

Report on
Outreach Communication and Event Based Marketing
Strategies At MACES

By
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21104102

An internship report submitted to the BRAC Business School in partial fulfillment of the
requirements for the degree of Bachelor of Business Administration (BBA)

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BRAC University
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Declaration

It is hereby declared that,

1.The internship report below is my original work and has been written based on the academic requirement of BRAC University.

2.Any kind of published material that serves as an initial publication or a contribution of any third party cannot be found in the report unless relevant references have been provided and cited.

3.This has not been reported, approved, or counted against another degree, diploma, or certification at BRAC University or any other educational institution.

4.I/We have considered all sources of information, support, and help.

Student's Full Name & Signature:

Jinatul Islam Jinnat

Supervisor's Full Name & Signature:

Ahmed Fahim Morshed

Lecturer

BRAC Business School

BRAC University

Letter of Transmittal

Ahmed Fahim Morshed
Lecturer
BRAC Business School
BRAC University
66 Mohakhali, Dhaka-1212

Subject: Submission of Internship report on **Outreach Communication and Event-Based Marketing Strategies At MACES**

Dear Sir,

I am pleased to present my internship report titled, Outreach Communication and Event-Based Marketing Strategies at MACES, created as a part of BBA course requirements at BRAC University.

The report presents my major discoveries and contributions in the internship experience regarding the customer outreach through CRM-based calling, data and lead management, competitor and market analysis, as well as planning and coordination of event-based marketing initiatives at MACES. I have made an effort to state the material in a straightforward, simple, and professional manner.

I hope that this report meets your expectations and achieves its purpose.

Sincerely yours,

Jinatul Islam Jinnat

21104102

BRAC Business School

BRAC University

Non-Disclosure Agreement

During my time as an intern at Study Abroad with MACES, I became aware that all confidential, sensitive, and proprietary materials hold classified information. I hereby commit to keep this information confidential and will not share it with any third parties or organizations without the permission of the company. I understand that this is a requirement that binds and continues even when I have completed my internship with the organization.

Name of the Company: Study Abroad with MACES

Supervisor Name: Tina Salem Manzoor and Jhoti Ahmed

Position: Founding Partner and Customer Experience Supervisor

Head Office: 9th Floor Navana Tower, 45 Gulshan Avenue, Dhaka 1212

Name of the Student: Jinatul Islam Jinnat

Address: Rampura Banasree, E block, Dhaka

Acknowledgement

I would like to thank Ahmed Fahim Morshed, my academic supervisor, who provided an outstanding contribution to support me in writing reports and feedback and assistance. His encouragement, tolerance, and constant feedback enabled me to see where I needed to work and gave me the impetus to do my best. I do value his time and effort in helping me to write this report, and I am also grateful to Ms. Jhoti Ahmed, Customer Experience Supervisor at MACES, who has proven to be a very supportive and encouraging organizational supervisor. She taught me much about the marketing profession, CRM activities, and communication with students. I found my internship experience useful since she was ready to train me, correct me, and share her experiences. I am deeply thankful for her trust and the advice she gave me on a daily basis.

I would also like to acknowledge the whole team of Study Abroad with MACES for having cooperated and supported me. Their friendliness, support, and collaboration made me adjust fast and work on my duties without any difficulties. The things that I learned about them will certainly assist me in my future career.

Executive Summary

The BBA program requirements at BRAC University include a practical internship to acquire real-life experience and to learn how organizations work. I have done my internship in Study Abroad with MACES, a well-known international education consultancy that helps Bangladeshi students to study higher education in foreign countries. During the three-month internship, I was closely involved with the Customer Outreach and Marketing departments, and my duties involved CRM data management, outreach communication, event management, digital content support, and market research.

MACES is a firm that was founded in 2007 and has developed a good reputation for transparency, ethical counseling, and student-oriented advisory services. The organization has over 200 partners in the UK, USA, Canada, Australia, Japan, Malaysia, Sweden, and Dubai. It also organizes massive events like the Japan Roadshow and the International Education Meet, where students can meet the representatives of the university directly (ICEF Monitor, 2023). The strategic focus of MACES on outreach calling, personalized guidance, and relationship-based marketing is also a factor that adds to the credibility of the company in the education consultancy industry (The Daily Star, 2024). Modern CRM systems, digital marketing campaigns, and properly organized communication practices support the operations of the consultancy and guarantee accuracy and efficiency in counseling students (EduCtrl, 2024).

Through my internship, I was able to have a hands-on experience in making 100-120 outreach calls per day, finding student queries, data management, and helping to plan university-oriented events. The successful organization and hosting of the seminar Graduate Study for a Global Career: 10 Factors to Consider at BRAC University was one of the greatest achievements that helped me to improve my event management, communication, and teamwork skills. My experience as a subordinate to my organizational supervisor made me realize the need to be accurate, professional, and empathetic when handling different groups of students. The experiences helped me to use theoretical knowledge acquired during my marketing and communication classes in practical organizational activities, especially in such areas as digital engagement and customer relationship management (Kotler and Keller, 2016).

This report will give a summary of MACES, a description of the tasks I was assigned, an evaluation of their marketing strategies, and a reflection of the challenges and growth I have gained during the internship. On the whole, my internship experience at MACES has helped me to enhance my communication skills, understand the education consultancy business in Bangladesh better, and helped me grow personally and professionally.

Chapter 1

Overview of Internship

1.1 Student Information:

Name: Jinatul Islam Jinnat

ID: 21104102

Program: Bachelor of Business Administration

Major: Marketing

1.2 Internship Information:

1.2.1

Period: 3 (Three) months.

Company Name: Study Abroad with Maces, Gulshan Branch.

Department: Customer Outreach & Marketing

Address: 9th Floor Navana Tower, 45 Gulshan Avenue, Dhaka 1212.

1.2.2 Internship Company Supervisor's Information:

Supervisor 1:

Name: Tina Salem Manzoor

Position: Founding Partner

Supervisor 2:

Name: Jhoti Ahmed

Position: Customer Experience Supervisor

1.2.3 Job Scope – Job Description/Duties/Responsibilities:

Job Description- According to my internship agreement, I was assigned to work with two teams at Study Abroad with MACES, the Customer Outreach Department and the Marketing Department. Being placed under the direct supervision of Ms. Jahan E Gulshan Jhoti, Customer Experience Supervisor, I helped in the operations of the client services to create and maintain the positive rapport with the prospective students. Meanwhile, I assisted the marketing department in organizing the events, conducting marketing research, and promotion. These two roles equipped me with all-around knowledge of client management and marketing coordination.

My major activity at the Customer Outreach Department was the maintenance and update of the student information under Customer Relationship Management (CRM). The profiles of the students consisted of personal and academic information and the desired place of study and city of living. I put leads under Confirmed, Eligible, Dead, or Recycle statuses because it would be easier to follow up on a communication.

The screenshot displays the MACES CRM interface. On the left is a sidebar with navigation options: 'STUDENTS', 'SALES', 'MARKETING', 'SUPPORT', 'ACTIVITIES', 'COLLABORATION', and 'ALL'. Below these are buttons for 'Create Student', 'Create Student from i-Card', and 'View Students'. A 'Recently Viewed' section lists 'Md Mridun', 'Rahma', 'Nurul Huda', 'Sabir Anwar', and 'Nadia Piro' with checkmarks. The main content area is titled 'MD MRIDUN' and includes tabs for 'STUDENT RECORD', 'EMERGENCY CONTACT', 'DOCUMENTS CHECKLIST', and 'ACTIONS'. The 'STUDENT RECORD' tab is active, showing fields for 'Last Fir (Branch)' (Gulshan), 'Preferred Destination' (United States), and 'Preferred Mode of Contact'. Below this is the 'PERSONAL INFORMATION' section with fields for 'First Name', 'Last Name' (Md Mridun), 'Nationality' (BANGLADESH), 'Mobile' (01762829157), 'WhatsApp Number', 'Email Address' (mridunul1377@gmail.com (Primary)), 'Description', 'Primary Address' (unconfirmed), 'Privacy Policy', 'Date of Birth', 'Country of Residence' (BANGLADESH), 'Student Type' (Prospect), and 'WhatsApp URL' (https://wa.me/). At the bottom is the 'COURSE & INSTITUTE INTEREST' section with fields for 'Course Type' (Undergraduate) and 'Course Title'. A 'History Timeline' button is visible at the bottom right.

