



Canada: Graduate Student Market

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Summary

Canadian students in increasing numbers are looking at the possibilities of a U.S. education. In fact, approximately 28,000 Canadian students enrolled in postsecondary institutions in the United States during 2006-2007. This was a 23% increase over the previous decade. Canada's proximity to the United States, common language and the high regard for U.S. educational institutions, are all important factors behind this trend.

In 2007 the Government of Canada's investment in education reached \$90 billion, representing a 10.2 percent increase over 2006. During the past five years, Canada's spending on education has increased 35 percent. Universities are a \$26 billion enterprise in Canada serving more than 1.5 million full, part-time and continuing education students and employing more than 150,000 faculty and staff. These numbers are up significantly from 2001 when universities were a \$16 billion economic enterprise with 1.3 million students.

While education in Canada is a provincial mandate, the Federal Government allocates significant funds, creates fee structures and new programs. At the same time, most universities operate independently in terms of admission standards, degree requirements, and administration of their own finances and programs. Canada has 163 recognized public and private universities (including theological schools) and 183 recognized public colleges and institutes. In addition, there are 68 university-level institutions and 51 college-level institutions under selected programs and approved under provincially established quality assurance programs. Canada is a bilingual country and education, at all levels, is widely available in English and French. U.S. schools should note that the Province of Quebec's official language is French.

U.S. postsecondary institutions that are interested in recruiting Canadian graduate students are encouraged to increase their brand visibility in Canada by exhibiting in national and regional educational and career fairs, participating in single school promotions, and exploring partnerships with local universities. This will allow U.S. schools to target graduate students much more effectively.

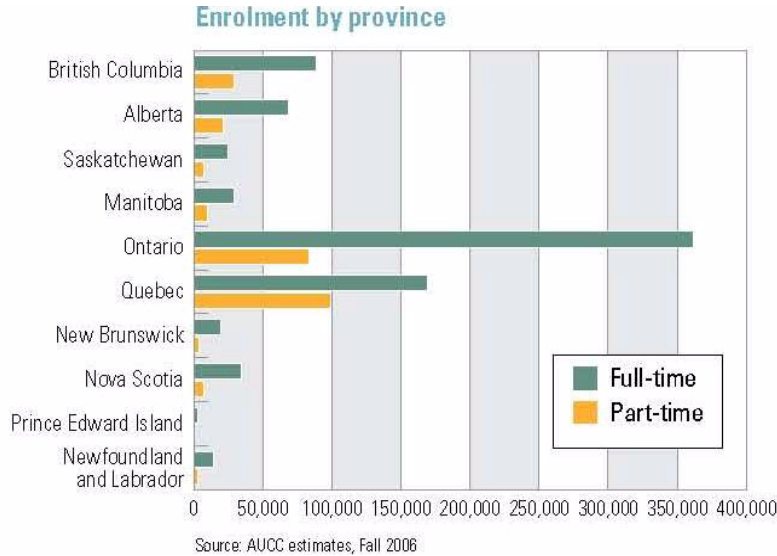
Market Demand

According to the [Association of Universities and Colleges of Canada](#), the university sector is larger than the pulp and paper industry, the oil and gas extraction industry, the utilities sector, the combined arts, entertainment and recreation industries and such prominent manufacturing industries as aerospace, motor vehicle, and plastic products. More than one third of research conducted in Canada is carried out at Canadian universities.

Between 2000 and 2006, full-time university enrolment increased by more than 190,000 students or 31 percent in Canada. From 2006 to 2016, national full-time enrollment is expected to grow approximately 20 percent despite demographic trends that show a decline of Canada's population aged 18 to 21 starting in 2012.

These numbers are the reflection of a trend during the last several years of record enrolment in some parts of the country, with special emphasis in the provinces of Ontario, Quebec, British Columbia and Alberta, as echo baby boomers (children of baby boomers) reach university age. As Canadian institutions reach full capacity, there is an opportunity for U.S. educational institutions to promote their programs by either promoting enrollment in their campuses, establishing a physical presence in Canada,

or delivering graduate programs through e-Learning or distance education methods. Rising enrollment rates are the result of several factors such as labor market demand, parental influence, urbanization, and immigration and socio-economic status, which are increasingly influencing Canadian demand for high-quality university education.



In 2006, approximately 815,000 fulltime students attended Canadian universities and colleges of which approximately 700,000 were undergraduates and 115,000 graduate students. An additional 265,000 students were enrolled part-time programs; 220,000 in undergraduate programs and 45,000 in graduate programs. Total full-time postsecondary enrolment is projected to grow steadily until 2012/2013 to nearly 1.3 million students, approximately 50,000 more than between 2003/2004 and 2005/2006.

