



INTERNATIONAL EDUCATION

in Canadian Public Schools

2025



Canadian Association of
Public Schools - International

Association canadienne des
écoles publiques - International

OUR MISSION

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

CAPS-I'S MANDATE 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, and 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

CAPS-I BELIEVES THAT...

- 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 multi-cultural 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



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AN OVERVIEW

The Canadian Association of Public Schools International, (CAPS-I) is committed to the advocacy and promotion of international education programs in public schools across the country. CAPS-I's 130 member school districts and boards are committed to ensuring that the Canadian experience for the 33,000+ international students in K-12 public schools is the best in the world and that international students in Canada have access to the highest quality educational programs.

International students make significant contributions to their communities and public schools across Canada. These students also have an incredibly positive impact on the culture of schools and create rewarding, life-long relationships with local students, school staff, their host family and the community. In addition to accomplishing their educational goals, international students benefit from all experiences while studying in Canada, gaining an appreciation for and learning from a Canadian perspective and way of life.

The post-2020 decade is not merely reshaping international student recruitment: it is redefining its purpose. Once guided primarily by optimism and growth, the sector now stands at a crossroads. CAPS-I members must navigate the constraints that the larger international education sector is placing on them. Competition is fierce, study permits more unpredictable and traditional long term student source markets are shrinking and being replaced by shorter term markets.

Over the past three years, the world's leading study destinations have enacted major policy changes. In Canada, a national cap on study permit approvals in the post-secondary space combined with increased negative press internationally and domestically have introduced uncertainty and volatility that has and will increasingly impact the K-12 sector.

For CAPS-I and member programs, the implications are significant. This annual report outlines CAPS-I's 2026-2029 Strategic Plan. Strong advocacy and leadership combined with new strategies to support members with key tools and opportunities to recover and diversify enrolment in these challenging times is essential. A concerted effort and continued strong investment by member programs will be required to successfully maintain and rebuild international student programs from coast to coast.



Strategic Plan 2026–2029

Moving into the Association’s next 3-year planning cycle, our three overarching goals remain the same.

1

PROVIDE MEMBERS WITH NEW AND ENHANCED TOOLS/RESOURCES TO SUPPORT BEST PRACTICES

STRATEGY: Expand and improve upon activities that provide learning opportunities for members

ACTIONS:

- Identify internal and external experts in the fields of mental health, marketing and recruitment, communications, travel, critical incident policy to provide virtual learning opportunities for members year-round to supplement those offered at the annual conference
- Restructure Talk Tuesdays to a monthly role/theme-based session format
- Enhance CAPS-I App content and provide refresher training for members
- Make resources and professional training materials readily available to members enabling access “when needed” via app or Members Portal on the website
- Refresh the ‘shared documents’ section of the Members Portal on the CAPS-I website to ensure content is current and relevant to the needs of members

STRATEGY: Provide current industry and market-specific intel to members

ACTIONS:

- Leverage Trade Commissioners to provide members with market insights
- Liaise with IRCC and other national associations to identify trends, concerns, etc.
- Leverage third party experts to speak and provide data (eg Agent associations, ICEF, Illume, Bonard)

2

UNDERTAKE NEW INITIATIVES THAT PROMOTE CANADIAN PUBLIC SCHOOLS INTERNATIONALLY

STRATEGY: Provide missions that meet the needs of a diverse membership and maximize cost vs return

ACTIONS:

- Develop a multi-year trade mission plan based on member feedback
- Connect with the 50% of members who haven’t attended to determine why
- Explore potential exploratory markets for missions
- Examine structure of missions and make decisions on schedule, frequency and number of participants
- Offer pre/post-mission ‘coaching’ for attendees who could benefit from support to maximize their participation

STRATEGY: Develop and expand K-12 and post-secondary partnerships & scholarship offerings

ACTIONS:

- Identify partnership opportunities through third parties such as CICAN, Universities Canada, CBIE, Illume, etc
- Develop framework templates to formalize partnerships
- Identify a means to create/host scholarship opportunities for pathway students through CAPS-I

STRATEGY: Educate agents about various aspects of ISPs and the unmatched value and support provided by CAPS-I

ACTIONS:

- Create/offer virtual learning opportunities for agents on topics such as student expectations, best practices for pre-departure orientations, etc

3

ENHANCE COMMUNICATION AND ADVOCACY FOR THE K-12 SECTOR

STRATEGY: Organize learning opportunities on critical themes for key stakeholders beyond the association’s membership (e.g. host families, Trade Commissioners)

ACTIONS:

- Create/offer virtual learning opportunities for host families on topics such as understanding/support the youth of today, etc
- Provide professional learning opportunities for Trade Commissioners around the globe

STRATEGY: Focus on activities that repair damage, clarify misconceptions and re-build trust and positive interest in the Canadian international education brand both within Canada and abroad

ACTIONS:

- Provide professional development opportunities and resources for members to support their work in re-establishing maintaining a positive image of their program with local stakeholders
- Develop marketing materials for members to utilize which explain the value of hosting international students in our communities to support host family recruitment efforts

STRATEGY: Improve external communication and industry relationships

ACTIONS:

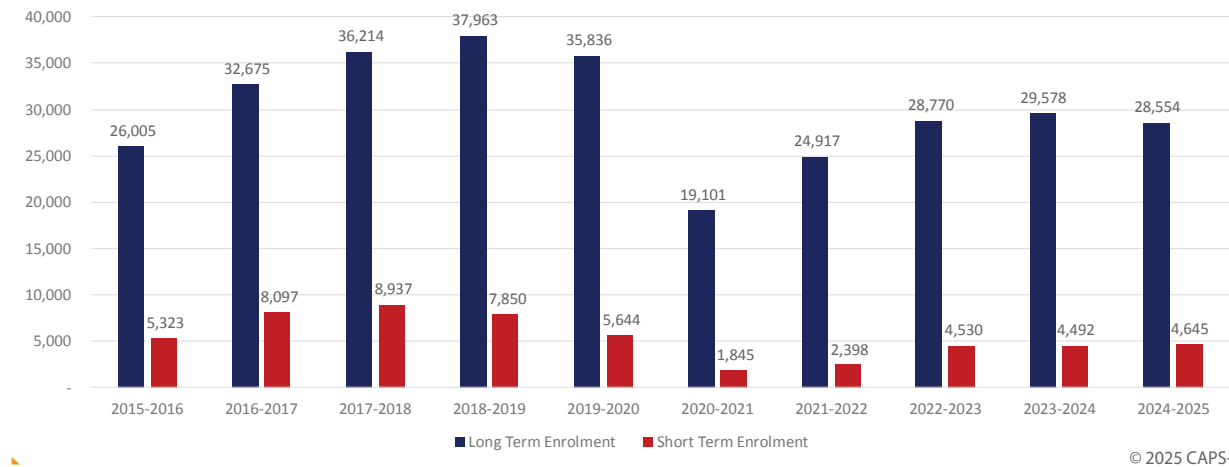
- Advocate on behalf of members with IRCC on processing times and approval/rejection rates
- Strengthen relationships and meet regularly with Global Affairs Canada & Trade Commissioners domestically and abroad
- Strengthen relationships with agent workshop service providers and advocate for benefits for CAPS-I members
- Facilitate a regular dialogue with provincial association reps from the K-12 sector
- Liaise with agent associations around the globe to improve their knowledge of CAPS-I and member programs