Fig 1: Student record in MACES CRM system

The screenshot displays the MACES CRM system interface. The top navigation bar includes tabs for STUDENTS, SALES, MARKETING, SUPPORT, ACTIVITIES, COLLABORATION, and ALL. A sidebar on the left contains options like 'Create Student', 'Create Student from Card', 'View Students', and 'Recently Viewed'. The main content area is titled 'PREVIOUS EDUCATION & EXPERIENCE' and contains several form sections. The 'PREVIOUS EDUCATION & EXPERIENCE' section includes fields for 'Previous Qualification 1' through '4', 'Work Experience', and 'Study Gap'. The 'ENGLISH LANGUAGE TEST' section includes fields for 'English Test', 'Alternative of English', 'English Test Results', 'Official English Test Date', and 'Future English Test Date'. The 'MORE INFORMATION' section includes fields for 'Status', 'Status Description', 'Lead Source', 'Student Source Description', 'Event Type', 'Event Date', and 'Event Status'. A 'History Timeline' button is visible at the bottom right of the form.

Fig-2: Eligibility and event tracking page in MACES CRM system

The main tasks that I handled are

- **Market Research and Competitor Analysis**—Conducted a study on the social media of 20 competitors and their marketing strategies, event promotion, and patterns of engagement; compiled the results to be utilized in the assessment of the business performance.
- **Content and Campaign Support**—Helped in the creation and coordination of content to be used in social media posts, blogs, and the official website to increase the visibility and reach of the brand.
- **Event Coordination**—Organized and hosted a seminar with a BRAC University marketing club and coordinated logistics and communication to facilitate successful delivery.
- **Student Communication**—Learned and used a professional call script to contact potential students; called 100-120 students per day to give information, answer questions, and develop interest.
- **Data Management**—Documented and tabulated student information in Excel based on event registrations, including those in Dhaka, Chittagong, Sylhet, and Rangpur, to facilitate follow-ups.

1.3 Internship Outcomes

1.3.1 Contribution to the Company:

As an intern, I played a major role in the Customer Outreach Department by helping in communicating with clients and building a strong relationship with the customers by responding to their queries promptly and providing them with personalized attention. Another team I worked with was the Marketing Department, and I was able to provide the team with innovative ideas on what would be posted on social media in order to reach potential clients.

I was also in charge of one of the events, namely, **“Graduate Study for a Global Career: 10 Factors to Consider,”** which I personally organized and managed in cooperation with the BRAC University Marketing Association Club. I was in charge of the event proposal preparation, logistics, budget, and design of all advertising materials, such as posters and online flyers. The event had two guest speakers, namely Mr. Rashaad Shabaab and Ms. Isobel Hussey, who talked about the possibilities of students pursuing international careers upon graduation. I organized the registration of 126 participants, controlled the attendance for three days in a row, and controlled 13 volunteers throughout the event. I also made sure that the hospitality was smooth, I responded to the queries of students, and I issued certificates at the end of it all. It was a successful event, and it increased the brand presence of MACES among the university students.



Fig-3: Graduate Study for a Global Career: 10 Factors to consider for an event at BRAC University.

1.3.2 Benefits

My experience in customer outreach and marketing also gained me a lot of practical experience through this internship, which has assisted me in my professional and personal growth. I learned to plan events, make budgets, and plan the participation of the students, which developed my skills in organization and leadership. The cooperation with the marketing personnel also allowed me to gain the knowledge of the strategies of digital engagement, communication in social media, and competitive positioning in a real-life context.

My communication allowed me to realize that students in Bangladesh are diverse; they have their academic interests, economic status, and aspirations of studying abroad. The aspiration and expectation that the Bangladeshi youths had was observed in the fact that most of the students whom I interviewed were so determined to travel to foreign countries to acquire higher education, especially on a scholarship basis and with financial support. This experience with such students helped me to understand that it is vital to adjust communication styles to the differences in the backgrounds, address the expectations in a compassionate manner, and share the correct information about the education systems of different countries. To a great extent, this exposure enhanced my interpersonal and problem-solving skills, as well as my cross-cultural communication skills, and my confidence and flexibility in addressing work-related issues in the future.

1.3.3 Problems/Difficulties (Faced During the Internship Period)

One of the major challenges I faced during my internship at MACES was adapting to a dynamic and fast-paced work environment. The task was demanding to handle a large number of outreach calls because many students applied incorrectly or they were not really interested, which impacted efficiency. Also, it was harder to manage dissatisfied students, as MACES has programs only in eight countries for study abroad, and many of the students' top choices were not offered, causing some to be rude or bad-mannered. I also frequently placed outreach calls to the students of other regions, such as Chattogram and Sylhet, which was one of the most difficult parts of my internship. One of the issues I frequently had with Sylhet students was with regard to language and accent; they had their own unique language and dialect that I could not comprehend over the phone sometimes. Another way this made the conversations more stressful was that in a couple of instances, the students got impatient or somewhat offended when I requested them to repeat themselves. These were some of the situations that were a test of how to remain calm and professional. Nevertheless, it is due to this difficulty that I learned progressively to listen more, change my communication strategy, and be more empathetic to diverse students with different lingo and cultural backgrounds. It was also hard to balance the work between Customer Outreach and the Marketing Departments, where I had to handle

communicating with students, researching competitors, coming up with content ideas, and organizing events all at once. Managing the registrations, budgeting, and organizing logistics with minimal time made it even more stressful to complete the organization of the seminar titled "Graduate Study: A Global Career." Nevertheless, I became more accommodating, patient, and flexible in the ways of problem-solving with time.

1.3.4 Recommendations (To the Company on Future Internships)

- **Clear Task Allocation**—Allocating certain tasks to the interns and classifying their duties will help them to be more organized and handle their workload more efficiently. This will also reduce confusion in working across different departments.
- **Involvement in Major Events**—Interns ought to be allowed to participate in larger events such as the Japan Roadshow or international education seminars so that they have a greater amount of exposure and experience. At present, interns are not permitted to attend such events, which restricts their vision of the management of large-scale academic fairs. By letting them be involved in it, interns would gain a lot of experience in event organization, interaction with the students, and working internationally, which would make their experience at MACES more resourceful and fruitful.
- **Skill Development Opportunities**—It will be possible to conduct some short training sessions on client communication, event planning, data management, and digital marketing to help the interns develop their technical and professional skills during the internship period.
- **Full-Time Placement Pathways**—This will involve the high-performing interns being provided with an opportunity to be offered permanent jobs in MACES, which will allow them to perform better and retain trained talent in the organization.
- **Cultural and Communication Training Improvement**—I noticed that, in my internship, the MACES was a very diverse student body in that the clients may be representing various regions, accents, and educational backgrounds in Bangladesh. To improve communication, MACES may also include a brief orientation of the interns on regional language awareness, cultural sensitivity, and interpersonal skills. This would assist interns to manage outreach calls in a more confident manner and create closer rapport with the students, putting the internship into a more efficient and enriching experience.

Chapter 2: Organization Part

2.1 Introduction

MACES (Meet Asian Consultancy for Education Services) is an international education consultancy that is ranked among the top education consultancy organizations in Bangladesh, and it was founded in 2007 on the mission to guide students into achieving international academic and professional success. The years of effectiveness have given MACES a good reputation for being transparent, credible, and student-oriented in its services, so that it has become a reliable channel between the Bangladeshi students and the best universities in the world. The organization has more than 200 universities that form a significant part of the leading study destinations, such as the United Kingdom, United States, Canada, Australia, Japan, Malaysia, Sweden, and the United Arab Emirates. MACES has partnerships with popular international educational organizations like Kaplan International Pathways, INTO, and CEG On-campus. MACES also offers a broad array of services in addition to the university applications, such as academic counseling, admission assistance, visa guidance, and test preparation. Its professional advisors assist students in all the processes, from college choice to travel organization, to proceed with an easy and trustworthy transition to international education. MACES also hosts mass education fairs, workshops, and information forums like the Japan Roadshow and International Education Meet that bring together students, the parents, and the foreign university representatives. These not only strengthen the international partnerships of the company but also advance its reputation as an education-focused counselling company in the competitive education sector in Bangladesh. MACES has been able to position itself as one of the most enviable education consultancy firms in Bangladesh in terms of their progressive nature, information-based marketing model, and specialization in providing their services to clients. Its further ethical practice and student success are yet to make it a good bridge between local aspirations and international possibilities.

2.1.1 Objectives of the Study

The scope of study is defined and can be defined in the following modalities:

- **Organizational Development:** A study of how MACES has developed since its establishment in 2007 and how it has emerged as a leader in the international education consultancy industry in Bangladesh.
- **Marketing Practices and Branding:** The analysis of the marketing practices of MACES in relation to education fairs, workshops, online presence, and reaching students and how it is involved in branding and relationship marketing.