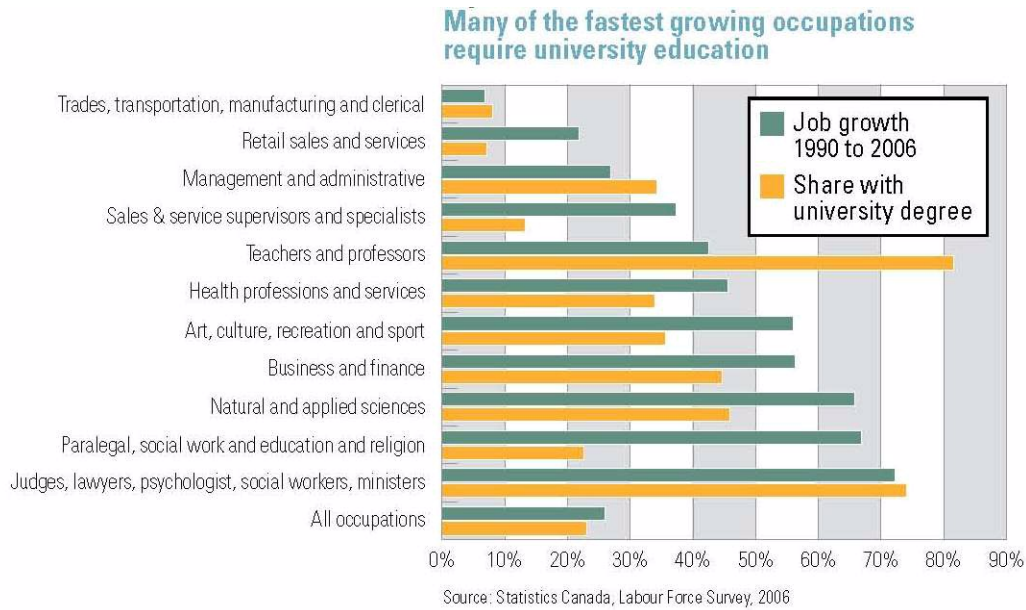
The following chart provides an overview of the status of universities in 2001 with respect to enrolment, degrees granted, faculty, research and funding, along with a perspective of potential projected changes by the year 2011:

Category/Year	2001	2011 (Projected)
Full-time enrolment	645,000	845,000
Bachelor's degrees	129,000	173,000
Master's degrees	23,400	33,300
Doctoral degrees	4,100	5,300
Full-time faculty	34,500	54,000
Sponsored research	\$3.2 billion	\$9.6 billion
Operating support	\$10.7 billion	\$16.9 billion

Source: Association of Universities and Colleges of Canada

Over the last 16 years, the number of Canadian fulltime jobs occupied by graduate degree holders has grown from 550,000 in 1990 to more than one million in 2006, whereas the jobs for those who have not completed postsecondary education has declined. As Canada struggles to meet the market challenges imposed by the new emerging economies such as China, India, Pakistan and much of Southeast Asia,

companies are searching aggressively for graduate professionals who have upgraded or want to upgrade their skills, in order to help organizations remain competitive and productive in today's economy.



Women’s Participation Rate in the Graduate Student Market

According to Statistics Canada, in the 2004/2005 academic year almost 46 percent of graduates between the ages of 25 and 29 were women compared to almost 43 percent the year before. While gender differences were less pronounced overall, there remained large differences across fields of study. Engineering remained the most male-dominated field, while psychology had become the most female dominated field of study. Some of the increase in the proportion of women came from substantial gains in fields that have traditionally been male dominated. In computer and information sciences and mathematics, as well as in physical sciences, the numbers of female graduates grew much faster than the number of male graduates. Between the 2003/2004 and the 2004/2005 academic years, the proportion of women graduating from computer and information sciences and mathematics grew by almost 49 percent. Likewise, the proportion of women graduating from physical sciences grew by over 23 percent. Women continue to be the majority on both university and college campuses. They account for 51 percent of students in master's programs and about 46 percent of those at the doctoral level. While women continue to make up the majority of students on both university and college campuses, they are still in the minority in the skilled trades.

Foreign Student’s Proportion Amongst Canadian Graduate Students

In the 2004/2005 academic year, approximately 23 percent of all graduates in Canada were foreign or visa students. Foreign graduates were disproportionately represented in engineering and the physical sciences. Over 42 percent of engineering graduates and more than 32 percent of physical science graduates were foreign or visa students. Conversely, less than 12 percent of social science graduates and less than 17 percent of humanities graduates were foreign or visa students.

