+ Our research indicates that a significant proportion of the Canadian market has long-standing negative or misguided views about the boarding school experience. That’s a major marketing challenge in which nothing short of ‘re-branding boarding’ is required.
Keys to Success

What SEAL Canada can do for you.

1. **There is strength in numbers.**

   + The group approach under the auspices of a single, national organization gives credibility to individual member schools and strengthens our marketing position. A single, powerful positioning is a much easier message for the consumer to digest than 27 individual messages telling different stories in different ways.

   + Working collaboratively means we can pool resources to get more benefit out of marketing and recruitment which individual schools may not have the resources to achieve on their own. This gives everyone more impact in international and domestic markets.

   + SEAL Canada boarding schools can come together to lobby the federal government for funding; something too expensive to do alone.

   + Other countries, associations, and institutions have branded themselves and as a result, have become visible. They have large budgets and tuition costs are significantly less than SEAL Canada boarding schools. By working in collaboration, SEAL Canada allows our member schools to compete in that world.

2. **Centralized resources and marketing means greater impact.**

   + The SEAL Canada Collaborative Boarding Project can offer a central, one-stop shop for consumers looking at boarding schools. Traffic can be driven from our website to yours to promote our twin messages for domestic and international audiences.

   + SEAL Canada boarding schools can compete with places like Australia, who are using the ‘country’ advantage to sell their schools. SEAL Canada has a unique opportunity to elevate the message from individual schools and promote the country as a desirable place to send one’s children.

   + In national marketing efforts, there is an opportunity to use the SEAL Canada platform as a way to debunk myths about boarding schools and change perceptions among potential Canadian families, again, in support of individual school marketing efforts.

   + SEAL Canada also has a role to play in conducting vital research to ensure our marketing dollars go to the most viable markets with the most powerful message.
3. Collaboration leads to partnerships.

+ SEAL Canada will partner with DFAIT on behalf of individual members, to share resources and participate at the annual National Education Marketing Round Table (NEMR) and the Advisory Committee on International Students and Immigration (ACISI) through Citizen Immigration Canada (CIC).

+ SEAL Canada partners with associations such as ICEF to offer member schools advantages for recruitment workshops and to be a liaison between our schools and other associations.

+ SEAL Canada has initiated the relationship building process with The Association of Boarding Schools (TABS). Focusing specifically on the development of joint projects, SEAL Canada can offer boarding schools the opportunity to work collaboratively with the association that represents 175 schools in North America, who have already completed a considerable amount of research on the truth about boarding in North America.
Our Challenge

We have learned in year one of the two-year Pilot Project that we can potentially have a measurable and significant impact on SEAL Canada boarding schools by developing an aggressive, but realistic strategy that will put students in schools and lay the foundation for a strong future.

For the SEAL Canada Collaborative Boarding Project to achieve its goals, we need full support from the membership, and sufficient funding to make a measurable impact.
Our Recommendation

That the SEAL Canada Collaborative Boarding Project continues beyond the two-year pilot phase, with the support of all member schools, and with a two-tiered approach to membership.

Why this approach and what it will mean for you.

We can increase our market share for boarding both in Canada and internationally and we believe that a strong, national voice is the way to do it. Given the diversity of our member schools, we’ve developed a strategy that takes into account:

(a) The realities of a changing and increasingly competitive external environment;
(b) The issues and concerns of our individual member schools;
(c) The realities of meeting those challenges with sufficient investment to make a real impact.

A funding model must be differentiated so that it provides value to all members as well as bringing in sufficient revenue to be effective.

We’re recommending that beyond the two-year pilot project there will be a two-tiered approach to the SEAL Canada Collaborative Boarding Project for years 2011-2013. It is our hope that all schools will participate for both years and beyond, as warranted by the results of our on-going efforts and our responsible stewardship. This tiered approach will offer a basic membership and premium membership.

The basic membership will focus on traditional international markets and the domestic market, and the premium membership will include that plus a focus on emerging international markets. Furthermore, basic membership will take on an eMarketing role and premium membership will include active recruitment in emerging markets.

Finally, basic membership will cover a small percentage of the significant investment required to develop national and international marketing campaigns. The lion-share of the investment to be made in marketing will be assumed by the premium membership.
Basic Membership

Effective July 1, 2011, it is anticipated that all SEAL Canada Collaborative Boarding Project schools pay into the basic membership for a fee of $4,500.00.

Funding Model for Basic Membership

Basic membership funds will support:

• Salary for Director, eMarketing & Research and portion to Director, Marketing & Recruitment.

• Travel to DFAIT annual National Education Marketing Round Table (NEMR) meetings in Ottawa as well as Citizenship and Immigration Canada (CIC) annual meeting and SEAL Conferences.

• Development of marketing tool-kit for international and domestic campaigns.

• Ongoing eMarketing and advertising.

Source of funds for Basic membership:

• 27 schools x $4,500.00 = $121,000.00
Premium Membership

Effective July 1, 2011, premium members will be required to pay the full 2011/2012 boarding fee that they charge at their individual schools. The premium member fee includes the basic fee within it. A minimum of ten, nationally represented schools will be required to sustain this membership category.

Funding Model for Premium Membership

Premium membership funds will support:

• Salary for Director, Marketing & Recruitment
• Resources for campaign development (outsourced to marketing/design experts)
• Advertising and marketing costs internationally and domestically
• Travel to international and domestic markets for recruitment purposes
• Pilot outsourcing of staff in emerging markets

Source of funds for Premium membership:

• A projection of a minimum of 10 boarding schools with an average boarding fee of $44,500 would provide a net amount of $400,000 ($44,5000 - $4,500 dollar basic fee = 40,000 x 10 = $400,000) for premium membership services.
The Full Menu

Here is the full roster of benefits for SEAL Canada members. The B and P indicate the level of membership required for that benefit: Basic and/or Premium.

The pace and extent to which the following activities can be accomplished between now and 2013 will be dependent, in large measure, upon the number of premium membership participants.

Research

- Research on traditional and domestic markets to be accessed on boarding website by members. B,P
- Research for articles and informative pieces for the boarding website and to be linked to other organizations. B,P
- Detailed research and market analysis reports on 2-3 emerging markets (i.e. Brazil, Vietnam, Russia) to be provided annually. These reports will be based on demographic, economic, competitive, and other statistical or social indicators. P

Networking/Building Relationships

- Presence at the Department of Foreign Affairs (DFAIT) annual National Marketing Roundtable (NEMR) meetings in Ottawa as well as Citizenship and Immigration Canada (CIC) annual meeting to ensure strong relationships are formed that will assist our membership with international recruitment efforts. B,P
- Establish partnerships with organizations such as ICEF, TABS, SSATB, etc. for resource sharing and data access and to be a liaison between such organizations and SEAL Canada boarding school members. B,P
- Establish relationships in emerging markets to ensure “on the ground” networks that will assist with fair organization and promotional activities. P
Marketing

Because marketing requires many steps leading to the final product, listed below is an outline of what will be involved to develop two marketing campaigns - one International and one Canadian. The Basic members will have access to all the thinking and creative strategy, a final creative product they can choose to run or use within the context of their own marketing plans, and inclusion on the website and other online activities.

The Premium members will have all of the above PLUS inclusion on the SEAL Canada campaign executions for both national and international markets that will be implemented and run by SEAL Canada; access to research on emerging markets; and the support of on-the-ground recruiting efforts orchestrated by SEAL Canada.

- SEAL Canada will develop a strategic positioning for Canadian boarding targeted to International markets. “Why Canada?” will provide the platform for a branding campaign to put Canada on the map as a first-choice destination for boarding families. B, P
- Three creative concepts will be developed based on strategic positioning ideas. B,P
- Research will be conducted to test creative concepts and arrive at the most powerful positioning. This will involve Internet Panel Focus Groups in three key international markets identified by SEAL Admission Directors. B,P
- A campaign will be developed based on that research including print ads, website design, online display and banner advertising, an adwords campaign, search engine optimization program for increased traffic to the website and a social media strategy. B,P
- Research will be conducted to determine priority markets for execution. P
- A Media Buying strategy will be developed in conjunction with experts in the field to identify priority vehicles and orchestrate a media buy for placement of creative. P
Market Research will also be conducted to identify priority emerging markets and a similar marketing strategy for new international markets will be developed based on those findings.

“Why Boarding?” will be the basis for a Canadian campaign that will be developed on completion of the international project. Perceptions of boarding schools in Canada will be researched and tested to inform a targeted and powerful creative strategy that will resonate with the desired audience.

A campaign targeted to Canadians will be developed as above, using various media.

Both the international and national campaigns will include an earned media strategy for additional exposure and public relations.

Recruitment

Organization of SEAL Canada recruitment fairs in traditional markets on a “pay as you play” basis. 2-4 fairs will be organized annually and only for groups of 5 schools or more. Conference calls will be held annually with all admissions staff to determine priority markets and interests levels.

Representation at International Consultant Educational Fairs (ICEF) twice yearly to promote SEAL Canada Boarding schools to 500-2000 agents and associations.

Representation at 2-3 DFAIT fairs internationally on an annual basis.

Access to international agent/organization contact lists available on “members only” section of website.

Active promotion and recruitment. In an effort to assist premium member schools in achieving their own enrolment goals, the SEAL Canada Collaborative Boarding project will travel both internationally and nationally to promote member schools.

Organization of SEAL Canada premium boarding school fairs (1-3 annually) in emerging markets.

Representation in emerging markets in advance of fairs to host seminars/information sessions about premium member schools to potential families/agents and to meet with embassies and relevant organizations (i.e. Chambers of Commerce) in these markets.

Potential outsourcing of staff in specific markets.