- **Management and Operational Insights:** The structure of the organization, the leadership style and cooperation between the teams, and operational activities, such as student counseling, cooperation with universities, and application procedures, should be analyzed.
- **Digital Integration and Communication Tools:** Assessing the use of online channels, online campaigns, and technological tools that might help to engage students more and make the process of communication with partner universities more effective.

2.1.2 Scope

The study is founded on the quantitative research of the outreach communication and event-based marketing strategies of MACES in the education consultant industry in Bangladesh.

Functional Scope: The marketing and customer outreach divisions will be analyzed, and in particular, the activities of the tele-outreach team and the marketing events.

Geographical Scope: The research was limited to the activities of MACES in Bangladesh and specific regions of Dhaka, Chattogram, and Sylhet as regards the involvement of students.

Time Scope: The study is concerned with three months of the internship and the information obtained in a timeframe, which is pegged on the CRM systems and event records.

Data Scope: The data will be limited to quantitative data that will be in the form of CRM call logs and event registration records, conversion rates, and demographic data of potential students.

2.1.3 Methodology

The research design of this study incorporates:

1. Quantitative Approach:

- **Call Records and CRM Data:** The communication effectiveness will be assessed with the help of call records in terms of the query type, interest in the service, and the resolution rate. The data is also split by the student preferences regarding the study destination, course choice, budget range, and interest in part-time work or post-study opportunities.
- **Response Metrics:** To measure the quality of service, it is necessary to track the rate of follow-up, the degree of student satisfaction, and the time to resolution.

- Engagement Trends: The count of inquiries transformed into verified program participation, which proves the direct impact of outreach communication on the enrollment performance of Maces.

2. Data Sources:

- Internal Records: CRM records, call records, student inquiry records, and outreach team records.
- Supervisor Direction: The Outreach Supervisor will provide weekly directions, assigned calls, and feedback on the tasks to improve productivity.
- Secondary Data: Industry reports of the trends of higher education consultancy, competitor analysis of other student consultancy companies in Bangladesh, and reports of the international education sector of the UK, USA, Canada, Sweden, and Dubai.

3. Methods of Data Analysis:

- Comparative Analysis:: To show the shift in the market demand, the interest of students in different regions (UK/USA vs. Sweden/Dubai) will be compared.
- Trend Analysis: Evaluating CRM and call data in order to find out the most effective response time, inquiry, and conversion outcomes.

2.1.4 Significance of the Study

The research indicates how query solutions, follow-ups, and personalized assistance affect the enrollment choice by examining how the variables affect student trust and loyalty. It is also practical advice that can be applied by the consultancies and marketers to adopt an effective outreach and CRM system, thus increasing brand trust and buy rate. Furthermore, the consultancy will be able to tailor its strategies to satisfy the needs of a dynamic international education market by understanding the needs and expectations of students that have different backgrounds.

2.1.5 Limitations

During the process of my internship, I had some difficulties that I would like to address in this section:

1) Limited Access to Financial Data: Since MACES is a small consultancy agency, it does not issue elaborate financial statements or annual reports. The majority of the financial information within the company is confidential, and therefore it was difficult to gather the right information to do a correct financial analysis. Consequently, the present report is largely based on in-house deliberations and rough estimates presented in the course of the internship.

2) Confidentiality of Organizational Information: The work of MACES is closely connected with several universities and international partners, so some of its operational strategies and data related to visa success are very sensitive. Because of this confidentiality, I was unable to present some information about student placements, agreements, and commission structures in this report. This restricted my capacity to give a more detailed picture of the overall performance of the company.

3) Short Internship Period: My internship time was short, and I could not go through all the departments thoroughly. Even though I was able to be exposed to the marketing strategies and student counseling activities of MACES, I was limited in time to analyze other important aspects of the organization, including partnerships and financial management.

2.2 Overview of the Company

2.2.1 About study abroad with MACES

Maces is a reputed educational advisory organization in Bangladesh for Bangladeshi students who want to study abroad. Study Abroad with MACES started with a single university. It has over the years developed into one of the leading study-abroad consultancies in the country, working with more than 200 universities in the United Kingdom, United States, Canada, Australia, Japan, and Malaysia, and now extending to Sweden and Dubai through its dedication and student-centered services. MACES does not just present itself as an agency but as a group of professional counsellors, many of whom have studied abroad themselves, offering free, unbiased, and understanding advice. They also organize the MACES International Education Meet, one of the biggest education fairs in the country, where over 100 universities are invited and over 2,000 students participate in various cities, such as Dhaka, Sylhet, Chattogram, Khulna, and Rangpur. It has earned the trust of both students and parents within a relatively short period of time. Be it in helping students with IELTS/TOEFL enrollment, personal statement reviews, visa applications, or pre-departure services, MACES is adept at taking students through the entire process. As the new corridors are opening up, MACES has begun to market educational opportunities in Sweden and Dubai, expanding on its current offerings in countries such as Japan, Malaysia, and others. The agency has been expanding access of students to international education through frequent roadshows and the Study in Japan series.



Fig-4: MACES logo

2.2.2 Vision:

The vision has been stated to be as follows:

1. To make sure that all students access equal opportunities to authentic, affordable, and internationally recognized opportunities in education.
2. To emerge as a linkage between Bangladeshi students and the world-class universities founded on trust, ethics, and excellence.
3. To create awareness of international education and scholarship opportunities in Bangladesh.
4. To establish an international network of effective MACES alumni members in advancing academics and professional development on the international level.

2.2.3 Mission Statement:

The mission emphasizes:

1. Providing clear and reliable information about study destinations, coursework, and scholarships.
2. Having excellent links with universities to make student placements successful.
3. Provision of mentorship and career advice to students to make the appropriate academic choice.

4.Regular education fairs, seminars, and workshops on international learning opportunities.

5.Developing a positive student experience based on professionalism, empathy, and transparency (MACES, n.d.).

2.2.4 Objective:

The primary objective of the Study Abroad with MACES is to mentor and assist Bangladeshi students in fulfilling their dream of getting higher education in foreign countries by giving them the right information, clear counselling and visa guidance. MACES will streamline the complicated procedure of international university applications by providing individualized information based on the academic history, financial status and career goals of the student. The other important goal of the organization is to enhance collaborations with internationally acclaimed universities in order to provide more opportunities to students in various disciplines. With its fundamental principles of integrity, professionalism and student-centered service, MACES still strives to become the most trusted and reliable source of higher education advice and global mobility solutions in Bangladesh.

2.2.5 Services Offered:

Study Abroad with MACES provides a comprehensive range of free step-by-step support services that can help students from the first career evaluation through to the successful transition into foreign education. Key services include:

- Career and Education Counseling: One-on-one counseling based on psychometric testing and professional advice of advisors who have experience in international education.
- University and Course Selection: Helping students to find the most appropriate institutions in terms of their academic profile, budgets, future goals, and immigration factors.
- SOP / Personal Statement / Scholarship Essay Advice: Providing customized feedback to perfect essays and increase the probability of admission.

- Scholarship Assistance: Helping applicants to locate and access scholarship and financial aid opportunities.\
- Pre-Visa and Visa Services: Mock interview, counseling and special visa assistance in Visa Clinics (particularly in the UK, Canada and Japan).
- Application Placement Support: Managing university applications effectively with support for UCAS, OUAC, and Common App systems .
- English Proficiency Exam Facilitation: Helping students register for IELTS, PTE, Duolingo, SELT, and OIETC tests as an authorized center.
- Pre- and Post-Departure Support: Offering briefings, travel and accommodation assistance, and cultural adjustment guidance
- Live and Virtual Support: Available via social media, instant messaging, WhatsApp, Skype, and Zoom—especially useful during pandemic-related restrictions

These all-inclusive services help students get a holistic support - choosing a university to the process of getting settled in their new world.

2.2.6 Key Achievements:

MACES has become one of the most reputable educational consultancies in Bangladesh, and it has reached a lot of milestones throughout the years:

- Enhanced International Collaborations: Since 2007, MACES has collaborated with only one university, but today it has 200 or more partners in the UK, USA, Canada, Australia, Japan, Malaysia, and more recently Sweden and Dubai.
- Effective Student Placements: MACES has, over the years, been able to place thousands of students in the best international universities.