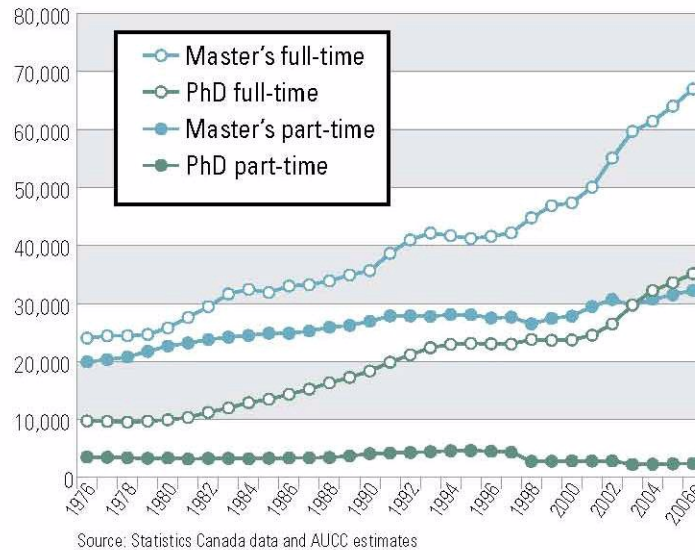
Market Data

After a period of inactivity in the mid-1990s, full-time master’s and PhD enrolment has grown rapidly from 65,000 students in 1996 to 102,000 students in 2006. This is a 57 percent increase over the decade, with most of that growth having taken place since the fall of 2000. Two-thirds of the students that graduated from master’s program obtained their degrees from institutions in Ontario and Quebec.

Between 2000 and 2004, enrolment in doctoral programs increased steadily, growing at a rate of almost 7 percent per year. In the 2004/2005 academic year, over 34,000 students were enrolled in doctoral programs. These increases in enrolment suggest that the number of graduates of PhD programs should rise in the coming years.

Overall, 60 percent of doctoral graduates were men and 40 percent women. If foreign students (the vast majority of whom were male) were excluded, the balance among Canadians was nearly equal: 53 percent men and 47 percent women. Within the Doctoral/PhD degrees, three fields of study accounted for nearly half of all graduates in 2006: 21 percent graduated from biological sciences programs, 13 percent from engineering and another 13 percent from humanities.

Full-time graduate enrolment grew by more than 50 percent over the last decade



Government Funding and Tuition Figures

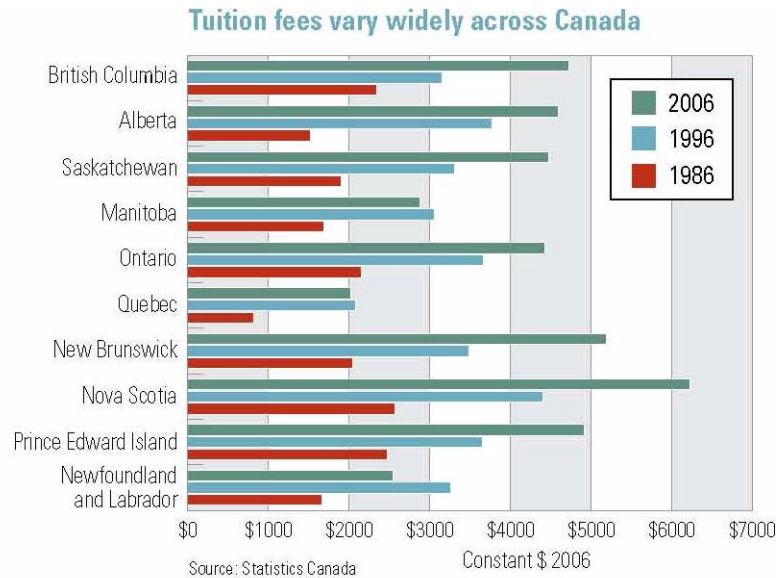
Although the Canadian federal government invested over \$90 billion in the education system in 2007, very little of this investment touches graduate students. In comparing available sources of funding provided both by Canada and the United States, Canadians enrolled in graduate programs received 20 percent less support from the provincial and federal government than students in the United States did from their state and federal agencies.

In 2004/2005, federal, provincial, territorial, and municipal government funding, including funding for research, accounted for 54.2 percent of the sector's revenue, although this ranged from 38.4 percent in Nova Scotia to 68.6 percent in Quebec. Student fees on the other hand accounted for over 20 percent of the total revenue, with bequests, donations, nongovernmental grants, sales of products and services, and investments bringing in another 25 percent.

Tuition costs at universities averaged \$4,524 in 2007/2008, with international student fees for an undergraduate program averaging approximately \$14,000 annually. At colleges (in the nine provinces outside Quebec), the average tuition was approximately \$2,400 (Quebec residents do not pay college tuition). Education is also funded through government transfers to individual students through loans, grants, and education tax credits.

On average, graduate students will pay 4.6 percent more when they return to school, compared to the tuition charged to undergrads. Canadian full-time graduate students are paying an average of \$5,447 in

tuition fees at public universities for the 2007/2008 academic year, up from \$5,387 a year before. In 2006 graduate fees rose in eight provinces, with Alberta reporting a 23.2 percent increase, the largest of all provinces. In Manitoba, Quebec and Newfoundland and Labrador graduate fees were virtually unchanged and in Saskatchewan, graduate fees decreased.



Degrees and Type of Programs Available in Canada

Canadian universities and university colleges, which are available in both government-supported and private institutions, can offer degrees, diplomas, certificates depending on the nature of the institution and the length of the program. Non-degree granting institutions in Canada include public colleges, specialized institutes, community colleges, institutes of technology, colleges of applied arts and technology, and *cégeps*, all offering certificates in a range of vocation-oriented programs in the professional and technical fields. Comparatively, U.S. educational institutions can offer either certificates and degrees which can be offered by academic institutions ranging from state colleges and universities, private colleges and universities, two-year colleges, community colleges, professional schools, institutes of technology, technical institutes, and church-related schools.