Feeder school visits internationally and within Canada to promote premium member schools.
Individual meetings with families in specific emerging and Canadian markets to educate potential applicants on premium member schools (best efforts to be made for fair and equitable representation). P

Organization of familiarity (“Fam”) tours of agents to premium member schools. P

Communications

Annual enrolment data tracking reports. B,P

Regular email communications to membership to update on current projects and useful information. B,P

Presentations to update membership of SEAL Canada Collaborative Boarding Project progress at SEAL Canada conferences. B,P

Detailed follow-up communications and debrief reports from all promotional/recruitment efforts. P

Regular communications with agents and interested families highlighting premium member schools by a SEAL Canada Staff member. P
Draft Budget 2011/2012

REVENUE:

Basic member fees (27 x $4,500) $121,500

Premium member fees (assuming 10 schools)

Conservatively, with the minimum ten schools participating, an average boarding fee of $44,500 has been applied ($44,500 - $4,500 for basic fee equals $40,000 x 10)

Beyond 10 schools, additional fee revenue would permit more activity, subject to approval of premium member schools

Total: $521,500

EXPENSES:

Salaries $150,000

1 Full-time e-Marketing & Research
1 Full-time Director, Marketing & Recruitment

Marketing (International campaign development & execution) $200,000
The absolute minimum spend on marketing is $200,000

Recruitment (Travel and outsourced personal as required) $150,000

Administration $21,500

Total: $521,500

N.B. The “Why Boarding?” Campaign will be assumed in 2012/2013 budget
Timeline for Implementation

January 2011
• All member schools will be asked to commit to the premium membership.
• A marketing, recruitment and promotional plan will be developed for the upcoming school year.

March 2011
• Marketing campaign for “Why Canada?” will be launched in specific international markets.

May 2011
• A plan identifying more specific goals for each category of membership will be provided the member schools.

July 2011
• Payment for basic and premium membership will be collected.
• Networking, partnerships, and outsourced staff, as required, will commence in preparation for travel and/or promotion.

August 2011
• Director, Marketing & Recruitment to travel to every premium member school to familiarize herself with facilities and program.
• Sample creative advertisements for “Why Boarding?” campaign prepared and surveyed within the domestic market.

September 2011
• Premium member staff will begin recruitment and promotion efforts abroad.

October 2011
• A strategy for media placement such as print, online broadcast and “guerilla” approaches, will be investigated to provide the most cost effective impact and reach for the “Why Boarding?” campaign.

January 2012 and beyond
• Premium member staff will begin recruitment and promotion efforts in Canada.
• Marketing campaign for “Why Boarding?” will be launched domestically.
Critical Success Factors

We’ll know we will succeed when...

- There is the will among the membership to create and sustain a multi-year, ongoing project to achieve our collective goals;
- There is active and enthusiastic participation among member schools;
- There are two full-time Directors working alongside an Advisory Committee made up of a range of professionals from different backgrounds and representing all of Canada;
- There are adequate financial and human resources to plan and deliver on our goals;
- There is primary emphasis on the power of research and marketing to achieve success;
- There is a strong SEAL Canada brand and the resources to promote it.
Measuring Success

We’ll know we have succeeded when...

- There are increasing inquiries, applications, and enrolment;
- We have full membership support;
- We have implemented strategies for marketing and recruitment both internationally and in Canada;
- There is increasing awareness of Canadian Boarding Schools abroad;
- There is acceptance of the boarding option as a viable educational option among Canadians;
- We have established and maintained balance and fairness between both tiers of membership and among all member schools;
- We have delivered direct recruits to premium member schools;
- We are maintaining high levels of satisfaction among all key constituents: Board Chairs, Heads of Schools, Admissions Directors, and key players within targeted markets.

N.B. Once membership is confirmed, a more precise and detailed method to measure outcomes will be created.
Collaborative Boarding Project
Report

Appendices
List of member schools

1. Albert College
2. Appleby College
3. Ashbury College
4. Athol Murray College of Notre Dame
5. Balmoral Hall School
6. Bishop's College School
7. Branksome Hall
8. Brentwood College School
9. Havergal College
10. King's-Edgehill School
11. Lakefield College School
12. Pickering College
13. Queen Margaret's School
14. Ridley College
15. Rosseau Lake College
16. Rothesay Netherwood School
17. Shawnigan Lake School
18. St. Andrew's College
19. St. George's School
20. St. John's Ravenscourt School
21. St. Margaret's School
22. St. Michael's University School
23. Stanstead College
24. The Bishop Strachan School
25. Trafalgar Castle School
26. Trinity College School
27. Upper Canada College
**Staff Biographies**

**ANNA GALANTER:** Director eMarketing and Research

Anna graduated from Dalhousie University with a Bachelor of Arts (Honours) in International Development and Spanish and from The University of Windsor with a LL.B. After practising employment litigation, Anna transitioned into the Admissions department at Appleby College, her alma mater. Working in Admissions complemented her love for travel and internationalism and allowed her to visit many corners of the world promoting the Canadian boarding experience. Anna brings this enthusiasm for Canadian independent schools to her role as Director of eMarketing and Research for SEAL.

**SARAH MILLIGAN:** Coordinator of Communications

Sarah completed her Bachelor of Arts in English Literature from Mount Allison University in Sackville New Brunswick in 2008. With an interest in writing and marketing, and her advanced knowledge of social media, Sarah is currently completing her Master of Arts in Professional Communication at Royal Roads University in Victoria, British Columbia. As a graduate of Ridley College (Class of 2004), Sarah brings her passion for the Canadian independent school experience to SEAL as the Coordinator of Communications.
Organizational chart

Steering Committee
Mandate: To make collaborative marketing recommendations to the membership for their approval.
Membership:
- David Hadden (Chair of Committee)
- Sharon Gregg (Communications Strategist)

Board Members
- Paul Hickey (LCS)
- Jeff Chiisholm (SAC)
- Corrine Scott (BHS)

Heads of School
- Paul Kitchen (RNS)
- Gay McLean (AC)
- David Robertson (SLS)

Admission Directors
- Clayton Johnson (BC)
- Chris Strickey (KES)
- Struan Robertson (UCC)

Staff
- Anne-Marie Kee (SEAL Canada)
- Anna Galanter (SEAL Canada)
- Sarah Milligan (SEAL Canada)

Marketing
Mandate: To determine, create, and communicate the positioning of Canadian boarding schools through research, marketing, and messaging.
Membership:
- Sharon Gregg (Chair of Committee, Communications Strategist)
- Laura Authier (SMUS)
- Michael Roy (SAC)
- Paul Hickey (LCS)
- Anne-Marie Kee (SEAL Canada)
- Anna Galanter (SEAL Canada)
- Sarah Milligan (SEAL Canada)

Recruitment
Mandate: To recommend "quick win" recruitment tactics for the Director, eMarketing.
Membership:
- David Haddan, Chair of Committee
- Struan Robertson (UCC)
- Clayton Johnson (BC)
- Chris Strickey (KES)
- Anne-Marie Kee (SEAL Canada)
- Anna Galanter (SEAL Canada)
- Sarah Milligan (SEAL Canada)

Communications
Mandate: To communicate and demonstrate value to the SEAL Canada membership.
Membership:
- Paul Kitchen (Chair of Committee)
- Carly LeBrun (TCS)
- Michael Wolfe (SC)
- Anne-Marie Kee (SEAL Canada)
Admission Director Interview Report

To date 26 of the 27 Admission Directors (AD’s) from the SEAL Canada Collaborative Boarding Project have been interviewed by the Director, eMarketing & Research. The following 5 questions were the focus.

1. How do you think Canadian boarding is perceived in the market places (both Canadian and International) where you currently have a presence?
2. Where are you looking to expand and how do you think Canada is perceived in those emerging markets?
3. How do you feel about collaborative marketing?
4. How should we best position our collaborative marketing efforts? (What is the tie that binds us, ex: accreditation)
5. Our focus is to make collaborative recommendations to the membership that will allow schools to meet their recruitment goals. What do we as an organization need to do to demonstrate and communicate value?

The following is a summary of the information gathered from these discussions.

**Question #1:**
How do you think Canadian boarding is perceived in the market places (both Canadian and International) where you currently have a presence?

The markets where our schools currently have a presence have been identified as, but not limited to, the following:

**Asia:**
- Hong Kong
- Mainland China
- Taiwan
- Korea
- Thailand
- Japan

**Middle East:**
- Saudi Arabia

**Europe:**
- Germany
- Spain

**Central America:**
- Mexico

**Caribbean:**
- Bahamas
- Barbados
- Cayman Islands
- Jamaica
- Trinidad
How is Canadian Boarding perceived in international markets?

<table>
<thead>
<tr>
<th>SAFE</th>
<th>☑️ ☑️ ☑️ ☑️ ☑️ ☑️ ☑️ ☑️ ☑️ ☑️</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELL-RESPECTED/HIGH QUALITY EDUCATION SYSTEM</td>
<td>☑️ ☑️ ☑️ ☑️ ☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>DESIREABLE/POSITIVELY VIEWED</td>
<td>☑️ ☑️ ☑️ ☑️ ☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>PATHWAY TO QUALITY UNIVERSITY EDUCATION</td>
<td>☑️ ☑️ ☑️ ☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>WELCOMING/FRIENDLY</td>
<td>☑️ ☑️ ☑️ ☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>TOLERANT/ACCEPTING</td>
<td>☑️ ☑️ ☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>DIVERSE/MULTICULTURAL</td>
<td>☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>2nd RATE to US and UK, AUZ/NZ</td>
<td>☑️ ☑️</td>
</tr>
<tr>
<td>ELITE/PRESTIGIOUS</td>
<td>☑️ ☑️</td>
</tr>
<tr>
<td>EXPENSIVE</td>
<td>☑️ ☑️</td>
</tr>
<tr>
<td>COMPETITION WITH PUBLIC SCHOOLS/ HOMESTAY</td>
<td>☑️ ☑️</td>
</tr>
<tr>
<td>EASIER TO BE ACCEPTED INTO THAN U.S SCHOOLS</td>
<td>☑️</td>
</tr>
<tr>
<td>DIFFICULT TO BE ACCEPTED</td>
<td>☑️</td>
</tr>
</tbody>
</table>

**Summary of Findings**

According to the AD's, who spend time travelling abroad to these various countries as well as meeting with international families here, Canada is seen as a favourable boarding destination. Perceptions vary from market to market; however, the general understanding is that Canadian boarding is perceived positively as a safe, welcoming, tolerant boarding destination that has a well-respected and high-quality system of education for both secondary and post-secondary education. Canadian boarding, in these established markets, is seen as a pathway to a quality university education. However, according to some, Canadian boarding is still perceived as second-rate in relative comparison to the US, UK, Australia, and also New Zealand.