- Annual Education Meets: Its most popular event is the MACES International Education Meet, which brings 100+ representatives of universities and involves 1,000+ students in cities such as Dhaka, Sylhet, Chattogram, Khulna, and Rangpur.
- Trust and Transparency: MACES has gained a good reputation among students and parents in the country through its honesty, professionalism, and student-centric service.

2.3 Management Practices

2.3.1 Leadership Style

MACES is a student-centered and participative leadership model, where guidance counselors are free to make decisions that are unique to individual students. The Founding Partner Tina Salem Manzoor and Managing Partner Rouham Manzoor operate on a participative leadership style; consultations will be informed by empathy and institutional experience, as they will be guided by their respective experiences of overseas education and special training under the British and Australian High Commissions. This participative approach to leadership will make the counselors feel trusted and important enough to offer individualized support, build effective relationships with students, and ensure that MACES remains committed to integrity and transparency.

2.3.2 Recruitment & Selection

MACES is also committed to recruiting highly motivated and skilled individuals who can contribute effectively to the student-centric approach of the organization. The company is looking at candidates, specifically those who will work as student counselors and marketing executives, with good communication skills and problem-solving skills and who can adapt in the dynamic work environment, and preference is given to those who have a good professional profile and can handle students through complex processes such as university applications, visa processes, and pre-departure arrangements confidently. Besides, MACES hires outreach-team members who are essential in responding to calls and student inquiries and giving the correct information regarding study-abroad opportunities. MACES's selection process is aimed at making sure that the new employees share the core values of integrity, innovation, and transparency of the organization. By integrating interviews, skill tests, and profile analyses, MACES will make sure that the members of its team are not only good but also able to keep the company image as a reliable educational consultancy in Bangladesh.

2.3.3 Organizational Structure

The MACES organization is functional in nature, where departments are given a clear division of responsibilities and the organization has effective coordination. The managing partner is the leader of the organization and is in charge of the strategic direction and the overall operations of the organization. There are four key departments under this leadership, including Operations, Human Resources (HR), Marketing, and Finance. Every department is headed by a team leader who oversees his/her respective team members to facilitate a smooth working process and attainment of goals. Even though all the units work independently in their respective tasks, there is interdepartmental collaboration to deliver quality results. This organization promotes accountability and improves communication and helps MACES to sustain high performance in the provision of services in the education consultancy and international student support. All the functions are combined with the assistance of the common vision of the organization, and that is why MACES maintains the continuity of the operations and ensures sustainable development.

ORGANIZATIONAL CHART

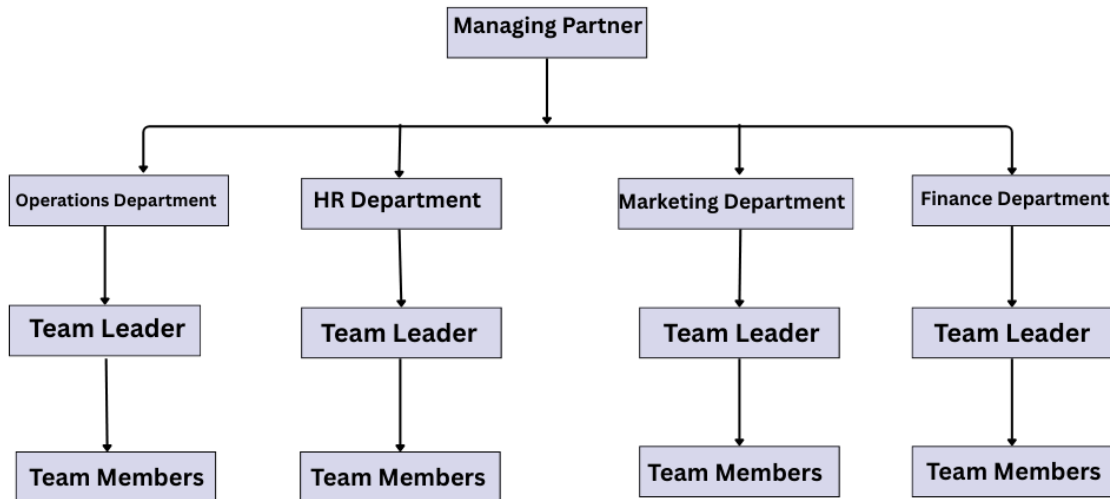


Fig-5: Organizational Structure of MACES

2.3.4 Performance Evaluation System

Although MACES does not publicly reveal its in-depth performance evaluation system, the company uses a systematic method of evaluating the effectiveness of employees and their overall contribution. The main areas of performance assessments are the efficiency of the counselor, student satisfaction, and the accomplishment of organizational objectives. The essential performance indicators (KPIs) will be the count of successful student placements, the quality of interactions with the clients, the responsiveness to the questions, and the feedback provided by students and parents during the work of MACES. The employees will also be expected to uphold the primary values of the company, i.e., integrity, innovation, and student-first service. Through these assessments, all members of the team will be geared towards the mission of the company, which is to give clear, trustworthy, and quality advice to the students. To ensure that the image of MACES as one of the most reliable and

student-centered educational consulting firms in Bangladesh is preserved, the company continuously follows the performance indicators.

2.4 Marketing Practices

2.4.1 Marketing Strategy

The marketing strategy of MACES is to build long-term confidence of the students and also ensure the enrollment of its partner universities grows. The company does not only rely on event-based promotions, but it emphasizes a student-first strategy supported by outreach calls, counseling, and relationship marketing. This plan will make sure that the follow-through will be high up to the final enrollment. MACES is a mixture of both traditional marketing (seminars, fairs, and road shows such as the Japan Roadshow and the International Education Meet) and online marketing (social media campaigns, paid promotions, and webinars). However, among the unusual aspects of its strategy is the Customer Outreach Department, which involves teams of specialists, one of which, as is the case of interns like me, calls 100-120 potential students daily. The outreach calls are an informational source and a minor marketing instrument with the utilization of personalized scripts and active listening since the MACES is projected as a reliable consultant. The plan is therefore geared towards two pillars, which are to increase the visibility through education events and create trust through the continuous direct communication. This two-strategy will ensure that MACES remains as a reputable consultancy and at the same time experiences growth with a conversion-based approach.

2.4.2 Target Customers, Targeting, and Positioning Strategy

Market Segmentation

MACES finds its market by focusing on the demographics, behavior, and income level.

- **Demographic Segmentation:** MACES clients are mostly students between 18 and 26, who are normally undertaking undergraduate or postgraduate programs. The majority of them are urban, including Dhaka, Chattogram, and Sylhet, and they are representatives of such universities as BRAC, NSU, IUB, and Dhaka University.
- **Behavioral Segmentation:** Students who are interested in studying abroad appreciate transparency and scholarship assistance, as well as individual help. They tend to do their research about the institutions over the net, and consequently, they make their decisions based on peer reviews and the credibility of the counselors.

- **Income-Based Segmentation:** MACES focuses mostly on middle- to upper-middle-income families, whose yearly household income is between BDT 12 and 30 lakh. Such students usually seek the help of scholarships or low tuition opportunities through programs in the UK, Canada, Australia, and Japan (ICEF Monitor, 2023).

This segmentation will see MACES perfectly match the outreach and marketing campaigns with the motivations and financial realities of Bangladeshi students. This is a trust-based, data-driven strategy that will build its brand image and improve the efficiency of conversion in a highly competitive market in the field of consultancy (The Daily Star, 2024; MACES, n.d.).

Targeting Strategy

MACES operates with the differentiated targeting strategy, adjusting its services and promotions to each group of students.

- **School and College Students:** This group is the largest group of MACES customers. They also attend large events such as the Japan Roadshow and International education meet where they have a chance to talk to counselors and foreign uni reps. Engaging them at an early stage develops confidence and assists in shepherding them throughout the entire admission process.
- **University Graduates:** Postgrad applicants are a primary target since they desire special programs. They are approached via webinars on postgrad opportunities, scholarships and career-oriented events. College fairs such as A Global Career: 10 Factors to Consider when Studying Abroad provide them with a clue on how to develop a global career and establish abroad.
- **City and Sub Urban Students:** MACES is spread across the entire nation and has offices in Dhaka, Sylhet and Chattogram. The digital campaigns, social media promos and webinars are predominantly received by urban students. Regional road shows, school and college seminars, counseling fairs, and local Facebook promotions are targeted to semi urban folks. Majority of the events that take place in big cities attract crowds that are exposed to international education opportunities.
- **Outreach Targeting:** Customer Outreach Department increases targeting through direct communication. The interns and counselors place 100-120 calls in a day to provide responses to questions, guidance, and lead conversion and maintain a personal contact with students and parents.
- **Seasonal Targeting:** Timing of campaigns and events is done when there is an application deadline and uni intake. In the case of Japan, MACES will follow the April and September intakes; in the case of the UK, USA and Canada they will pre-empt the

February and September intakes. This will provide students with the timely information and preparation.