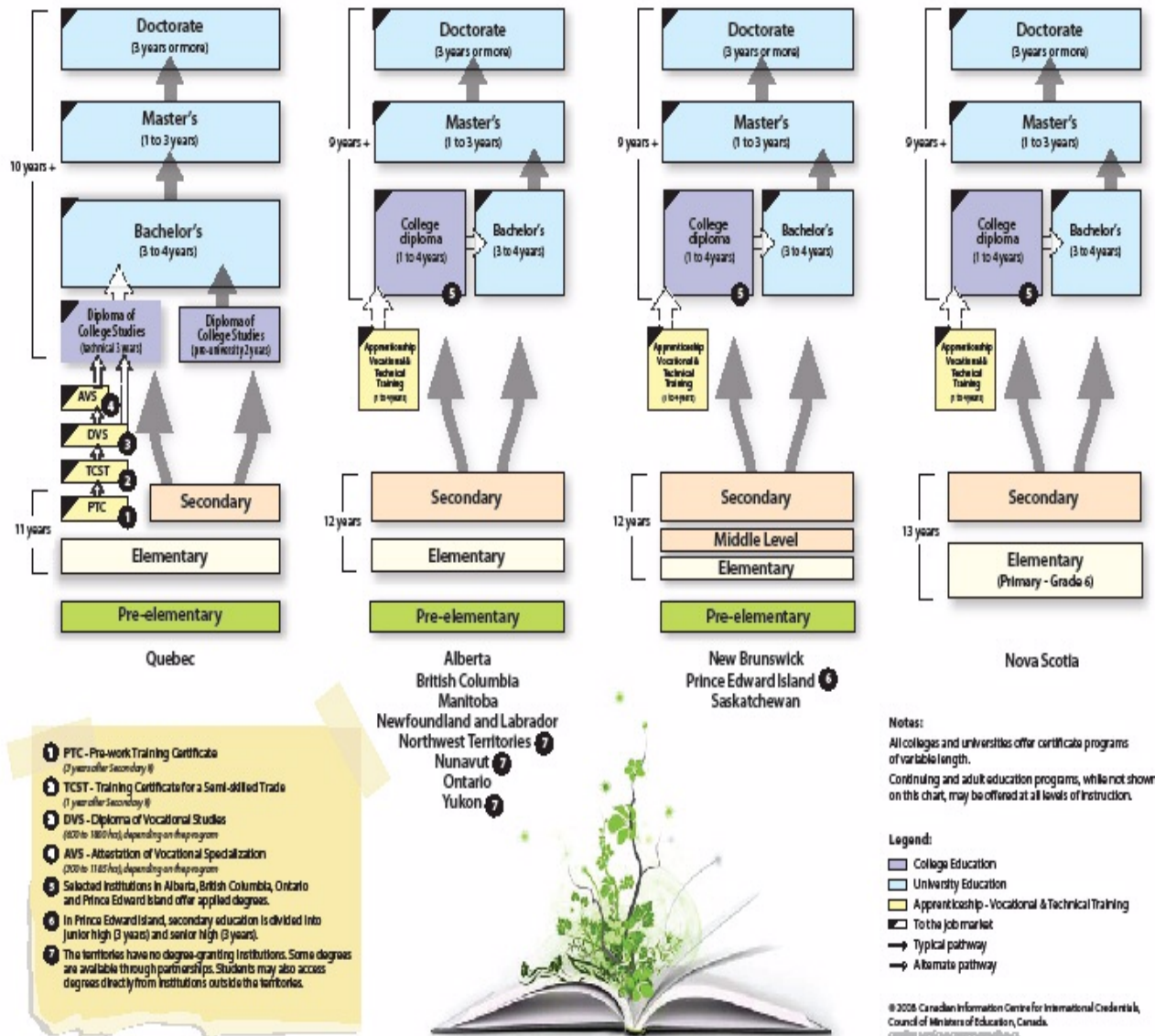
In terms of graduate studies, Canada and the United States are similarly structured. In Canada, university degrees at the graduate level can be offered in one of the following levels:

- *Profession-Oriented Master's Degree.* This program normally admits students holding baccalaureate degrees and provides them with a selection of courses and exercises intended to prepare them for a particular profession or field of practice. This program typically takes one or two years in duration.
- *Research-Oriented Master's Degree.* Students are typically graduates of related undergraduate or professional programs in a particular field who after developing research, analytical, methodological, interpretive and expository skills, opens their doors to doctoral studies or for leadership in society. Its duration is typically two to three years in duration.

- Doctoral or PhD Degree.** Prospective PhD students must successfully complete an original research and the defense of a thesis that makes a substantial contribution to the advancement of knowledge in the student's chosen field of study. The doctoral degree usually requires three to five years of additional study and research plus a dissertation are the normal requirements.