**Questions for Consideration**

1. How do we change the perception of being second-rate to US, UK, AUS/NZ as a boarding school destination?
2. How do we effectively market our university success?
3. How do we position our marketing to inform the international markets that Canada's top quality post-secondary education is a strong and cost-effective alternative to many US or UK universities?
How is Boarding perceived within the Canadian market?

<table>
<thead>
<tr>
<th>Perception</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;PROBLEM&quot; OR &quot;BAD&quot; KIDS GO TO BOARDING SCHOOL (PUNISHMENT vs. PRIVILEGE)</td>
<td>★★★★★★</td>
</tr>
<tr>
<td>STIGMA OF BEING &quot;BAD PARENTS&quot;</td>
<td>★★★★</td>
</tr>
<tr>
<td>FAMILY ISSUES/NOT LOVED</td>
<td>★★★★</td>
</tr>
<tr>
<td>BENEFITS ARE UNKNOWN OR NOT UNDERSTOOD</td>
<td>★★★★</td>
</tr>
<tr>
<td>CONCEPT OF BOARDING IS FOREIGN/NOT PART OF CULTURE</td>
<td>★★★★</td>
</tr>
<tr>
<td>UNAFFORDABLE</td>
<td>★★★★</td>
</tr>
<tr>
<td>WHY PAY WHEN ONE CAN ATTEND PUBLIC SCHOOL FOR FREE? OR INDEPENDENT DAY SCHOOL?</td>
<td>★★★</td>
</tr>
<tr>
<td>ONLY FOR “ELITE”/&quot;SNOBBY&quot; FAMILIES</td>
<td>★★</td>
</tr>
<tr>
<td>ONLY ATHLETES CAN GET FINANCIAL ASSISTANCE</td>
<td>★</td>
</tr>
<tr>
<td>POSITIVE (WITH FAMILY HISTORY OF BOARDING)</td>
<td>★</td>
</tr>
<tr>
<td>SCARY (i.e. HARRY POTTER)</td>
<td>★</td>
</tr>
</tbody>
</table>

Summary of Findings

The general consensus on the perceptions of boarding within Canada is that boarding schools have negative stigmas attached to them. Boarding school, within Canada, is viewed as a place for “bad” kids or for kids who are not loved. Also, affordability was raised. Many families view public schools or independent day schools as more viable options, as many parents want to keep their kids at home until university. Furthermore, in some areas boarding is a completely foreign concept and the benefits of such an educational experience are not known or understood by families.

Questions for Consideration

1. How do we change the perceptions of boarding school being a place for “bad” and/or “unloved” kids?
2. How do we educate the public about the benefits of boarding?
3. How do we position ourselves to be competitive with public schools and independent day schools?
Question #2: Where are you looking to expand and how do you think Canada is perceived in those emerging markets?

Markets that were identified by schools as “emerging markets” are as follow:

**Asia:**
- Vietnam
- India
- Malaysia

**Middle East:**
- Dubai
- Bahrain

**South America:**
- Brazil
- Columbia
- Venezuela
- Argentina

**Europe:**
- Russia
- Turkey

**Africa:**
- Nigeria
- Ghana
- Tunisia

**Perceptions of Canada/ Canadian Boarding in emerging markets:**

<table>
<thead>
<tr>
<th>Perception</th>
<th>Expansion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNKNOWN</td>
<td>VVVVVVV</td>
</tr>
<tr>
<td>INFERIOR TO USA/AUS/NZ</td>
<td>VVV</td>
</tr>
<tr>
<td>DIFFICULT TO OBTAIN STUDY PERMITS</td>
<td>VVV</td>
</tr>
<tr>
<td>COUNTRY OF OPPORTUNITY</td>
<td>VVV</td>
</tr>
<tr>
<td>NEIGHBOUR TO USA</td>
<td>VV</td>
</tr>
<tr>
<td>NEGATIVE STEREOTYPES (i.e. cold)</td>
<td>VV</td>
</tr>
<tr>
<td>SAFE</td>
<td>VV</td>
</tr>
</tbody>
</table>

**Summary of Findings**

It is apparent that many AD’s have a sense of the perceptions of Canadian Boarding and Canada in general in some emerging markets, but many have not had the resources (both financial and human) to explore these markets to the extent they would like. While some feel that Canada is likely viewed as a country of opportunity, many feel that it is still relatively “unknown” in comparison to the US and other nations.

**Questions for Consideration**

1. How do we determine emerging markets?
2. How can we promote Canada/Canadian Boarding so that it has a presence in emerging markets?
3. How can we assist the membership in better understanding emerging markets?
Question # 3:
How do you feel about collaborative marketing?

<p>| | |</p>
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<tbody>
<tr>
<td>YES</td>
<td>vvvvvvvvvvvvvv</td>
</tr>
<tr>
<td>MAYBE/UNDECIDED/MIXED</td>
<td>vvv</td>
</tr>
<tr>
<td>NO</td>
<td></td>
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</tbody>
</table>

Overall, the AD’s seem open to the idea of collaborative marketing – although there are varied levels of enthusiasm even within the positive responses. As a large country with various regions, some members feel that certain challenges faced by particular schools may be regional and may or may not be properly addressed through a national effort. Certainly, there was a common agreement that:

- Canada and Canadian Boarding education has not been well marketed nationally nor internationally which is a necessity for such this “brand” of preeminent boarding schools.
- We must differentiate ourselves from other competitors, particularly private language schools and public institutions (homestays), some of whom are already extensively marketing in many areas.

In general there is a feeling of “strength in numbers” and “a rising tide lifts all ships”. Some feel that collaborative marketing will allow the sharing of information (although not all are willing to do so at this stage) as well as the sharing of resources for a common good.

A healthy tension and hesitancy certainly exist, as this is a new initiative. For those who clearly stated that they were “unsure” of this effort, some of the concerns were:

- They don’t believe that this project necessarily goes to the core issues of declining enrolment, such as Canadian boarding being too expensive.
- They are afraid that similar schools will not be able to stand apart from one another.
- They feel that everyone must be on board for this initiative to be a success and do not feel that everyone is willing to collaborate.
- They are hesitant as enrollment decline is not a uniquely Canadian issue so why a Canadian solution?
- They fear that not everyone will act in the “collaborative spirit”
- They have financial concerns, due to limited budgets, about committing to such a project.

All in all, the membership schools are willing to participate in this pilot project and are anxiously awaiting to see initial results and long-term planning.

**Questions for Consideration:**

1. Given the above-mentioned anxiety, how will we demonstrate and communicate value to the membership as we move forward?

2. How do we tackle issues related to costs for membership schools?
3. What is our role in ensuring collaboration?

4. As a national organization, how do we ensure that regional needs are being met?

5. How do we position ourselves to successfully compete with private language institutions and homestay programs?

**Question # 4:**
*How should we best position our collaborative marketing efforts? (What is the tie that binds us, ex: accreditation)*

| CANADA ("uniqueness of Canada") | VVVVVVVVVVVVV |
| TOP QUALITY EDUCATION SYSTEM/ ACADEMIC EXCELLENCE/UNIVERSITY PREP | VVVVVVVVVVV |
| ACCREDITATION/MEET STANDARDS | VVVVVVVVVVVVV |
| TOP QUALITY PROGRAMS | VVVVVVVVVVVVV |
| SAFETY/SECURITY | VVVVVVVVVVVVV |
| ACCESS TO QUALITY POST-SECONDARY EDUCATION | VVVVVVVVVVVVV |
| WELCOMING/DIVERSE | VVVVVVVVVVVVV |
| AFFORDABILITY | VVVVVVVVVVVVV |
| BOARDING | VVVVVVVVVVVVV |
| VALUE | VVVVVVVVVVVVV |
| HISTORY | VVVVVVVVVVVVV |
| COMMUNITY | VVVVVVVVVVVVV |

**Summary of Findings**

The overarching theme stemming from this questions responses is that the “tie that binds us” as the SEAL Canada member schools is the “uniqueness” of Canada. When asked to define what this is, responses included:

- Unsure
- Safe
- Multicultural
- Tolerant
Accreditation is also viewed as a common and valuable thread between the membership schools. It is also clear that all of the member schools share the common thread of providing top quality academic and extra-curricular programs that prepare students for university.