2024-2025 Enrolment Data

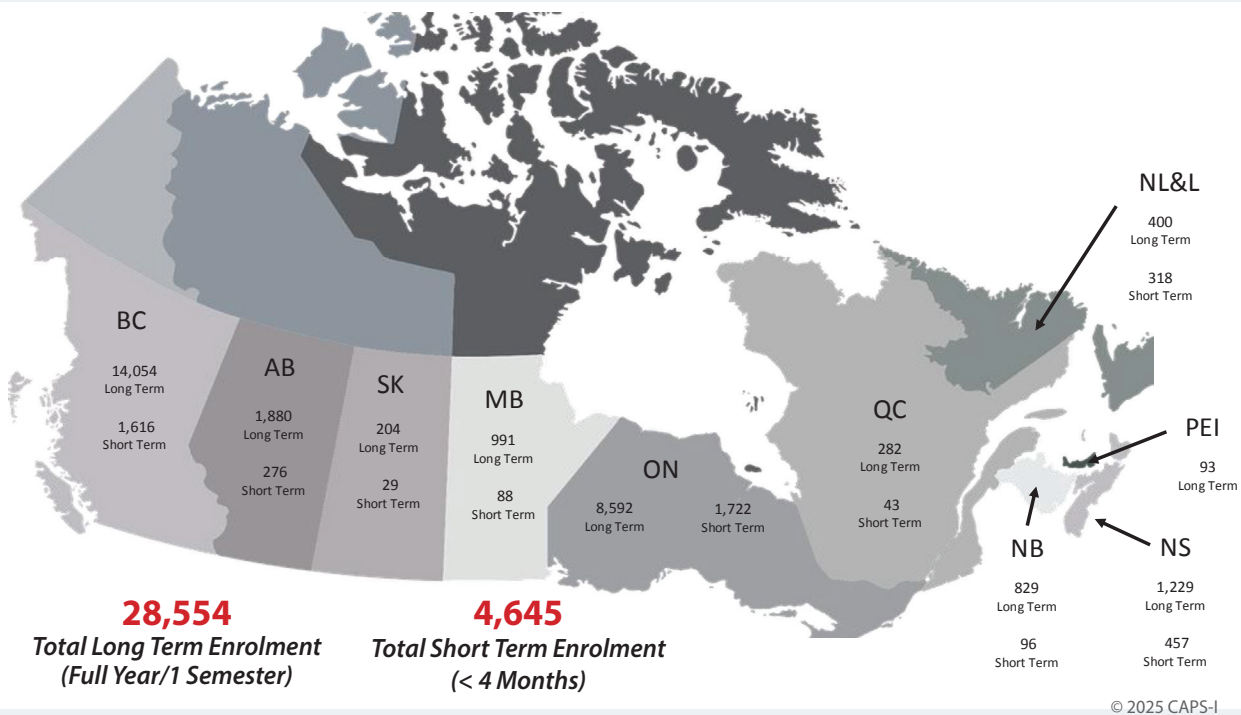
TOTAL FEE-PAYING INTERNATIONAL STUDENT ENROLMENT

Totals for long term (one semester or full academic year) and short term enrolment.



2.5%
DECREASE IN ENROLMENT

CAPS-I members enrolled a total of 33,199 students during the 2024/2025 school year compared to 34,070 in 2023-2024. A reduction of 2.5% overall despite an increase in short term student enrolments. Important to note that the composition of CAPS-I's membership of school boards/districts changes year to year which accounts for an estimated 1% of the overall decline in enrolment reported.

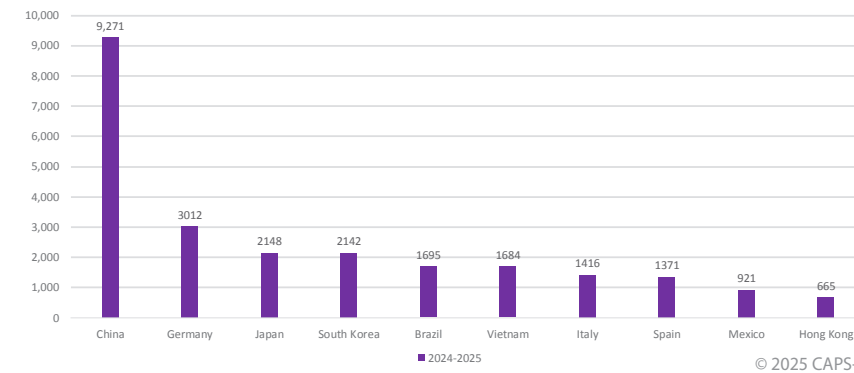


The most notable increase in enrolment during the 2024-2025 school year was in the province of Prince Edward Island up 43%, followed by Newfoundland up 35% (due to growth in short term program enrolment numbers) and Manitoba with an increase of 13%. Enrolment in Alberta declined by 20% (despite growth in shorter term program numbers) followed by Saskatchewan & Quebec both down 9%. Enrolment of fee-paying international students in all other provinces was within 1-4% of the prior academic year.