The [Canadian Degree Qualifications Framework](#) describes in more detail the types of degrees available in Canada, as well as a degree description for regulated professions including medicine, law, education, and social work.

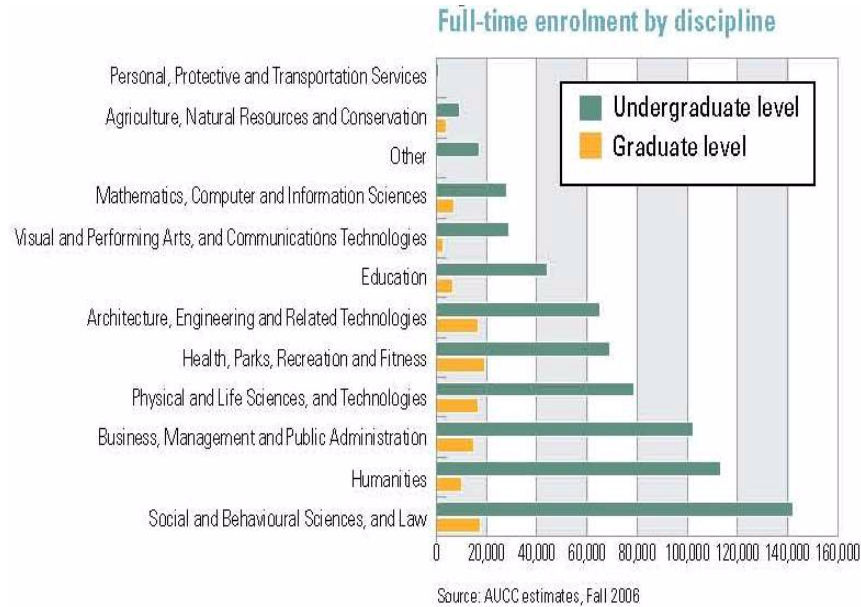
Canada's Education Systems



Source: Canadian Information Centre for International Credentials.

Best Prospects

Indicators such as market demand, economic prosperity and productivity levels can determine the careers in high demand in Canada. Universities located in the provinces of Ontario, British Columbia, Quebec and Alberta are currently reporting higher number of applications on disciplines such as business, management and public administration, health, social and behavioral science, law, architecture, engineering and related technologies. Canadian educational institutions are also experiencing a growing demand in fields such as nanotechnology, environmental studies and multidisciplinary studies. In order to address this new study markets, universities and colleges will need to create and expand their graduate programs to accommodate the growing demand, and therefore fill the gap with their U.S. counterparts.



Although demand for the programs above applies to the master's level, careers in high demand at the Postdoctoral level differ slightly with a growing demand in programs including social, physical and life sciences and technologies.

Currently four out of ten Canadian provinces (Alberta, Ontario, British Columbia and New Brunswick) have permitted U.S. universities and colleges, as well as other foreign private degree-granting institutions, including for-profit institutions to deliver programs to the Canadian student population. This has benefited those students that have been refused acceptance at local universities or colleges due to space capacity, lack of facilities and shortage of faculty.

Operation of Foreign Educational Institutions in Canada

The postsecondary environment has evolved during the past few years, as local universities and colleges are no longer the only degree-granting institutions in some jurisdictions. A recognized postsecondary institution is a private or public institution (either Canadian or Foreign) that has been given full authority to grant degrees, diplomas, and other credentials by a public or private act of the provincial or territorial legislature or through a government mandated quality assurance mechanism. The following explains the requirements for foreign institutions to receive ministerial consent to operate in the provinces of Alberta, Ontario, British Columbia and New Brunswick.

Alberta

Foreign post-secondary institutions seeking to offer new degree programs and referred to as a "university" may do so under the terms of the [Post-secondary Learning Act \(PSLA\)](#), and the [Approval of](#)

Programs of Study Regulation. The Approval of Programs of Study Regulation under the Post-secondary Learning Act indicates that for a foreign institution to deliver a program in Alberta, it must submit an application to the Ministry of Education if the form required by the host province.

Ontario

The [Post-Secondary Education Choice and Excellence Act](#), 2000 regulates degree authority in Ontario. Following the Act, all educational institutions whether from Ontario or out-of-province, public or private, for-profit or not-for-profit, require either an act of the Legislative Assembly of Ontario or the consent of the Minister of Training, Colleges and Universities to operate. All applications for ministerial consent are referred to the [Postsecondary Education Quality Assessment Board \(PEQAB\)](#), an organization that reviews applications for consent and makes recommendations to the Minister on program quality and organizational soundness. For more information on degree approval granting procedures in Ontario visit: <http://www.edu.gov.on.ca/eng/general/postsec/degree/guideline.pdf>

British Columbia

Under the Government of British Columbia's [Degree Authorization Act](#), private and out-of-province public institutions are required to go through an application process to receive consent from the British Columbia Ministry of Education to offer degree programs or use the term 'university' in B.C. The purpose of the Degree Authorization Act is to ensure that any program to be offered by a post-secondary educational institution in B.C. is of high quality, relevant, and responsive. Also, the [Degree Quality Assessment Board \(DQAB\)](#), an independent advisory board, has the responsibility to conduct a quality assessment process, make reviews and give recommendations in response to any out-of-the-province applicant

New Brunswick

An educational institution that wishes to be designated by the Lieutenant-Governor in Council as a degree granting institution or wishes to be authorized by an Act of the Legislature to grant degrees must meet the requirements under the [New Brunswick Degree Granting Act](#). More information on application requirements and guidelines is available at the [Government of New Brunswick Services](#) site.