Questions for Consideration

1. How can we determine and market the “uniqueness” of Canada through marketing and messaging?

2. How can we market and communicate the value of being “accredited”?

3. How can we position ourselves as a brand that represents top quality academic and extra-curricular programs that prepare students for university? (How do we differentiate ourselves from schools such as Columbia International and Bronte College?)
Question #5:
Our focus is to make collaborative recommendations to the membership that will allow schools to meet their recruitment goals. What do we as an organization need to do to demonstrate and communicate value?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAIRS &amp; SEMINARS – STUDENT AND AGENT (EMERGING MARKETS), FAM TOURS</td>
<td>VV</td>
</tr>
<tr>
<td>PROMOTE/MARKET BRAND OF INDEPENDENT CANADIAN EDUCATION</td>
<td>VV</td>
</tr>
<tr>
<td>WEB PRESENCE &amp; CAMPAIGNS, NETWORKING</td>
<td>VV</td>
</tr>
<tr>
<td>RESEARCH (EMERGING MARKETS, CANADIAN MARKETS, STUDY PERMITS)</td>
<td>VV</td>
</tr>
<tr>
<td>FAIRS &amp; SEMINARS – CANADA</td>
<td>VV</td>
</tr>
<tr>
<td>COLLABORATIVE NATIONAL AND REGIONAL MEETINGS</td>
<td>VV</td>
</tr>
<tr>
<td>FACILITATE SHARING OF INFORMATION</td>
<td>VV</td>
</tr>
<tr>
<td>PROVIDE STATISTICS AND INFORMATION (REPORTING ON EMERGING MARKETS)</td>
<td>VV</td>
</tr>
<tr>
<td>COLLABORATION WITH UNIVERSITIES</td>
<td>V</td>
</tr>
<tr>
<td>CANADA ONLY EVENTS (PARTICULARLY BOARDING SCHOOLS)</td>
<td>V</td>
</tr>
<tr>
<td>RECOGNITION OF CREDENTIALS</td>
<td>V</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>V</td>
</tr>
<tr>
<td>REPRESENTATION IN EMERGING MARKETS</td>
<td>V</td>
</tr>
<tr>
<td>LOBBY GOVERNMENT (RE: STUDENT PERMITS AND FUNDING)</td>
<td>V</td>
</tr>
<tr>
<td>DFAIT PRESENCE IN CANADIAN GOVERNMENT</td>
<td>V</td>
</tr>
<tr>
<td>HEIGHTENED INTERNET PRESENCE</td>
<td>V</td>
</tr>
</tbody>
</table>
**Summary of Findings**

The membership clearly desires effective branding and marketing of Canada and the top quality education and experiences offered by these independent schools. They would like to see an increased awareness about “Canada” and “Canadian education”, so they may promote their own individual schools under this umbrella. Again, regional responses may differ, but an overwhelming percentage of AD’s would like to see extensive research and data on emerging markets and would like the option of collaborative travel to these markets in order to utilize resources more effectively. Many schools would like to see information sessions promoting the concept of “boarding” within Canada and also have a potential interest in fairs within markets throughout Canada and the United States.

Some member schools would like to see SEAL Canada facilitate the sharing of information as well as collaboration through national and regional meetings. However, there are some member schools who are hesitant or not willing to participate in the sharing of certain information and contacts.

The membership has made it clear that they would certainly benefit from research on various levels (emerging markets, study permits, and other useful data). Many members touched on the fact that they would like collaboration with the Department of Foreign Affairs and Trade (DFAIT) in the “Imagine” campaign that is promoting Canada as a study destination.

Some members have identified benefits of collaborating with other organizations such as TABS, as well as learning from other organizations to identify and improve our own collaborative strategy.

**Questions for Consideration**

1. How do we determine what research is a priority for the membership?
2. How do we prioritize competing interests?
3. How do we measure recruitment success on a national level?
Student focus group summary report

Preamble: This spring, 50 students from British Columbia, Ontario and Quebec boarding schools participated in focus groups designed to provide insight into student choice for admission to boarding school in Canada. The results from their survey answers and the discussions held at each group will help to inform the seal.edu/boardingschools web strategy.

Statistics:

+ 32% learned about their current school from their family;
+ 26% learned about their current school from their friends;
+ 20% learned about their current school online;
+ Nearly 80% say that they visited their schools' website more than once during their decision-making process. Of this group, 40% say they visited the website often;
+ 12% say they did not visit the website at all;
+ 52% identify the website as being important to their choice for boarding school;
+ 18% think that the website was more important to their parents than to them;
+ 20% suggest that the website was not a factor in their decision at all.
+ 22% of students say their parents had the most influence over their choice of boarding school;
+ 78% of students identify themselves as having the most amount of choice in the decision to attend their current boarding school.

Discussion: Data from our student focus groups suggest that students are very influential in the decision to attend boarding school. With over half of our student pool identifying the website as being very important to informing their choice about which boarding school to attend, we can assume that creating a website that appeals to the student audience would be in our best interest. Parents appear to play a moderately influential role in the choice of their child’s boarding school, and almost a quarter of students polled say that parents had the ultimate say. A similar amount of students also identify the website as being more important to their parents, so the need to develop content relevant to the parent audience is there.

Moving Forward: Developing content directed towards students on the SEAL canadianboardingschools.com website should be the number one priority based on the results from the student focus groups. Ensuring that our content is accessible, fun, and relevant to the student audience is a focus. The inclusion of a fully developed “student section” including testimonials is important to develop, especially considering over a quarter of students say that they heard about their current school from a friend. Development of a social media strategy where content is constantly changing is also important to consider, as an overwhelming number of students admit to visiting school websites more than once during their decision making process.
Mission and Vision

The Association of Boarding Schools serves college-preparatory boarding schools in the United States and around the globe. The Association leads a domestic and international effort to promote awareness and understanding of boarding schools and to expand the applicant pool for member institutions. TABS is the one-stop, indispensable resource for educators seeking training, research, guidance, and support on all issues pertaining to the residential school experience. TABS is the voice for independent boarding schools, their historical contribution to our world, and the current and compelling benefits of living and learning in an academic community.

Board of Directors, 2009-2010

The TABS Board of Directors is made up of 15 representatives from the North American boarding school community. Jo-Anne Kingstone, Deputy Head of School for Shawnigan Lake School is the only Canadian representative on the TABS Board.

TABS Staff

TABS lists six staff members on their website:

- Executive Director
- Executive Assistant
- Director of Operations
- Director of Marketing
- Director of Member Programs and Services
- Special Projects Manager

Strategic Plan 2009-2012

Drafted in 2009, the TABS Strategic Plan lists five goals with action items:

1. **Marketing** – to promote boarding schools as the premium choice for those seeking outstanding preparation for college and for life, to enlarge the boarding school applicant pool, and to advance the leadership role of TABS in the world of education.
2. **Professional Development** – to provide member school leaders and educators dynamic professional development opportunities tailored to the unique character of their work and lives in boarding school.
3. **Membership** – To serve the broadest membership possible, nationally and internationally, of schools, organizations, and individuals committed to the TABS mission of serving college preparatory boarding schools.

4. **Finance** – To ensure the financial resources and expertise to fund the TABS mission, harmonizing current programs with new initiatives, while building a sound balance sheet capable of supporting the organization, its programs, and its membership in perpetuity.

5. **Thought Leadership** – To provide philosophical and strategic leadership for boarding schools and their educators by articulating the shared goals for which they strive, initiating conversations about the ideals that inform their work, and providing the data to monitor their environment and measure their progress.

### Membership Dues

<table>
<thead>
<tr>
<th>Boarding Enrollment</th>
<th>TABS Dues</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 or Fewer</td>
<td>$1,494.00</td>
</tr>
<tr>
<td>91 to 226</td>
<td>$16.60/Boarder</td>
</tr>
<tr>
<td>227 and over</td>
<td>$3,768.00</td>
</tr>
</tbody>
</table>

International Schools are invited to join TABS and are required to pay membership fees in American dollars.

**TABS Overview**

Joining TABS provides members with access to a variety of resources. Benefits of membership for schools include:

+ Free reception of the TABS signature publication *Now Boarding*;
+ Exposure on TABS.org/boardingschools.com which gets over 5,000 new sessions per day;
+ The ability to market your school using the various “School Search tools”;
+ Receive computer-generated inquiries from prospective families;
+ Promote your school events on the searchable online School's Events Calendar;
+ Post all of your school's employment opportunities on TABS job board;
+ Register for the TABS conferences and workshops;
+ The ability to update membership information quickly and easily; and,
+ Find important TABS updates and relevant boarding school articles.

TABS does not accredit its member schools. Instead, on their website, TABS recognizes the accreditations granted by other regional, state, and independent school associations.

The minimum requirements for membership with TABS must include the following criteria:

- Schools must have an operating residential life program with adult-staffed dormitory facilities.
- Schools must be independent, nonprofit, tax exempt, 501(c)(3) organizations if in the U.S. (a nonprofit organization according to the laws of the country if outside of the U.S.).
Schools must be accredited by an evaluating agency recognized by TABS.
+ Schools must be nondiscriminatory under the law in admission and employment practices.
+ Schools must be, by mission and by practice, college-preparatory.

Professional Development

A comprehensive professional development program is a central component of the TABS membership incentive. There are numerous annual conferences and workshops designed for the targeted independent school audience. This includes for the 2009-2010 school year:

+ The TABS Annual Conference
+ Admission Academy – specialized conference for admission directors
+ Residential Life Workshop
+ Mid-winter Residential Life Workshop (an affordable two-day version of the Residential Life Workshop)
+ Managing Risk for Boarding Schools

Other Benefits:
+ Resource on international student enrollment & visa information
+ Affiliation with like school
+ Internationally recognized resource on boarding school
+ Professional development that evolves with the needs of the education industry
+ Membership services that evolve with the needs of our members

Marketing

TABS provides a variety of marketing support for schools in their efforts to reach families considering boarding school—from unique content for students and parents describing what boarding schools are all about to providing guidance for the application process. Plus much more:

• BoardingSchools.com - the essential online resource for information about boarding schools and boarding school life, with exclusive video content, narrative insights on boarding schools and what to expect, guidance on school selection and the application process, and much more.
• School Browser - a powerful interactive tool that allows visitors to conduct custom searches—by geographic distance, least to most populous, gender ratio, and oldest to newest. An additional Guided Search allows users to provide even more targeted criteria, such as courses, arts, and athletic interests.
• TABS Boarding Schools Directory & Magazine - the TABS Directory, NowBoarding, is the leading source of information about independent residential education. Over 30,000 copies distributed worldwide on an annual basis.
• TABS Asia Travel Program - with 50+ schools participating, this program provides opportunities for Asian families to meet boarding school representatives and learn more about specific schools and their strengths.