- **Channel-Based Targeting:** MACES focuses on social media campaigns, webinars, and Google promotions in the case of urban students. Offline events, counseling booths, and fairs are more effective in the case of semi-urban students.

Such a way of targeting will help MACES to address the needs of both high-value and volume customers and deliver efficient allocation of marketing resources.

Positioning Strategy

MACES is simply a reputable and student-friendly consultancy that is not a ticket into a university but long-term success.

- **Trust:** MACES emphasizes honesty of fees, university choice, and visa transactions. Testimonials of actual students are provided to develop confidence.
- **Advice:** Your guides would be the counsellors, and they would take you through it step by step instead of pushing you to make a rushed decision..
- **Value:** The company sells low-priced educational services, academic scholarships, and superior universities to both the high- and low-income earners.
- **Activities and Presence:** MACES will attend education fairs, road shows, and webinars and establish face-to-face communication with students and their parents.
- **Post-Admission Support:** MACES also offers student support services during pre-departure sessions, accommodation support, and future planning services, which gives them a feeling of loyalty and word-of-mouth marketing.

With this kind of positioning, MACES will be different compared to other consultancies that depend on commissions alone. It positions itself as a long-term companion in the studying abroad process of the student, which also enhances its brand image in the competitive market.

2.4.4 Product Development Practices

MACES has been considering providing short-course advisory and scholarship services in response to the growing demand as a stand-alone service. Consider, as an example, special seminars on Japanese MEXT scholarships and Erasmus programs—these will appeal to a niche

market in the students who will subsequently jump onto the broad-based advisory packages. MACES goes ahead to strategize on strengthening its relationship with language institutes to package test prep and application counseling, which is also being done by PFEC and IDP (Saravanakumar & Lakshmi, 2022). The education consultancy market in Bangladesh is highly competitive, and the players, such as PFEC, IDP, and Mentors, are competing on the same student markets. But MACES distinguishes itself with a few tricks:

- 1) High-Touch Outreach—they have their own tele-outreach team making what they call 100-120 personalized calls per day to ensure that the student vibe remains in focus;
- 2) Event Leadership—large international fairs to host, like the International Education Meet and Japan Roadshow, which are featured in the national media and create brand credibility;
- 3) Branch Network Advantage—based in Dhaka, Sylhet, and Chittagong, MACES has a larger network than most of their competitors.
- 4) Brand Reputation—establishing the credibility with the help of testimonials by alumni and even by word of mouth, which turns the consultancy into a reliable and moral counselor (Kotler and Keller, 2016). Such innovations and practices make MACES have a high competitive advantage and be relevant in the crowded Bangladesh consultancy market.

2.4.5 Marketing Channels

MACES, a major consultant in the field of higher education in Bangladesh, pursues a multi-channel marketing strategy to maintain a steady flow of contact with the varied student population. It is a mixture of conventional, online, and personal relationship-based strategies, which make the organization very visible and credible locally and internationally. Having three branches in Dhaka, Sylhet, and Chittagong, MACES can now target students nationwide and in a better way.

Digital Platforms

- **Official Website:** The official MACES site is an all-inclusive information center with detailed information on partner universities, availability of scholarships, and events. It also covers the success stories of the student, showing the success of the student who has been awarded with a scholarship or even got admission in a foreign country. The site is an excellent lead-generational site enabling the prospective students to enroll in events and fill out inquiry forms, enabling them to have direct contact with the counselors to get one-on-one counseling. It has a transparent design and interactivity structure that

makes it easy to navigate and thus reachable to the students in Bangladesh (MACES, n.d.).

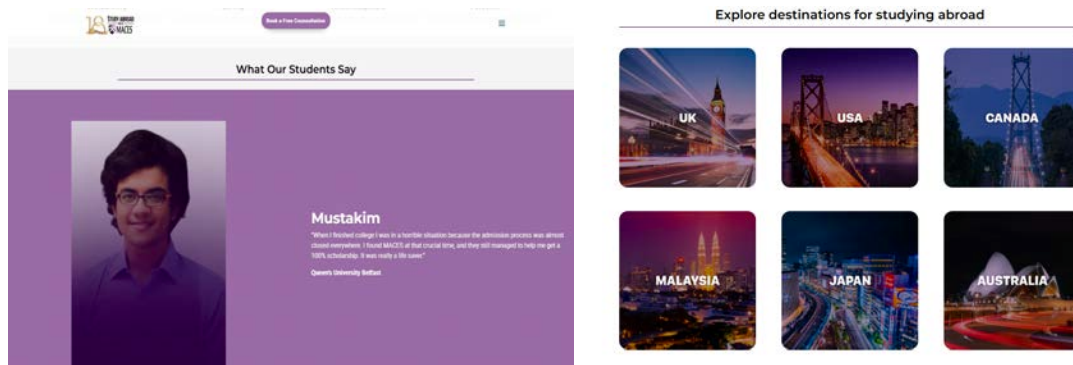


Fig 7: Overview of MACES web site with features of student achievements and places of study.

- **Social Media Campaigns:** MACES has an active Facebook, Instagram, and LinkedIn page where it uses the channels to communicate and connect with students in the entirety of Bangladesh. The content of social media consists of information about upcoming roadshows, scholarships, admissions to universities, and student testimonials, most of which are created in vivid and attractive graphics that outline opportunities in the UK, Japan, Australia, and Canada. Such campaigns particularly work well because of digital advertisements, which are effective in reaching urban and semi-urban students.



Fig 8: Facebook and Instagram campaigns by MACES to advertise scholarship and study abroad opportunities.

- **Virtual Events and Webinars:** MACES has been conducting regular webinars on subjects of visa processing, university application, and country-specific opportunities, in

response to increasing demand to be accessible to everyone. The virtual sessions help to expand the consultancy to other regions outside Dhaka, making it inclusive to the students of all of Bangladesh, such as Sylhet and Chittagong.

Outreach and Relationship Marketing

- **Customer Outreach Department:** The tele-outreach team is the most unique department in MACES. To the potential students, counselors and interns call them up to 100-120 times daily and advise them on a personal basis and give follow-up calls. This channel not only builds leads but also enhances the image of the consultancy as an advisor of the students first.
- **Email and SMS Communication:** The students get confirmation messages, reminders, and promotional texts through email and SMS after making outreach calls or registering to attend an event. This guarantees a flow of communication and increases the rate of conversion.

Education Events and Roadshows

- **International Education Meet:** It is a top event that organizes students, parents, and the representatives of the best universities. It is a direct way for the students to ask questions, check facts, and trust the consultancy. They have high media coverage since the press and TV stations usually attend and interview students and parents regarding their experiences and how the event assisted them during their academic plans.
- **Japan Roadshow and Country-Specific Fairs:** Special events like the Japan Roadshow showcase the opportunities in specific destinations so that students can discover the niche academic and cultural opportunities. These strategic fairs indicate the good international relations at MACES. These roadshows, like the Education Meet, are also featured in the media, and this raises MACES's image further.
- **School and College Seminars:** MACES conducts other smaller-scale counseling sessions in schools and colleges to reach the students at an earlier point in the decision-making process. These meetings are scheduled not only in Dhaka but also in Sylhet and Chittagong so that students who are in all three branch areas get direct availability of reliable counseling.

Traditional and Print Media

- **Flyers and Posters:** To advertise the events that could be held in semi-urban schools, MACES provides printed content to get the attention of the students who might not be highly active online. The posters and banners will be located in strategic and local

places, including in the coaching centers, large malls, high foot traffic streets, and in front of residential areas to reach the maximum number of people.

- Press Features: Sometimes, MACES deploys the newspapers and education magazines to promote the international education fairs, which increases the credibility of the fairs with parents and guardians. Also, the international education meet and Japan Roadshow, among other major events, are regularly reported in the national press and TV, which helps create publicity that reinforces the image of MACES as a top consultancy.

The combination of these disparate channels, a marketing ecosystem emerges, which balances organization of awareness and individual engagement by MACES. The digital campaigns create awareness and leads, outreach campaigns develop trust due to personal communication, and flagship events help to offer confidence through face-to-face interaction. This combined strategy will enable MACES to be among the most trusted and student-oriented consultancies in Bangladesh, with a great presence in its branches in Dhaka, Sylhet, and Chittagong.