Key Suppliers

Public and private educational institutions, governments, and groups are involved in the delivery of adult education programs, with the providers varying by province. Colleges offer adult education and training for the labor force; government departments responsible for literacy, skills training, second-language learning, and other adult programs may provide programs themselves or fund both formal and non-formal educational bodies to develop and deliver the programs.

Some provinces have established dedicated adult learning centers. Community-based, not-for-profit, and voluntary organizations, school boards, and some private companies, largely funded by the provincial, territorial, or federal governments, address literacy and other learning needs for all adults, with some of them focusing on specific groups such as rural populations, the Aboriginal communities, immigrants, displaced workers, and those with low levels of literacy or education.

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The following is a list of Canada's most reputable universities, measured by their enrollment numbers, and the type and quality of undergraduate and graduate programs available:

University of Toronto

Established in the province of Ontario in 1827, the University of Toronto is Canada's largest university, recognized as a global leader in research and teaching. Located in and around Toronto, UT has a full time student population (combined Canadian-born and international) of 54,923 undergraduate students and 12,727 graduate students. The University of Toronto has over 80 graduate departments and over 35 collaborative (interdisciplinary) programs. It offers 109 masters and 79 PhD programs. The university is consistently placed among the leading academic institutions of the world.

York University

York offers full and part-time graduate and undergraduate degree programs to over 50,000 students in 11 faculties. The Faculty of Graduate Studies is Ontario's second largest graduate school, offering both traditional and non-traditional interdisciplinary areas of study. York has over 175,000 alumni, 130,000 of whom live in the GTA. York has more than 150 partnership agreements with universities throughout the world to facilitate academic collaboration including the exchange of students and faculty. York University offers 44 masters and PhD programs including business, law, fine arts, and environmental studies, to mention few. York University is located in the province of Ontario.

University of British Columbia

There are over 40,000 students studying on UBC's two campuses of which 8,000 students are enrolled at the graduate level. Of this number, 1,300 students (or 20 percent) are from outside Canada. UBC offers 139 postgraduate programs (masters and PhD) and is ranked as the number one university in the province of British Columbia, and one of the top universities in Canada.

Athabasca University

Located in the province of Alberta, Athabasca University (AU) is Canada's leading distance-education and online university, aka Canada's Open University. AU currently serves approximately 37,000 students per year. Some 260,000 students have registered in AU's individualized courses and programs since the University was created by the Government of Alberta in 1970. AU was one of the first universities in Canada to launch an online MBA program and its executive MBA is now one of the largest in the country. AU's master of distance education is among the largest in the world. AU also offers masters degrees in counseling, health studies and nursing. The institution will soon offer a doctorate in distance education (awaiting approval from the Alberta government) and is proposing a doctorate in business administration. Athabasca's graduate programs have grown faster than its undergraduate programs over the past five years, a trend attributed to broader demand for continuous learning, especially among working adults. AU is a founding member of the [Canadian Virtual University](#).

University of Ottawa

University of Ottawa is North America's premier bilingual university with a choice for students to take their courses in English or French. This institution ranks fifth in research intensity among Canada's top 50 research universities. Located in the province of Ontario, it embraces students and faculty from more than 150 countries, with more than 360 undergraduate programs and more than 110 graduate programs in 10 faculties. University of Ottawa is the third largest co-operative education program in Canada. The student population is comprised of approximately 87 percent undergraduate and 13 percent graduate students.

McGill University

Located in the province of Quebec, McGill University was founded in 1821. In the academic year 2006/07 McGill granted 7,457 degrees, and it currently serves a population of 33,522 students. McGill has 21 faculties and 10 professional schools offering degrees and diplomas in over 300 fields of study, including medicine. The university is considered to be one of Canada's best-known institutions of higher learning and one of the country's leading research-intensive universities.

University of Waterloo

The University of Waterloo has an enrolment of approximately 22,368 full-time undergraduate and 3,023 full-time graduate students, and is one of Canada's leading comprehensive universities, with strong teaching and research programs in six faculties: Applied Health Sciences, Arts, Engineering, Environmental Studies, Mathematics, and Science with over 100 masters and PhD degree programs. Waterloo is involved in more than 300 international linkage agreements, collaborative activities, and education and research projects in 57 countries around the world. At 79.3 percent, UW's graduation rates are above the provincial average of 75.4 percent. The overall employment rate for Waterloo graduates of 2003 was 93 percent after six months and 97 percent after two years, above the provincial average of 92.2 percent and 96.8 percent respectively. The University of Waterloo is located in the province of Ontario.