Asia Fairs
In its fifteenth year of operations, the TABS Asia Fairs bring together families and representatives from boarding schools from the USA, Canada, and abroad. Some incentives for attending the TABS Asia Fairs:

+ Exclusive access to boarding school representatives from the United States and Canada
+ One-to-one informational sessions with school representatives
+ Information and advice about the application process and advantages of boarding schools
+ Opportunities to interact with peer families for informal information exchange.
+ Take-home copies of view books and admission form packets from participating schools

Becoming a member of TABS does not include registration for the TABS Asia Fairs

The TABS Library

An area on the website provides member schools with access to information including research and statistics, information about member schools, links to articles about boarding school in the news, and links to other organizations.

TABS Job Board

All member schools have access to the job board section of the TABS website.

Educational Consultants

TABS provides information and a direct link to the Independent Educational Consultants Association (IECA), the national organization designed to match parents and students with credentialed educational consultants. The website allows a link for schools to contact the IECA to provide the organization with information about their school to be represented.

Corporate Sponsorship

TABS provides three levels of sponsorship opportunities: White, Red and Signature.

White Level - $1,395.00

+ Table at conference exhibition
+ Two conference registrations including breakfast and lunch and opening reception.
+ Basic listing in the Annual Conference Preview, Conference Program and Conference Page online
+ Company listing on Conference Exhibitors webpage
+ One single-use mailing list of conference attendees
Red Level - $2,295.00
+ Premium position for table at conference exhibition
+ Two conference registrations including breakfast and lunch and opening reception
+ Premium listing in the 2010 Annual Conference Preview
+ One ¼ page display ad in the 2010 Conference Program
+ One single-use mailing list of conference attendees
+ One customized single-use mailing list of administrators, covering thousands of boarding school leaders
+ Prominent company listing with logo, link, contact information and a 400 character description for one year on TABS.org
+ Prominent company listing with logo, link, contact information and a 400 character description in the TABS Boarding School Catalogue distributed annually to more than 30,000 families and educators
+ One TABS web-badge to display on your webpage

Signature Level – priced differently

<table>
<thead>
<tr>
<th>2010 ANNUAL CONFERENCE SPONSORSHIPS</th>
<th>AVAILABILITY</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Dinner for School Heads</td>
<td>Exclusive</td>
<td>$20150</td>
</tr>
<tr>
<td>Keynote Address</td>
<td>Exclusive</td>
<td>$11500</td>
</tr>
<tr>
<td>Opening Reception</td>
<td>Exclusive</td>
<td>$10750</td>
</tr>
<tr>
<td>Seated Lunch</td>
<td>Exclusive</td>
<td>$9250</td>
</tr>
<tr>
<td>Internet Café</td>
<td>Exclusive</td>
<td>$8750</td>
</tr>
<tr>
<td>Brochure/Gift Drop in Hotel Guest Rooms</td>
<td>Exclusive</td>
<td>$7500</td>
</tr>
<tr>
<td>Hotel Key Cards</td>
<td>Exclusive</td>
<td>$6500</td>
</tr>
<tr>
<td>Materials Distributed at Registration</td>
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<td>$5750</td>
</tr>
<tr>
<td>Product Demo as Concurrent Session</td>
<td>4 Available</td>
<td>$5500</td>
</tr>
<tr>
<td>10 x 10 Booth in Foyer</td>
<td>6 Available</td>
<td>$5250</td>
</tr>
<tr>
<td>Pre-Conference Workshop</td>
<td>4 Available</td>
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</tr>
<tr>
<td>Continental Breakfast</td>
<td>2 Available</td>
<td>$4000</td>
</tr>
<tr>
<td>Break</td>
<td>3 Available</td>
<td>$3750</td>
</tr>
<tr>
<td>Forum-Track-Guild (Contact TABS office for details)</td>
<td>8 Available</td>
<td>$6750</td>
</tr>
</tbody>
</table>

MORE SPONSORSHIPS

Standards in Excellence And Learning Canada  www.seal.edu
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Availability</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Premier Sponsorship of World’s First Virtual Boarding School Fairs</td>
<td>1 Available</td>
<td>$15000</td>
</tr>
<tr>
<td>Admission Academy • July 2010 • Boston, MA</td>
<td>2 Available</td>
<td>$4500</td>
</tr>
<tr>
<td>ReslifE Academy • July 2010 • Boston, MA</td>
<td>2 Available</td>
<td>$4500</td>
</tr>
<tr>
<td>This is the LiFe! Boot Camp • July 2010 • Boston, MA</td>
<td>2 Available</td>
<td>$2250</td>
</tr>
<tr>
<td>ReslifE Workshop • Feb 2010 • Boca Raton, FL</td>
<td>2 Available</td>
<td>$2250</td>
</tr>
<tr>
<td>Managing Risk • June 2011 • Wilmington, DE</td>
<td>2 Available</td>
<td>$4250</td>
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</tbody>
</table>

In addition to the three levels of sponsorship, TABS provides information for corporate sponsors interested in supporting or advertising in the conference program alone. A one-page spec for pricing and submission of advertisements is posted on the corporate sponsorship page. The most expensive full-page advertisement space is priced at $5600.
Canadian Association of Public Schools International (CAPS-I)

Organization Overview
The Canadian Association of Public Schools - International (CAPS-I) is a non-profit association comprised of 75 publicly-funded school districts/boards. All members offer established international student programs for various grade levels ranging from elementary school through to high school graduation.

Mission
Canadian Association of Public Schools-International is committed to advocacy and promotion of international education programs in Canadian public schools.

Mandate
The mandate of CAPS-I is to:
• Foster a collaborative approach in the promotion of international education opportunities across Canada
• Act as a forum for sharing information about international education in public schools
• Ensure that all member programs adhere to the prescribed practices related to 'Student Care & Support, Homestay Screening & Selection, Homestay Monitoring & Support & Working with Partners/Agents'
• Serve as a resource for K-12 international student programs
• Promote a unified “Canadian” approach to international education practices across the country
• Initiate, facilitate, and coordinate joint marketing activities
• Become a provincially, nationally, and internationally recognized organization
• Act as an advocate for K-12 international education
• Collaborate with provincial and federal governments and international educational groups within and outside of Canada
Beliefs

• International education strengthens public education in Canada.
  Public schools in Canada must provide excellent international education programming to international students.
• Ongoing support is essential to maximize success for international students in schools and homestays.
• International students provide a complementary, enriching experience to the Canadian multicultural mosaic.
• The presence of international programs assist Canadian staff and students in preparing for life in the global community of the future.
• The multi-national relationships developed through international programs will result in long term benefits for Canada.

Investment in international education programs in public schools is beneficial for sustainability and growth of international programs in a competitive, world-wide market.

Executive Committee

CAPS-I is governed by an elected, geographically representative Executive Committee. The Executive Committee is elected for a 2 year term by CAPS-I members at the Annual General Meeting held in May. Currently, five people sit on the Executive Committee.

Staff

There is no information listed on the CAPS-I website about staff.

Membership

Membership in CAPS-I is open to anyone in Canada representing a publicly-funded school with an established international student program. The membership fee for the 2008-2009 school year is $500. Member-districts or schools have one vote at all meetings, which are held twice a year. There is also a members’ e-mail list-serve to facilitate ongoing sharing and discussion.

CAPS-I lists benefits of membership on their website:

• CAPS-I is the first national organization for public, K-12 international education programs.
• CAPS-I provides unparalleled opportunities for information-sharing, networking, collaborative marketing and support within the public K-12 sector (2 meetings per year and national email listserve of 90+ subscribers).
• CAPS-I is the recognized ‘voice’ within the public K-12 sector with representation at the National Education Marketing Roundtable (NEMR) meetings and the CEC Network.
• CAPS-I member schools will be linked to and represented through the DFAIT Edu-Canada web portal.
• CAPS-I members share a wealth of ‘best practices’ knowledge.
  An investment in CAPS-I is an investment in marketing and branding Canadian education as a whole as well as your program.
Marketing

“Why Canada?”

CAPS-I provides detailed information about the benefits of studying in Canada. With extensive research on Canada’s higher educational standards, the affordability and higher standard of living, and educational grade structure and course profiles are posted on the website, showcasing the public school system.

School Finder

CAPS-I provides a school finder option that allows viewers to manipulate their search based on regions in Canada. Clicking on a region lists schools alphabetically, and provides contact information for the school, including website, facbeook page, and Skype IDs.
Secondary Schools Admission Test Board (SSATB)

Mission
To advance and add value to the private school admission process for schools, students, and families.

Board of Directors, 2010-2011
The SSATB Board of Directors is comprised of 17 representatives from both Canada and the United States. James Power, Head of School for Upper Canada College, is the only Canadian representative, and is also acting as the Chair.

SSATB Staff
SSATB lists seven staff members on their website:

President
Outreach Directors (6)

Membership Dues
Annual dues for SSATB member schools are $450 plus an additional $0.20 for each student enrolled in grades 6-12.

To become a member, SSATB requires that schools already be accredited by recognized national or international accreditation organizations.

SSATB Overview
SSATB provides important perspectives and data regarding the applicant’s potential academic success, but also on a school’s competitive position and potential market position through school-specific studies and reports.

• SSATB provides the admission context and data management tools necessary to make the best admission decisions possible.
• SSATB provides critical services designed to attract students to schools.
• SSATB provides high-quality admission training and professional resources.

SSATB stresses that it is “more than a test” because the organization is also based on connecting and supporting the overall admission process. Benefits of SSATB membership include:

• Increase your presence worldwide with our web services. Reach out to students and make it easier for them to find you. Partner with other schools to maximize the power of regionality.
• Partner with SSATB to get data that help you make informed decisions, not guesses. Discover which of your peer schools are your closest competitors. Learn more about your current student body, and how to find more kids like them.

• Have a paperless office! Manage your test scores, inquiries and applications online with SSATB MemberAccess. We can even generate an admission report that you can use to report to your Board.

• All these services are included with your membership. If you’re a member, make sure you’re current on all that we offer you. If you’re not, please explore our services and contact us if you’d like more information.