TOP 20 SOURCE MARKETS OF 'LONG TERM' INTERNATIONAL STUDENT ENROLMENT

LONG TERM ENROLMENT 2024-2025

Top 10 source countries for students enrolled for 1 semester or full academic year of 2024-2025



In 2024-2025, China and Germany remained #1 and #2 source markets respectively as the number of South Korean students decreased, pushing it out of the Top 3. Germany was the only market with a notable increase in international student enrolment.

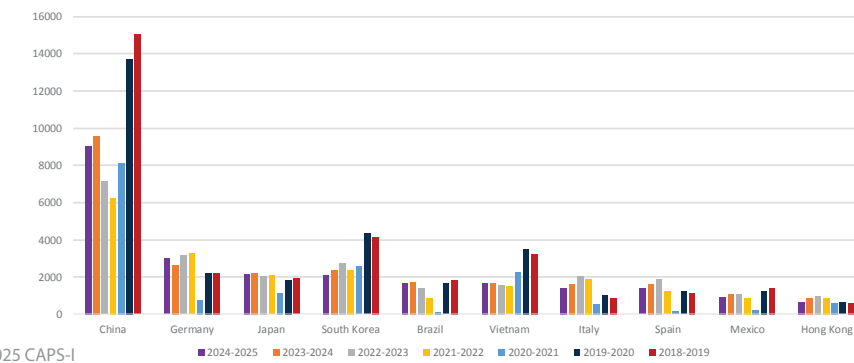
Ordering of our Top 5-10 markets remained unchanged with numbers from Brazil very close to the year prior like Vietnam and declines in enrolment from Italy, Spain, Mexico, and Hong Kong.

Enrolment from Japan, Brazil, Vietnam, as well as markets such as Turkiye, Taiwan, United States and Colombia in the Top 11-20 countries remained relatively stable.

All other countries in the Top 20 experienced a decline in enrolment with the most notable decreases in enrolment from markets such as Thailand and Iran.

LONG TERM ENROLMENT

Top 10 source countries for students enrolled for 1 semester or full academic year



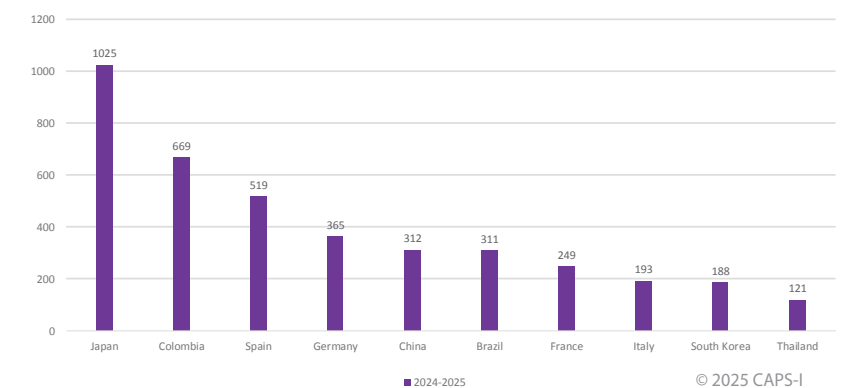
TOP 10 SOURCE MARKETS OF 'SHORT TERM' INTERNATIONAL STUDENT ENROLMENT

The number of international students studying in short term programs (4 months or less) grew by just over 3% compared to the prior academic year.

Japan and Colombia remained #1 and #2 respectively with an increase in the number of students from Japan and a decrease in enrolment from Colombia. Similar to the growth in long term students, there was a significant increase in the number of short term students enrolling from Germany. Also for the first time, Brazil and Italy made the Top 10 source markets of short term students with significant increases over the previous year. There was a significant decrease in the number of short term students from China, South Korea, Thailand as well as Mexico and Hong Kong, both of which are no longer in the Top 10.

SHORT TERM ENROLMENT 2024-2025

Top 10 source countries of students studying for 4 months or less from 2024-2025



SAVE *the* DATE

CAPS-I ANNUAL CONFERENCE
MAY 3-5, 2026
MONTREAL, QUEBEC



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