Online Post Secondary Education

The number and the choice of online graduate-degree programs are growing in Canada, but progress has been slow compared to the U.S., Britain and Australia. Nevertheless, Canada continues to invest heavily in the use of technology for online learning in colleges and universities. In 2003, Canada's educational service industry (including the public education system) were valued at CD\$45.3 billion, representing 3.8 percent of Canada's GDP. A survey by the Association of Universities and Colleges of Canada shows that more than half of university courses feature an online component – ranging from posting lecture notes on the Web to fully online courses.

Currently 12 universities have formed consortia, to deliver a wider selection of online programs and make it easier for students to transfer credits and even mix and match courses. The current online catalog includes 2,300 courses and 300 complete programs offered as part of the [Canadian Virtual University](#) (CVU), a consortium of accredited Canadian universities that offer complete degrees, diplomas, and certificates online and through distance education.

Educational institutions considering the delivery of graduate courses online must exercise caution since e-Learning is at times being perceived as an unappealing way to attract students, simply because of the lack of interaction between instructors and students. In other words, there continues to be a perception that e-Learning appears to be more effective in distance education, where technology use is required rather than in face-to-face instructional settings.

Prospective Buyers (Prospective Students)

Buyers of graduate programs can be segmented into the following demographics: *Canadian Citizens and Permanent Residents* between the ages of 25 and 39, *foreign students* residing in Canada on a temporary basis, and *individuals* between the ages of 25 and 55 who are already employed and are looking to upgrade their educational background either because of a corporate initiative aimed at retaining and training their workforce, or because of personal interest.

Canadian citizen and Permanent Resident

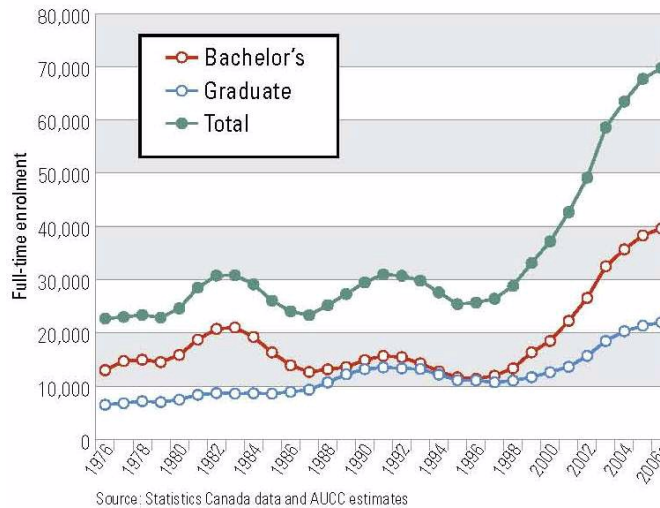
Note: A Canadian citizen is person who was born in Canada or who has been granted Canadian citizenship. A Permanent resident (aka "Landed Immigrant") is a person who has been admitted to Canada as a non-citizen-permanent resident. The term "Landed Immigrant" was in use for so long, that it has become part of the Canadian vocabulary, and even still appears on some government related forms and publications.

According to recent numbers by Statistics Canada, the male and female enrolment of Canadians and permanent residents has grown significantly over the last six years and both are at record levels. Full-time male enrolment has passed 350,000 students and full-time female enrolment has passed 460,000. Of these figures, approximately 160,000 students enrolled in graduate programs. Special consideration should be placed to the female graduate market since it accounts for approximately 51 percent of the graduate student population and about 46 percent of doctoral program level.

Foreign Students

Over the last five years, the number of visa students to Canada has grown strongly, especially due to the events that took place in the United States as a result of 9/11. Although there is a strong increase in international student demand for Canadian higher education, U.S. educational institutions continue to be the preferred destination for foreign students especially at the graduate level. Based on information provided by the Open Doors 2007 Report on International Educational Exchange, approximately 12,500 students in the 2006/07 school year completed their graduate programs in the United States. Recent enrollment trends indicate a large portion of students from emerging economies including China, India, Pakistan and countries located in Southeast Asia will enroll in undergraduate programs in Canada, with a view to completing their graduate and PhD training in the United States. In other instances, students will have completed first their undergraduate training in their home country, attend specialized language training in Canada, and complete their master's or PhD program either in Canada or in the United States. As the number of applications from foreign countries for student visas for Canada rises, U.S. educational institutions should keep this untapped market in mind as they develop their recruitment strategy in Canada.