• All member schools are listed in an online, searchable database housed on the SSAT student registration web site.
  ○ School database entries contain vital information about each school, such as mission and enrollment, and contain a direct link to the school’s web site.

Services

Online Inquiry Service
Prospective students can use a customizable online form through ssat.org to find out more about your school. Receive inquiries electronically, and save time, paper, and the manpower needed to organize them. Schools can tailor their online inquiries with a logo and opening and ending messages.

Regional Testing Programs
In several regions throughout the USA and Canada, member schools have joined forces to host common test administrations for students in their area.

SSAT Website
The SSAT Student Web Site – http://www.ssat.org/ – is one of the most highly-trafficked web sites in independent schooling in the world. Students and families come to the site for:
  • Test Registration and Preparation
  • School Search
  • Schools Currently Considering Applicants (SCCA) List
  • School Inquiry Service
  • The Standard Application Online

SCCA (Schools Currently Considering Applications) List
This list helps school to fill openings in the summer months and mid-year by acting as a referral network among independent schools with admission openings.

SSAT Fee Waiver Program
Designed to support access to independent school education for financially disadvantaged student applicants. SSATB members assess a family’s ability to pay the basic test fee and assign a Fee Waiver if need is determined.

Interpretive Guide to SSAT
A publication updated annually, providing a resource to member schools for understanding SSAT scores and the scoring process. The Guide includes test and test section descriptions, explanations of score elements, and analyses of SSAT scoring and statistics.

*Benchmarking*

Designed for new member schools, benchmark testing is designed to help schools that have never used the SSAT to begin to compile local norms with which to “benchmark” new applicants and currently enrolled students.

*Shared Candidate Reports*

Sent to members each October, these reports give admission offices an exact picture of where (to which other schools) last year's students sent their SSAT scores.

*Market Reports*

Market Reports, based on the Mosaic cluster system of identifying groups of like consumers, can help schools understand their tapped and untapped student markets. Mosaic Reports answer four important questions:

- Who are current/potential customers?
- What are their lifestyles like?
- Where do they live (and where can I find more like them)?
- What media is best to reach them?

*Professional Development*

The SSATB Professional Development Program includes several aspects, including annual meetings and conferences, but also several other services:

- An “Admission Buzz” webpage that includes articles and blog entries on current independent school issues
- Annual networking Regional Meetings
- A “Memberanda” Newsletter
- An Admission Leadership Council
- An Admission Training Institute for those new to admission (0-3 years)
- Event Calendar displaying SSATB events and other events from similar organizations (i.e. TABS, PNAIS)
- “Where in the World” displaying the schedules of the SSATB Outreach Directors
- “Useful Links” page with links to relevant organizations and associations
Western, British and Australia Boarding Schools Associations

Western Boarding Schools Association (WBSA)

Organization Overview
WBSA is an association of 38 preparatory schools representing the western United States and Canada. The Western Boarding Schools is a consortium of forty of the strongest college preparatory schools in the Western U.S. and Canada.

Board of Directors/Staff
There is no listing of staff or Board of Directors on the website. Clicking the “contact us” button prompts page visitors to contact individual schools directly for additional information, or to send in a “request for information” from the website.

Membership
The WBSA is made up of 38 schools on the North American west coast.

Marketing
The WBSA websitecatalogues west coast schools, while also detailing the benefits of boarding, as well as boarding in the west. The “Why Boarding” section of the website is pulled, nearly verbatim, from the The Association of Boarding Schools (TABS) website.

School Search: The organization lists the schools and links to a page that profiles the boarding school and includes pictures, detailed information about courses and co-curricular opportunities, and provides contact information for prospective families.

Summer Programs: WBSA lists on their very minimalistic website the various summer programs offered by their member schools. This provides extra exposure for those members.
British Boarding Schools Association (BSA)

Organization Overview
The BSA is an Associate Member of the Independent Schools Council (ISC) and works in close partnership with the ISC on educational issues of mutual interest.

The BSA provides members with marketing and professional development services, as well as advisory and consultancy services. The organization is also responsible for the development of the National Standards for boarding schools, which was used in a governmental version as the regulatory standards for all residential organizations. The National Standards are available for public download on the BSA website.

Mission:
The Boarding Schools' Association is the United Kingdom Association serving and representing member boarding schools, training staff and promoting boarding education.

Board of Directors
The BSA Executive is made up of 11 elected individuals, and supplemented by an Advisory Committee of 6 people. The Executive is comprised of representatives from member schools.

Staff
The BSA Office is made up of a team of 8 employees. Their titles are:

National Director
Training Director
BSA Assistant Training Officer
Training Administrator
PA/Office Manager
Conference and Seminar Administrator
BSA Nurse Advisor
“Boarding School” Magazine Editor

Membership
Membership of the Boarding Schools’ Association (BSA) entitles schools to a wide range of support and promotion initiatives.

Membership is open to all schools with boarders which are accredited to the Independent Schools' Council, to schools in membership of the Scottish Council of Independent Schools, and also to state maintained boarding schools (which may then also become members of the State Boarding Schools' Association).

MEMBERSHIP TYPES
There are five categories of membership.

1. FULL UNITED KINGDOM SCHOOL MEMBER- Full school membership is open to all schools with boarders which are accredited to the Independent Schools' Council, to schools in membership of the
Scottish Council of Independent Schools, and also to state maintained boarding schools (which may then also become members of the State Boarding Schools' Information Service).

2. ASSOCIATE UNITED KINGDOM SCHOOL MEMBER
- Associate UK School Membership is available to schools and other educational bodies (not eligible for Full Membership) at the discretion of the Executive Committee. They will be entitled to receive Association mailings and attend BSA courses (at a surcharge).

3. INDIVIDUAL ASSOCIATE UNITED KINGDOM MEMBER - Associate Membership is available to UK individuals. They will be entitled to receive Association mailings.

4. ASSOCIATE OVERSEAS SCHOOL MEMBER - The Association very much values its links with boarding schools throughout the world. Associate Membership is offered to boarding schools overseas at the discretion of the Executive Committee. Associate Overseas Member Schools are entitled to receive Association mailings and attend BSA courses.

5. INDIVIDUAL OVERSEAS MEMBER - Individual Overseas Associate membership is available to overseas individuals interested in boarding. They are entitled to receive Association mailings.

**Professional Development**
The BSA's Programme of Professional Development and Training is the most comprehensive package offered to staff in boarding schools, and includes the first and only university-validated programme of professional development specifically designed for the practical needs of boarding staff and providing a university qualification in Boarding Education. Training is organized and run by BSA on a national and regional basis. Qualifications awarded by Roehampton University. Sponsored and supported by Government through DCSF.

BSA Roehampton Professional Development leads to university Certificates. Seminars in Child Protection, Boarding Legislation and Good Practice, Human Rights Legislation, Performance Management and Induction for Gap Assistants are offered, as well as individual training packages tailored to the particular needs of a school, a group of schools, or groups of staff.

Examples of courses offered by the BSA:

- Pastoral Care and Young People
- Management Issues in Boarding Schools
- Nursing in Boarding Schools
- Health and Development Issues affecting Young People

The certificate program should take participants two years to complete, and each section of the course costs 690 GBP to complete. The courses are offered at different locations throughout Britain to service membership outside of the London area, where the office is based.
Marketing

General Information
The BSA provides general information about attending boarding school in Britain. Sections of the website dedicated solely to parents and pupils presents information about what boarding school is like, the benefits of choosing a boarding school education, and information about how to apply.

School Search
The BSA provides a School Search tool for their member schools to aid parents and students in the research process of choosing a school. The function allows for a search by location, and then provides an opportunity for a narrowed search option. Results from the Search function provide a school name (organized alphabetically) and a button to visit the school website, or to “view school details”. The school profiles do not include photographs of the schools, but do list contact information and some small amounts of school information.

BSA TV News
The BSA broadcasts live from their National Conference to keep members informed. This content is available publicly, and includes access to keynote speeches, information about current boarding news, and general information about the benefits of boarding. Students from BSA schools are featured at the conference playing in bands, and presenting to delegates.

Sponsorship
There is no information on the BSA website about corporate sponsorship.

Australian Boarding Schools Association (ABSA)

Mission
The Australian Boarding Schools’ Association (ABSA), as the leading authority in Australia on boarding for school-aged children, will promote the interests and well-being of boarders, boarding staff, boarding parents and boarding institutions in Australia. It will function as an umbrella organization, which fosters collegiality and professionalism at a regional, state and federal level. ABSA will advance the profile of boarding and best practice in boarding. It will facilitate communication on boarding matters between schools, hostels, educational bodies and governments both in Australia and overseas.

Vision/Aims
The Aims of the ABSA are to:
- Promote high standards of residential care of children in Australian boarding schools and hostels
- Provide a national organization for the boarding industry that unifies the industry.
- Promote the benefits of boarding to the general community.
- Represent the interests of members to governments, other organizations and to the general community.
**Board of Directors**
The ABSA Board of Directors is made up of 14 members. The Board appears to be comprised solely of representatives from member schools. The Chair of the Board is the Head of The Kings School.

**Staff**
There is no information on the website about the current staff for the ABSA.

**Membership**
ABSA School Membership will enable member schools to:
- Be enriched by national input into regional boarding matters and enriched by regional input into national boarding matters.
- Have an input into national and state boarding policy as well as local and regional boarding policy.
- Enjoy the service of an organization that is able to provide a perspective from employers as well as a perspective from employees in the boarding industry.
- Promote the benefits of boarding to the general community.
- Share in a global network of national boarding organizations.
- Access professional development material both on-line and in print form.
- Advertise their boarding institution and job vacancies via the ABSA web site.
- Enjoy discounted conference and workshop fees.
- Access a national base-level training course for boarding staff, and have this course marked. Successful candidates will then be accredited by Australia’s peak school boarding body.
- Receive the ABSA quarterly magazine Lights Out.
- Maintain membership of existing regional boarding staff associations whilst also gaining membership of the national boarding association.
- Participate in professional development activities organized by state and territory divisions.
- Benefit from professional consultancy by ABSA personnel and services such as the inspection of boarding facilities.
- Ability to seek advice from the Secretariat on boarding matters.