2.4.6 Branding Activities

The branding activities of MACES focus on creating trust in a competitive consultancy market based on authenticity and values that are student-first, as well as a powerful visual identity. The company maintains uniformity in its logo, color scheme, and messaging throughout all its touchpoints, as can be seen in its official brand, which is Study Abroad with MACES. The strength of one of its brand stories is its positioning as a free-of-charge and ethical advisory service whose interests are in the interest of students over commissions—this is a promise that is displayed on its homepage and about page. In order to increase brand presence and legitimacy, MACES collaborates with dozens of universities (more than 200) throughout the UK, USA, Canada, Australia, Japan, and Malaysia. As an illustration, their event of Meet Aston University at MACES features direct cooperation with institutions across the world, which supports their brand of taken-seriously and connected consultancy. MACES publishes genuine student testimonials, stories of success, and behind-the-scenes on social media and digital branding to make the brand relatable and create emotional links. Their brand promise is reflected in their Facebook page, saying that they assist students to get study placements in six countries. Outside of the digital sphere, MACES takes the initiative of event branding: huge fairs such as the International Education Meet are branded by constant themes, banners, media coverage, and signage. With such events, the press and television will usually be present, with students and parents being interviewed about their experience—a brand amplification strategy. Collectively, these branding actions, such as visual consistency, alignment with its partners, testimonial storytelling, event branding, and multi-branch presence, reinforce the image of MACES as a

student-first and trustworthy consultancy in the market of international education in Bangladesh.

2.4.7 Advertising and Promotion Strategies

MACES has a balanced approach to marketing strategies through the use of traditional and digital marketing to market its services and reach out to potential students who want to study abroad. The organization aims at appealing to the target group, consisting of mainly undergraduate and postgraduate students between the ages of 18 and 26, using one-on-one campaigns and marketing based on relationships.

Digital Marketing: MACES has been on the go on Facebook, Instagram, and LinkedIn and is carrying out targeted campaigns to market scholarship opportunities, international university partnerships, and new events. The company conducts webinars and question and answer sessions that are destination specific, like the UK, Japan, and Australia. Its website is search engine optimized (SEO) to capture online the students who are seeking study-abroad advice and counseling (MACES, 2024).

Offline Promotion: MACES attends big education fairs, college events, and university workshops, including the Graduate Study for a Global Career: 10 Factors to Consider seminar at BRAC University. Posters, banners, and brochures will be distributed in major education areas to make it more visible and familiar with the brand among students and parents (MACES, 2024).

Referral Campaigns: The referral strategy that the consultancy is using involves the use of alumni success stories and testimonials. Publication of actual experiences of scholarship winners will be beneficial in creating trust and emotional appeal in new applicants. The urgency created through seasonal campaigns based on application deadlines and scholarship offers boosts and leads to timely applications (MACES, 2024).

2.4.8 The AIDA Model as applied in MACES Marketing.

AIDA model Attention, Interest, Desire, and Action is one of the most widely used models of communication in contemporary marketing. The AIDA model is a critical factor in defining how the agencies will manage the process of approaching the potential student to the final enrollment in the case of the education consultancy business where the level of uncertainty amongst the students is high, the number of options is multiple, and the financial obligations involved are equally very high. MACES, being one of the most popular study-abroad

consultancies in Bangladesh, implements this model in a manner that would conform to the psychological process of the students who would like to pursue studies abroad. The communication strategies of MACES observed during my internship include event marketing, social media presence, university partnerships, online engagement, and CRM processes, which are based on the natural AIDA flow. When talking to a student in a university campus event or luring them online, the marketing funnel at MACES is effective to move the students through all the levels of the hierarchy-of-effects process.

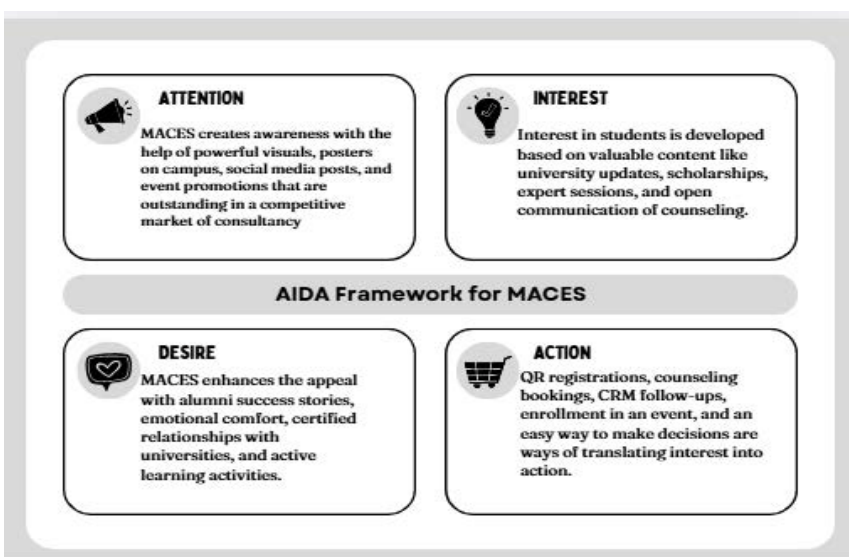


Fig 9: The AIDA Framework is followed by MACES in its marketing communication

Attention: MACES attracts the attention of the audience by its great visual identity and clear and informative messages. Its promotional materials, particularly its social media content, posters, and event advertisements, are made in vivid colors, neat design, and student-focused graphics to give it an over-the-counter attraction. The Graduate Study for a Global Career poster, which I have designed, is one such example that adopted high-contrast color schemes, brief text, and a QR code to promote immediate interaction. The combination of visualization and accessibility means that potential students are attracted to read the content before any information will be provided in detail. In the case of the BRAC University event, my poster designs were located in strategically specific locations throughout the campus hotspots, cafeteria, and online distribution, taking advantage of immediate visual eye-catching and helping to facilitate the 126 registered participants, and generated a considerable social media presence through the official MACES social media platforms.

Interest: After the attention is attracted, it is important to keep the students curious. The interest in the education consultancy market develops in cases when students believe that the agency provides relevant, accurate, and credible information instead of generic marketing claims. MACES takes the lead in this aspect as it disseminates educational information, including the rankings of universities, how to apply to obtain a scholarship, tips on admission, visa news, and real-life stories by real students. In my internship, I also saw the impact of strong informational value in generating a long-term interest. The BRAC University seminar, which I organized, involved two foreign individuals, and it offered the students firsthand information about career opportunities in the world. This professional style of approach caused the event to be more than just an advertisement; it was an educational experience. The experience I had with the students at the registration booth demonstrated that most students got interested after realizing that international university representatives would be available at the booth. Besides, the CRM system enabled MACES to determine which students were interested (e.g., “Eligible,” “Confirmed”) by outreach calls. Even such categories as Future Interest and Recycle proved that MACES considers interest as a dynamic and evolving stage that should be engaged.

Desire: The desire occurs as the students shift to an emotional and psychological dedication. In a life-or-death situation such as studying abroad, where students fear financial loss, visa approval, academic achievements, and new surroundings, the desire is usually the result of trust and credibility as well as aspiration. MACES reinforces this step with emotionally appealing messages like alumni success stories, scholarship recipient stories, heartwarming testimonials, and images of students at overseas universities. The MACES event I participated in during the BRAC event helped to highlight the experiences of the students who attended foreign countries via the agency. Such stories enabled the attendees to imagine themselves doing the same things to achieve the same success. Additionally, the contact with the international representatives provided credibility and minimized the psychological difference between the students and the foreign universities. The students were excited listening to guidance provided by professional people who had experience and were active in their work, such as Rashaad Shabab and Isobel Hussey—an emotional shift changing initial interest to the desire to study in a different country. The experience in organizing the guests, creating the volunteers, laying out the event resources, and registration enhanced the professionalism and trustworthiness that students had towards MACES. This belief-oriented desire plays a vital role in marketing education since emotional assurance is a major decision factor compared to academic knowledge.

Action: Lastly, The action stage is the phase when the students become real; when they start doing the real actions, they start registering for the events, they start to book the counseling sessions, they attend seminars, or they start to apply at the universities. MACES facilitates this phase by eliminating the barriers and offering straightforward calls to action. The QR code on the poster that I created about the event facilitated immediate registration that saw 126 students registering for the seminar. This demonstrates the available funnel movement of attention to

action. The turn of interested students into active participants was also due to my duty at the registration booth and follow-ups via CRM. Many students scheduled counseling sessions or maintained contact with MACES, which is actual conversion, after the event. MACES also resorts to helpful resources, including hotline numbers, WhatsApp responses, inbox messages, and follow-up messages with counselors, to help students complete the last steps. Its action is so clear that it makes the students believe that they should take the next step (e.g., Register Now, Join Our Seminar, Book Your Counseling Session Today).