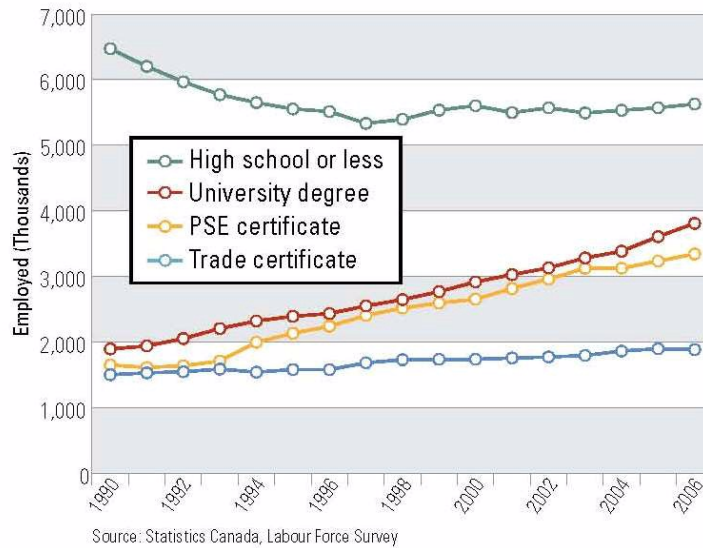
Visa student enrolment has fluctuated over the last 30 years, but has almost tripled in the last decade



Individuals in the Workforce

Canadians recognize and are responsive to labor market signals. Numerous studies confirm that a strong majority of students enroll in university in order to enhance their chances for career advancement. A highly skilled and educated labor force can help attract and retain value-added industry individuals who ultimately become critical to improving productivity of the existing labor force, and help drive higher per capita income. Therefore, the growth of the knowledge-based economy and the labor market demand it generates for highly-skilled and talented graduates will continue to influence university participation rates. Human resources departments and its corporate training divisions should be in the radar of U.S. educational institutions for the promotion of their professional development programs, and especially those with an online component.

Labour market growth is driven by those with postsecondary qualifications



Market Entry

As a strategy to better position your institution's brand in the mind of prospective graduate students, U.S. educational institutions are encouraged to launch joint degree granting programs with local universities and colleges, develop more exchange programs and participate in joint research projects.

Another excellent way of attracting the attention of the Canadian graduate market is to participate in national and provincial education and career fairs which usually are held once or twice a year in Canada's main metropolitan areas such as Toronto, Montreal, Vancouver, Ottawa, Calgary, and Halifax. This strategy will ensure that you concentrate your recruitment efforts in the right target market.

To maximize your market entry strategy, U.S. schools are also encouraged to promote their e-learning graduate programs, through the human resources divisions of private corporations that offer retention programs to their staff. Recent trends show that corporations are becoming increasingly more interested in the delivery and quality of online education programs because it translates into less time out of the office, convenience for their employees and overall, a faster return on the investment.

Finally, the provincial Ministries of Education in Alberta, Ontario, British Columbia and New Brunswick have agreed to allow U.S. and other foreign private degree-granting institutions, including for-profit institutions, to develop program content that can be delivered while establishing a physical presence in Canada. This strategy, although it requires long term planning, can greatly maximize your institution's recruitment goals, better your branding strategy, and further reinforce your market expansion objectives in Canada's territory. Moreover, the use of this entry strategy will address known issues faced by local universities and colleges including lack of facilities, high per-class student ratio, and shortage of faculty.

Market Issues and Obstacles

Despite a 23 percent increase in the number of Canadian students enrolled in the United States over the last decade, educational institutions in Canada are improving their efficiency in the delivery of graduate programs, with a view to become equally competitive to their U.S. counterparts. A high internet penetration rate, the introduction of innovative graduate programs so to address Canada's current market labor needs, and the use of sophisticated information communication technology can influence the mind

of prospective graduate students as they chose to remain in Canada to complete their postsecondary education.

In response to the high rate of refusal of students visas to the United States by foreign applicants, Canadian universities and colleges are preparing themselves to address the growing number of students that arrive to the country to complete their post-secondary needs. Due to the increased demand for post-secondary instruction, educational institutions, the federal, provincial and local governments are making the necessary investments in order to address the critical issues of facilities and faculty shortage.

Finally, although this report highlights the provinces of Alberta, Ontario, British Columbia and New Brunswick as best prospect markets, due to the economic boom experienced within the oil & gas and the construction sector, the provinces of Alberta and British Columbia are experiencing increased numbers of inter-provincial migration, therefore creating more substantial challenges for U.S universities and colleges who want to attract the graduate student population in eastern Canada.

Trade Events

[Toronto Graduate and Undergraduate Fairs](#)

Toronto, Ontario, September 13, 14 and 15 of 2008

[Education Fair Montreal](#)

Montreal, Quebec, October 15, 16, 17 & 18, 2008

[Vancouver Education & Career Fair](#)

Vancouver, British Columbia, February 3, 2009

[Rotary Career Symposium](#)

Winnipeg, Manitoba, March 10 – 12, 2009

Resources & Contacts

[Association of Canadian Community Colleges](#)

[Association of Universities and Colleges of Canada](#)

[Canadian Education Association](#)

[Canadian Information Centre for International Credentials](#)

[Council of Ministers of Education](#)

[Statistics Canada](#)

[Ontario Ministry of Education](#)

[Ontario Ministry of Training, Colleges and Universities](#)

[Alberta Ministry of Education](#)

[British Columbia Ministry of Education](#)

[Government of New Brunswick – Department of Education](#)

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