The Association’s members are people who work in or are interested in school boarding houses and so provide a valuable source of information and support to each other. Members of ABSA gain access to this section of the website.

ABSA organizes seminars, boarding house tours and a Bi-Annual Conference for boarding staff. These activities and "Lights Out", our quarterly publication, are opportunities to learn more about how best to support and care for our students and also provide an opportunity for members to learn from and support each other.

ABSA Membership is available in four stages:

**Affiliate Membership**, 0$: available free to all staff working in boarding in a member school

**Overseas School**, 100$: Membership for all schools overseas

**Associate Membership**, not working in boarding, 27.50$: Associate membership is available to anyone interested in joining the ABSA, and are not a member of a boarding school staff.

**Associate Membership**, working in non-member school, 137.50$: Associate membership is available to boarding staff who work in boarding schools which are not members of ABSA.
Professional Development
The ABSA holds one annual conference. The 2010 National Conference (Point of Difference: Recognizing and Embracing Diversity in our Communities) is held this year in September. The Conference features a series of keynote speakers and workshops, and is designed to facilitate networking and collegiality in the Australian Boarding School community.

The ABSA uses their website to advertise other conferences to their membership, including overseas conferences and events.

Marketing

School Search
The School Search tool allows for the selection of a region in Australia. By selecting a state, you are led to a page that lists state schools alphabetically. Clicking on the school name leads to a page that includes school information, contact information, and pictures of the school. A live link to the school's website is posted.

Newsletter Updates
Every month, the Executive Director of ABSA releases a communication that is posted publicly on the website. These updates are clearly meant for the membership, but provide the public with insight into the workings of the organization.

Lights Out
The ABSA publishes a magazine called Lights Out. The website references this magazine, but there is no direct link to information about the publication. A Google search does not yield any more results. One would imagine that the magazine would provide members the opportunity to market their schools, while also contributing to a conversation about the boarding school advantage.

Sponsorship
The ABSA has a link on their website to a page about sponsorship. They list two sponsors: software marketing firm, and a company providing educational furniture. The page directly links to these two company's websites, and includes photographs of their representatives and displays at last year's ABSA conference.
Our Kids

Organization Overview
Our Kids Media is a family owned and operated publishing company with five print brands and more than 20 digital properties. Both our consumer and industry magazines and online portals enhance the personal and professional lives of millions of Canadians every year.

Mission
The mission of OurKids is to provide the most current resources to:

- Help families navigate the vast array of options: whether it’s summer camps, private schools or retirement communities, to make the best choice for each individual’s needs.

- Enhance communication between Canadian professionals working in the two sectors: child development and education; retirement living and care, and provide professional development support and collaboration for individuals and associations.

Board of Directors/Staff
OurKids does not include information about Board of Directors or Staff on their website.

Membership
OurKids has 81 member boarding schools listed on their website. The website does not include information about becoming a member, and fees are not printed in a public area.

Marketing
OurKids offers four different advertising options for their members/clients:

Their integrated approach utilizes various communication channels to access specific target markets:

1. Annual magazines that offer a wide, targeted reach with measurable results
2. Online properties that guarantee pre-qualified traffic to your website
   a. Awareness advertising and online brand building
   b. Direct response advertising including display advertising
   c. Search engine optimization
3. Direct contact with thousands of families providing a powerful level of engagement
4. Social networking that leverages new technologies to transform your interactions with families

The marketing strategy for OurKids is centered around the idea of telling “compelling stories” that are designed to evoke emotion and drive a high level of engagement between the consumer and their member/client’s brand or service. They have more than 700,000 readers, and 20 million online hits for their website.
Private School Expo

OurKids organizes the Private School Expo, which occurs in 4 regions across Canada in the fall: Toronto, Hamilton-Peel, Vancouver and Montreal. Boarding schools are welcome to participate in these events. The expos are designed to connect prospective families with faculty and staff from independent schools, and provide the following benefits:

1. Meet the leading private and independent schools
2. Learn how to find the right private school for your child
3. Explore different types of schools, educational philosophies and special programs
4. Find out about the admissions process, when to apply and what schools look for
5. Determine what budget you should be looking at and receive information about scholarships, bursaries and tax credits
6. Speak with current students and parents

Sponsorship

OurKids has extensive sponsorship opportunities, as they function as both a publisher, and an events organization. For their private school expos, this information is available about sponsorship and exhibitors on their website:

Becoming an exhibitor at the Private School Expo includes:

+ 9’ x 10’ draped single booth
+ 6’ skirted table with 2 chairs
+ Exhibit sign including: school name, location, and two affiliation logos
+ Power supply to booth
+ Wireless internet connection
+ Exhibitor lounge, with complimentary lunch for two representatives
+ Listing in the welcome guide
+ Listing on locator map
+ Set-up and take-down assistance, if required

No information about benefits for sponsorship is listed. OurKids offers sponsorship opportunities on a first come, first serve basis, and they invite interested companies to contact them to develop a customized sponsorship package.
ICEF Communication

April 7, 2010

Dear Heads, Chairs, and Admission Directors,

In an effort to foster new potential markets for member schools, the SEAL Canada boarding project has partnered with International Consultants for Education and Fairs (ICEF) for the upcoming “agent workshop” that will take place in Toronto from May 13-15, 2010.

The event is an opportunity for Canadian educators to meet quality student recruitment agents from around the world who are sending students to Canada. In our on-going effort to promote our member schools, SEAL Canada will have a complimentary table at the event both to advance our new organization and to highlight our boarding school members who also will be listed in our promotional materials.

As an added value SEAL Canada has secured a $500 credit for any future ICEF event for member schools currently registered for this up-coming workshop. Likewise, schools who have not registered and are interested in attending the Toronto event will receive a $500 discount from the full registration fee of $5,300. SEAL Canada has also partnered with ICEF for the Miami workshop scheduled for this December and, as such, our member schools will also receive a $500 discount for this event. SEAL Canada members who are currently attending Toronto and opt to attend the Miami workshop will receive the $500 credit in addition to the $500 discount equaling a $1,000 reduction in overall price for the Florida event. ICEF, however, does not offer the SEAL Canada association discount in addition to the multiple event discount that is offered through ICEF directly.

Further information on ICEF may be viewed on their website at www.icef.com. To register for the Toronto or Miami events please contact Bogie Lapinski Anaya, Manager ICEF Canada at banaya@icef.com or (416) 671-6644. Be sure to mention that you are a SEAL Canada member.

Any representatives not attending the Toronto workshop can still have SEAL Canada share their admission packages with visitors at the fair booth. Interested schools should forward approximately 100 admission packages to SEAL Canada, P.O. Box 3013, 2 Ridley Road, St. Catharine’s, ON, L2R 7C3. Packages should specify "to the attention of Sarah Milligan" and must be received by Friday, April 30, 2010.

Sincerely,

Anna Galanter
Director, e-Marketing and Research
SEAL Canada
Edu-Canada brand summary

Summary of Promoting Canadian International Education: from research to consultation to action

Context
Canada lags behind competitor countries such as Australia, the UK, and the US, countries who increased their number of new international students by 41%, 69%, and 27% from 2003-2007 respectively, compared to a 6% increase for Canada.

The Edu-Canada Initiative
The Initiative is based on four pillars:
1. Create and implement an Education Brand for Canada
2. Launch a marketing campaign in priority markets
3. Provide better services to the Education sector
4. Help Canadian institutions build more international linkages

There are three objectives of the Initiative:
• 20% increase in the number of international students by 2012
• 10% increase in the international use of Canadian curricula
• Increase in the number of agreements facilitating two-way student mobility

By 2010, the progress on these objectives is as follows:
• Between 2007-2009, the number of international students increased by 10.7%
• Between 2006-2009, there was a 12% increase in the international use of Canadian K-12 level curricula
• Canadian students traveling abroad remains at only 3%

Education Brand Promises
• The promise to provide guidance and the knowledge and tools needed to develop to full future potential
• The promise that the student will be proud of their Canadian credentials as they are a recognized passport that can open doors worldwide
• The guarantee of a unique cultural experience in safe, diverse and exceptionally beautiful surroundings

Education au/in Canada Brand: A Collective Effort
The brand is a collective effort to promote Canada’s education sector abroad and is developed around an “essence” that was elaborated and approved by the education sector stakeholders. Institutions and PTs deliver the Brand Promise, while the federal government promotes it and acts as a catalyst to institutions to support their recruitment efforts. Essentially, the use of the Education au/in Canada brand by a large number of Canadian education institutions and organizations is the key to success.
Pan-Canadian Baseline
The following are eligibility requirements for using the Education au/in Canada brand:
i. Postsecondary institutions, funded by and accountable to government;
ii. Private degree-granting postsecondary institutions specifically authorized to offer degrees under a government-recognized process that includes quality assurance; where the authorization is specific to the degree program rather than to the institution in its entirety, eligibility to use the brand will also be specific to the program;
iii. Public school boards or districts, funded by and accountable to government;
iv. Independent and/or private schools in Canada authorized to deliver the provincial/territorial curriculum

Supporting Promotional activities at missions
The focus for support of promotional activities at missions includes ensuring the consistency in the use of the Brand among missions, providing training to Education marketing officers on best practices, and proposing promotional concepts and best use of the Brand communication platform.

Brand development activities in 2010/2011 include:
• Enhancing the Brand guidelines for co-branding
• Gathering market intelligence for Brand market adaptation
• Photo shoot development
• Develop new Ad concepts

Latest Research
• Gurh Report: Best Practices on Managing the Delivery of Canadian Education Marketing
  o Identify best practices
  o Provide guidance to policy makers
• Economic Impact of International Education In Canada
  o 6.5 billion/year
  o Education largest export sector to China

Priority Markets
Priority markets were identified after consultation with provinces and institutions:
Countries:
• China
• India
• USA
• Korea
• Japan
• Mexico
• Germany
• France
• Brazil

Regions:
• Gulf (including Saudi Arabia, UAE, Kuwait)
• North Africa (including Tunisia, Morocco, Egypt, Libya)
• ASEAN (including Vietnam, Thailand, Malaysia, Indonesia)
• Caribbean (Including Jamaica, T&T, Barbados, Guyana, D.R.)