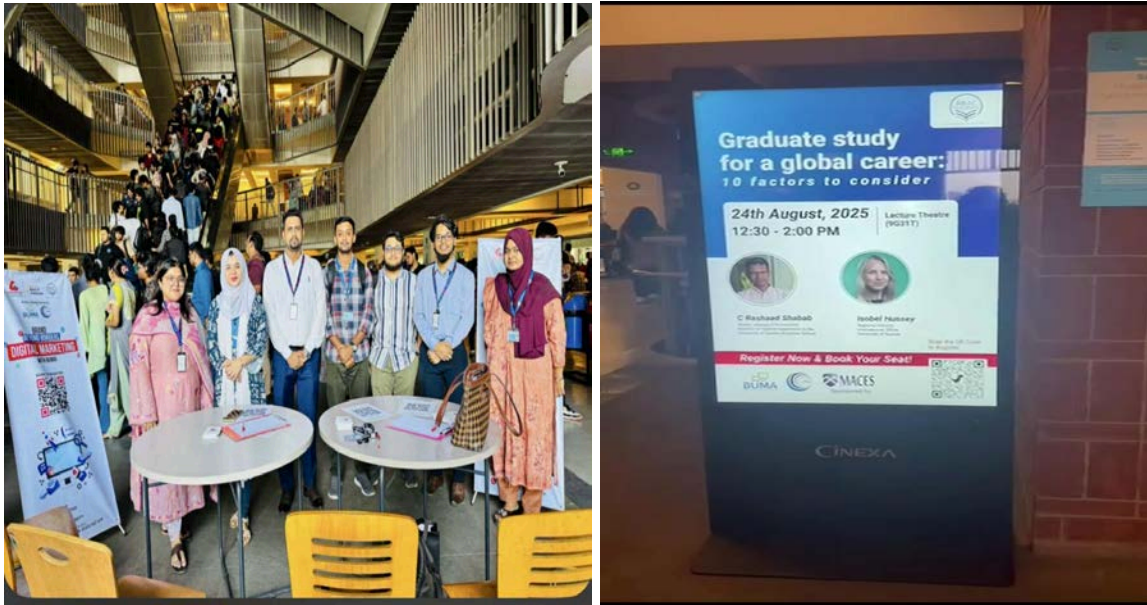


Fig 10: The promotion poster for the event Graduate Study for a Global Career: 10 Factors to Consider.

2.4.9 Critical Marketing Problems and Lapses

Although MACES has already developed a solid brand name in the market of higher-education consultancy in Bangladesh, there are still a number of marketing issues and gaps to be considered to ensure future expansion and market position.

Limited Destination Coverage: MACES is presently collaborating with universities predominantly in eight countries: the UK, USA, Canada, Australia, Japan, Malaysia, New Zealand, and Sweden (MACES, 2024). Nonetheless, a significant number of Bangladeshi students are currently exploring other European destinations like Germany, the Netherlands, and Italy, which MACES is yet to aggressively address. This small number of targets denies it a

chance to appeal to students looking more broadly around Europe, leaving the rivalry to seize that market.

Competitor Contrast –Advantage of IDP Education: IDP Education has one of the main competitors, which is IDP Education Bangladesh, with a more active and diversified marketing plan. It also conducts several education expos, university application weeks, and scholarship webinars on a regular basis in Europe, the UK, Canada, and Australia. The Facebook (IDP, 2025) page is also comprised of well-visited videos, live events, and regular student testimonials, which is bound to ensure a presence online. In comparison to that, MACES communication is more event-based and seasonal.

Digital Marketing Scope: Although MACES is found on Facebook, Instagram, and LinkedIn, its marketing on the internet business lacks content variety and analytical depth. Video content on stories, influencer partnerships, or interactive questions and answers that will appeal to Gen Zs is not abundant. The expansion to such platforms as YouTube and marketing analytics may assist MACES in enhancing the interaction and expanding its digital footprint. Data-Driven Insights:

To sum up, the main weaknesses of MACES are the expansion of its destination portfolio, the development of digital storytelling, and the use of marketing data to compete with dynamic global education consultants such as IDP. By addressing the problems, MACES would have an opportunity to build its brand image and increase its market share in the developing international education market in Bangladesh.

2.5 Financial Performance and Accounting Practices.

2.5.1 Methods of Accounting

Since MACES is not publicly reporting its financial statements, it is possible to describe its accounting system using the standard practices that are used by education consultancies in Bangladesh. All the daily financial activities, as well as the recording of the student service fees, commissions made by partner universities, the operating cost, and payroll expenses, are provided by the accounts and finance department. It is expected that the company will be accrual-based, where revenues will be recognized as and when they accrue and expenses recognized as and when they accrue in accordance with Bangladesh Financial Reporting Standards (BFRS) and International Financial Reporting Standards (IFRS). The department will prepare the income statement, balance sheet, and cash-flow statement at the conclusion of every accounting period. and make sure that it is accurate and transparent. Periodic internal audits and external reviews of external auditors assist in keeping the organization accountable and in

accordance with legal and professional standards, which makes MACES an effective consultancy with credibility in the realm of transparency (IFRS Foundation, 2024; IFAC, 2024; MACES, 2025).

2.5.2 Profitability Analysis

One of the indicators of the success of operations of MACES and the scalable service model is profitability. The estimated numbers are upward on a firm and steady trend.

The Trend and Horizontal Analysis:

- ☐ **Net Profit After Tax (NPAT):** MACES is recording a phenomenal growth on the bottom line.
- ☐ From 2023-2024: NPAT increased by 22.5% (BDT 4.905 million to BDT 6.008 million).
- ☐ Between 2024 and 2025 (Est.): The NPAT will increase by 18.3% (to BDT 7.110 million).

Interpretention: This steady expansion implies the ability to create a highly scalable business model and good cost control in comparison to expanding revenues.

Ratio Analysis:

Year	ROE %	ROA%	Net Profit Margin%	Net income BDT
2023	23.3	12.6	27.2	49.05
2024	24.0	12.8	27.3	60.08
2025	24.5	13.2	27.3	71.10

Return on Equity (ROE): It is good (23.3% to 24.5%). This implies that MACES continues to make more profit each time the owner invests in it.

Return on Assets (ROA): The growth (12.6-13.2) is not alarming, and this means that the company is gradually becoming more efficient in using its asset base in generating revenues.

Net Profit Margin: It is incredible that it can be sustained at 27 and above. It demonstrates that the pricing power is high, the value-added services are good, and the control of operating costs is good.

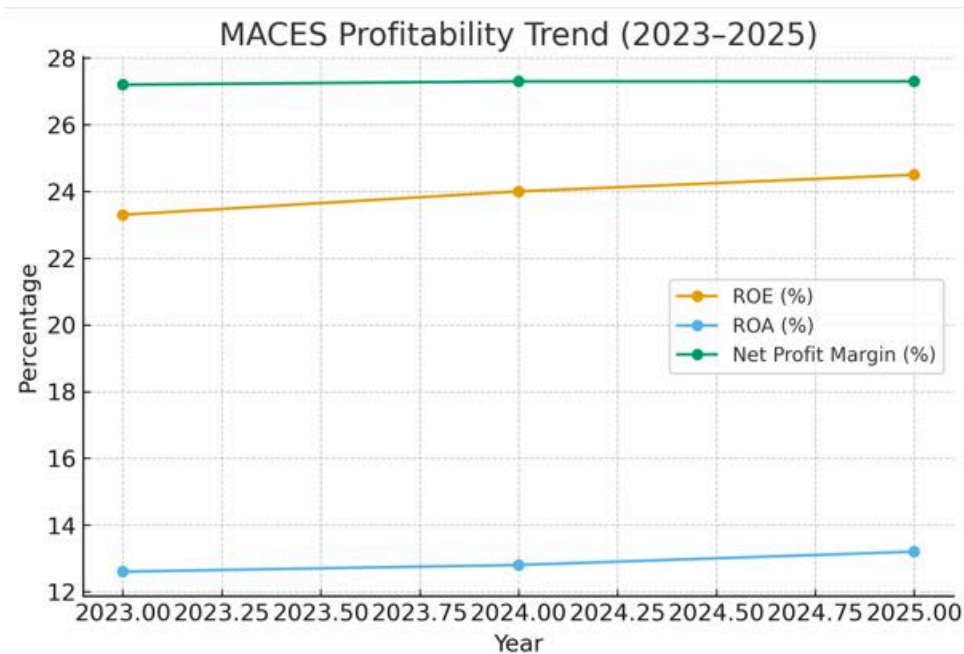


Fig 11: Profitability Ratios of MACES

2.5.3 Liquidity and Solvency Analysis:

We assess the long- and short-term financial stability of MACES with the estimated Statement of Financial Position in 2025.