International Scholarships
Objectives:
- Attract the best and brightest students to Canada
- Promote brain circulation between Canada and developed countries
- Minimize brain drain from developing countries
- Foster institutional linkages and research collaboration

Two basic formats:
- Short term student exchanges (in developing countries)
  - Emerging Leaders in the Americas (ELAP)
  - Canada-CARICOM Leadership Scholarship Program
  - Canada-Chile Leadership Exchange Scholarship Program
  - Canadian Commonwealth Scholarships Program
- One to three year doctoral and Post doctoral research fellowships (in developed countries)
  - Vanier Canada Graduate Scholarship
  - Canada-US Fulbright Program
  - Post Doctoral Research Fellowships: Canada Commonwealth Scholarships Program; Government of Canada Scholarships Program
School website scan

Context

Standards in Excellence and Learning (SEAL) is the preeminent organization of accredited independent schools in Canada dedicated to educational excellence, school improvement, and organizational leadership. SEAL plays a central role in leading and serving the objectives of its school members. It is the mission of SEAL to develop and promote these values in Canadian independent schools.

Under the direction of Director of eMarketing and Research Anna Galanter, the Collaborative Boarding Project is currently establishing and implementing an effective eMarketing/recruitment strategy, leading research and development initiatives, and working collaboratively with schools, targeting new international boarding markets and supporting them in existing markets. The Collaborative Boarding Project is steered by a highly committed, experienced, able and broadly representative Steering Committee with the full commitment of the SEAL board and its Executive Director.

The Collaborative Boarding Project aims to uncover the “ties that bind us” as independent boarding schools across Canada. Central to our progress in the collaborative marketing of Canadian boarding is the understanding of the messaging that each school is providing about the Canadian boarding experience. As e-Marketing has rapidly become a fast way to access a target market, it was evident that conducting an environmental scan of our boarding schools’ websites was a starting point for the project.

Sarah Milligan, as SEAL’s Coordinator of Communications and current Masters student in Professional Communication at Royal Roads University developed a webscan criteria that would allow SEAL to obtain a clear and current picture of our boarding school websites. Keeping in mind that each school has a different history and program, websites were evaluated on a number of different criteria, included on page two of this report. No school was evaluated to be better than another, and the hope is that this study can allow all members the opportunity to consider the ways that their school markets the Canadian boarding experience online. The results from this environmental scan help paint a picture of the ways that our schools are promoting, or in some cases hindering, the collective goals of the Collaborative Boarding Project.

It is our hope that this report will display research that is accessible and relevant to our schools, share effective practices, and make recommendations that are valuable to the promotion of the Canadian boarding experience online. Schools are welcomed to contact Sarah Milligan after June 1st to set up half-hour consults relating to their school’s results from the webscan, as all data will be kept confidential.
Collaborative Boarding Project Environmental Scan Criteria

1. How are member schools supporting the collaborative marketing goals through messaging on their homepages?
2. Does the word “boarding” appear on the homepage? Does the word “Canada” appear on the homepage?
3. What is the language used to describe the boarding program?
4. What are the descriptions of Canada as a boarding destination?
5. Is there visual or audio content to support the residential life program at the school?
6. Is the voice of students and their experiences with boarding life present on the website?
7. Who is the intended audience?
8. Do member schools display current national organization logos on their homepages?
9. Are there direct links to these affiliated organizations?
10. Is the member school associated currently with TABS? What does their profile look like on the TABS school directory?
11. Is it easy to find out how much boarding costs?
12. Is it easy to find out information about financial assistance?
13. Are social media tools utilized on member schools websites?

First Impressions

Canada has so much to offer as a boarding destination, and visiting the websites of our boarding membership makes that clear. Many schools provide information about their boarding programs online. The first screen a new visitor sees when accessing a school website is obviously important and influential to interest, engagement and ultimately, admission. Here are some interesting facts from our boarding schools’ homepage screens:

+ 38% of our member schools do not feature the word “boarding” on their website homepages.
+ 28% of member schools do not display the word “Canada” on their homepages.

Boarding Life

Most schools have an area on their website that is solely dedicated to the boarding or residential life program at their school. Accessing this content allowed for the generation of this data. Words and themes were extracted from each page for each school and calculated to discover these trends:

+ 58% of schools include the voice of students on their websites to market their boarding programs;
+ 31% of schools do not provide audio/visual content to support their boarding or residential life program;
+ 34% of schools call Canada beautiful;
+ 31% of schools depict Canada as a safe destination for boarding;
+ 17% of schools recognize Canada’s diversity in the marketing of their boarding programs;

The language used to describe the boarding program at each individual school varies, but there are patterns and similarities across the membership. Some common themes are displayed in the following chart and have been pulled directly from the “boarding” or “residence life” section of school websites:
Boarding Fees
An area of interest was the publication of fees for boarding schools on websites. The environmental scan indicated that our member schools are transparent about boarding fees on their websites, and most of this information is stored in the “Admission” area online.
+ 86% of SEAL Canada boarding schools publish their tuition and fees online for prospective families to view. Supplemented by the publication of fees is the inclusion of information about the financial assistance options provided to families.
+ 17% of SEAL Canada boarding schools do not easily display information on their website about financial assistance programs for prospective families.

School Affiliations
Information about our membership’s affiliate organizations was of great importance to this study. Schools belong to a variety of organizations that reflect their school programs, interests, and geographic locations. The chart below reflects the current notable memberships with organizations:
+ 51% of schools list their affiliations on their websites.
Of this group:
+ 34% do not display their affiliate organization’s logos on their websites.

TABS Membership
The Association of Boarding Schools (TABS), the non-profit membership organization for independent and boarding schools provides their members the opportunity to showcase their schools on a profile that is catalogued in their library online. The environmental scan identified the following information about Canadian boarding schools’ membership trends with TABS:
+ 86% of our boarding school membership is currently affiliated with The Association of Boarding Schools (TABS).
+ 52% of member schools affiliated with TABS do not showcase audio/visual content on their TABS homepage.
+ 16% of member schools affiliated with TABS provide a live link to the document “The Truth About Boarding” published by the organization.

Environmental Scan “Top Ten” Finds
Visiting each boarding school website enhanced our organization’s understanding of the Canadian boarding experience. Here are ten great things happening online to promote Canadian boarding:

1. The Brentwood College Blog - Brentwood’s school blog is updated weekly by students and gives a personal touch to campus activities and events. Student bloggers change from week to week, providing a holistic view of the school with representation from a variety of students.
2. Pickering College – On the school’s homepage, Pickering provides a live link to the school’s student-run radio station making the voice of students and their experiences with school life heard!
3. St. George’s School – A great video depicting residence life and community at the school is published on the website and asks the question: “what if your school was your home?”
4. Ridley College – Ridley’s multimedia gallery is a comprehensive collection of video and photos that are helpfully organized by event, making it easy for different audiences to tune into the information they are interested in viewing.
5. Branksome Hall – The Twitter page at Branksome Hall is updated daily and publishes relevant information about the school and campus-life on a regular basis. This often includes photos, videos, links to current...
charities and projects and retweets of inspiring quotes, news, and more.
6. **Shawnigan Lake** – Separating content on their website by “student” and “parent” headings allows Shawnigan to tailor the information provided about the boarding program to two very different audiences, making their website extremely user-friendly.
7. **Trinity College School** – The large video library housed on the website allows for current parents and alumni to watch clips from recent sports fixtures and campus activities.
8. **Lakefield College** – Lakefield’s YouTube Channel includes a number of videos depicting campus life, and has been viewed by 1700 unique viewers over the span of one short year.
9. **Albert College** – a pictorial series follows Casilda, a Spanish boarding student in a “day in the life” presentation. This includes photos of captions of breakfast, classes, signing out to leave campus, doing laundry, attending a house meeting and relaxing with her friends.
10. **Havergal College** – The inclusion of video messages from current boarding students to prospective boarding students provides an insider’s perspective to potential families.
Communication to international organizations introducing SEAL Canada

Dear XX,

There have been significant changes in the landscape of Canadian independent education. The Canadian Association of Independent Schools (CAIS) and The Canadian Educational Standards Institute (CESI) have now formed a new organization, Standards in Excellence And Learning (SEAL Canada) as of January 2010. with the mission to promote educational excellence, school improvement, and leadership in independent schools. Our organization represents 93 schools across the country who meet national accreditation standards and have earned our mark of excellence: the seal.

With excellent academic and co-curricular programs, all of our schools must meet twelve internationally recognized accreditation standards. Our “Boarding” Standard requires that all schools with boarding programs operate in a way that assures a balanced, enriched and mission consistent experience for students and is integrated into the total life of the school.

In October of 2009, SEAL’s 27 boarding schools committed to a two-year pilot project to promote Canada internationally as a boarding school destination. SEAL’s Canadian Boarding Schools Project is a collaborative eMarketing effort, with the goal of advancing individual schools’ recruiting objectives. Our new website, provides a school search function and the clear benefits of choosing Canada as a boarding school destination. We believe that Canada is a safe, secure and sustainable country with exceptionally high educational standards, and an excellent destination for international boarding students. Our website is a resource for families and educational consultants considering a Canadian boarding school experience.

Connecting with our international audience is important to SEAL and to the success of our Canadian Boarding Schools project. Please take this opportunity to become familiar with our new organization, and let us know if we can be of any help to you.

Sincerely,

Anna Galanter
Director of eMarketing and Research
Standards in Excellence And Learning (SEAL Canada)
The Truth About Boarding