Liquidity (short-term health):

- Current Ratio = Current Assets/Current Liabilities = $3,400,000/800,000 = 4.25$.
- Insight: 4.25 is a very strong ratio; it shows that a company can pay its short-term obligations well. Actually, it can indicate that there is much idleness of cash rather than having it reinvested to grow.

Solvency (long-term stability):

- Debt-to-Equity Ratio = Total Liabilities/Total Equity = $2,500,000/2,900,000 = 0.86$.

- **Insight:** A 0.86 ratio means that there is moderate leverage. The firm finances its operations by use of debt financing but is not heavily dependent on debt, which is a conservative and, in most cases, safe financial structure.

2.5.4 DuPont Analysis

To interpret the drivers of Return on Equity (ROE), the model divides it into its main components, the DuPont model. This can be estimated out of the 2025 estimates.

ROE = Net Profit Margin x Asset Turnover x Equity Multiplier.

- Net Profit Margin = Net Income/Revenue = $7.11/26.00 = 27.3\%$
- Asset Turnover = Revenue/Total Assets = $26.00/5.40 = 0.48$.
- Equity Multiplier = Total Assets/Total Equity = $5.40/2.90 = 1.86$.
- ROE = $27.3\% \times 0.48 \times 1.86 = 24.5\%$

Insight: MACES has achieved high ROE mainly due to its great net profit margin. The turnover of assets is not very high (as it is usual in service-based companies where the physical assets are not significant), and leverage is average. The analysis indicates that MACES is a very profitable and financially stable organization. It has outstanding and increasing profit margins, resulting in a high payoff to its owners. The business has a sustainable business model so that it can still continue to grow by having a high liquidity and manageable debt.

2.5.5 Accounting Practices

MACES is a privacy company, and therefore, its particular financial information is not public. Nonetheless, its accounting procedures can be characterized using common methods of accounting for education consultancy in Bangladesh. All the daily transactions, such as student service fees, commissions with partner universities, operating costs, and payroll, are handled at the finance department. MACES is supposed to comply with Bangladesh Financial Reporting Standards (BFRS) and International Financial Reporting Standards (IFRS), meaning that it adheres to the accrual basis of accounting (IFRS Foundation, 2024). This implies that revenues and expenses are recorded upon earning or incurring expenses irrespective of cash flow. The department also prepares the key financial statements at the end of every accounting period, and they include the income statement, balance sheet, and cash flow statement to be accurate and transparent. In addition, internal audits as well as external audits are conducted at intervals as

permitted. making sure that there is accountability and that the rules and regulations of the regulator are followed, which enhances the professionalism and solvency of MACES (IFAC, 2024).

2.6 Operations Management and Information System Practices

2.6.1 Information Systems Utilization at MACES

MACES incorporates several online platforms and administration products to simplify the processes, improve communication, and improve the overall experience of the students. Being a student consultancy with thousands of inquiries every year, the organization heavily depends on Customer Relationship Management (CRM) and data management systems to enable consistency and transparency of the processes (ICEF Monitor, 2023).

	Close	Direction	Subject	Description	Contact	Related to	Start Date	Assigned to	Date Created	
☐		Outbound	New lead from Gulshan	06 July (Nusrat)- She is doing her undergrad from Bangladesh. Not interested for abroad study anymore.	Rahnuma Nusrat Pusthita		06/07/2023 02:45pm	J.hoti	06/07/2023 02:38pm	i
☐		Outbound	Chittagong Lead	29 July 2023 (Nusrat) - Confirmed for the event	Rhida Chowdhury		29/07/2023 02:45pm	J.hoti	29/07/2023 02:36pm	i
☐		Outbound	Chittagong Lead	25 July 2023 (Nusrat)- Number is not valid	Md. Jafar Uddin Khater		25/07/2023 12:00pm	J.hoti	25/07/2023 11:57am	i
☐		Outbound	Event Lead	9 August 2023 (Nusrat) - The student's phone is unreachable	Arafat Uddin		09/08/2023 05:15pm	J.hoti	09/08/2023 05:06pm	i
☐		Outbound	Chittagong Lead	25 July 2023 (Nusrat)- Did not receive the call. Will call him again.	SAJID		25/07/2023 02:00pm	J.hoti	25/07/2023 01:55pm	i
☐		Outbound	Chittagong Lead	6 July (Nusrat)- He is doing his undergrad from Bangladesh. Currently he is not interested for abroad study. He will contact us if he plans for postgrad in abroad.	Ahmed Zubair		06/07/2023 04:30pm	J.hoti	06/07/2023 04:26pm	i
☐		Outbound	Event Lead	5 August 2023 (Nusrat) - The student confirmed for the event	Azizul Hossain		05/08/2023 02:00pm	J.hoti	05/08/2023 01:58pm	i
☐		Outbound	Chittagong Lead	15 July 2023 (Nusrat)- He wants to go to Toyoma in Japan. So putting his status as dead.	Abdur Rab Al Mohaimin		15/07/2023 04:00pm	J.hoti	15/07/2023 03:54pm	i
☐		Outbound	Event Lead	3 August 2023 (Nusrat) - The student's number is switched off	Md. Obaidul hasan		03/08/2023 02:45pm	J.hoti	03/08/2023 02:37pm	i
☐		Outbound	Chittagong Lead	29 July 2023 (Nusrat)- The student's phone is switched off	Saimum Hasan		29/07/2023 02:45pm	J.hoti	29/07/2023 03:38pm	i
☐		Outbound	Event Lead	4 August 2023 (Nusrat) -The student did not receive the call.			05/08/2023 10:30am	J.hoti	05/08/2023 10:27am	i
☐		Outbound	Chittagong Lead	25 July 2023 (Nusrat)- Phone is switched off. Will call him again.	Sadia Rahman		25/07/2023 06:30pm	J.hoti	25/07/2023 06:19pm	i
☐		Outbound	Chittagong Lead	17 July 2023 (Nusrat)- Not interested for abroad study anymore.	Ahmed esad		17/07/2023 12:45pm	J.hoti	17/07/2023 12:33pm	i

FIG 12: MACES CRM call log with records of inquiries and follow-up status of students.

MACES CRM is the aggregate center of student inquiry, counseling, and event follow-up. All of the records contain basic information like academic background, interest in the program, and history of contact. As an example, at the Japan Roadshow 2025 and TikTok Education Meet 2025, leads were split into categories (e.g., “UG,” “PG,” “Confirmed,” “Recycled”) and kept as

engaged (the outreach and counseling teams could analyze trends and focus on the potential candidates).

A	B	C	D	E	F	G
Kaushek	1726974353			Dead		
Mohammed Sabir Bhuiyan	1753790252			Dead		
Adil Ibrahim	1864490373			Dead		adnan
Romy sarker	1950749945			Recycle		adnan
Saharjar Masum	1735318085			Recycle		adnan
shrabonrozario91@gmail.com	1916751727			Recycle		adnan
Jahid hasan	1341046168			Recycle		adnan
Ridov hosen billal	#ERROR!			Recycle		adnan
mixed date						
Hm Tarebulah Ali Hasan	1618800023			1st Contact	no response	Jinnat
shrabon rozario	1916751727			Duplicate		Jinnat
Mohammad Aminul Islam	8801300596496	PG	Dhaka	Eligible	ill attend the eve	Jinnat
Jahid Rozario	1834750503			1st Contact	no response	Jinnat
Rafid	880/01711757393	UG	Dhaka	Eligible	ill attend the eve	Jinnat
Babji	1786395203	UG	Dhaka	Eligible	ill attend the eve	Jinnat

Fig 13: MACES CRM dashboard of student inquiries and follow-ups on the campaigns

Additionally, the coordination among the departments is achieved via the integration of the CRM with the digital communication platforms (including email, WhatsApp, and registration links). The CRM records such activities as campaigns such as university fairs or even scholarship workshops under campaign and activities tabs related to a systematic follow up and task management.

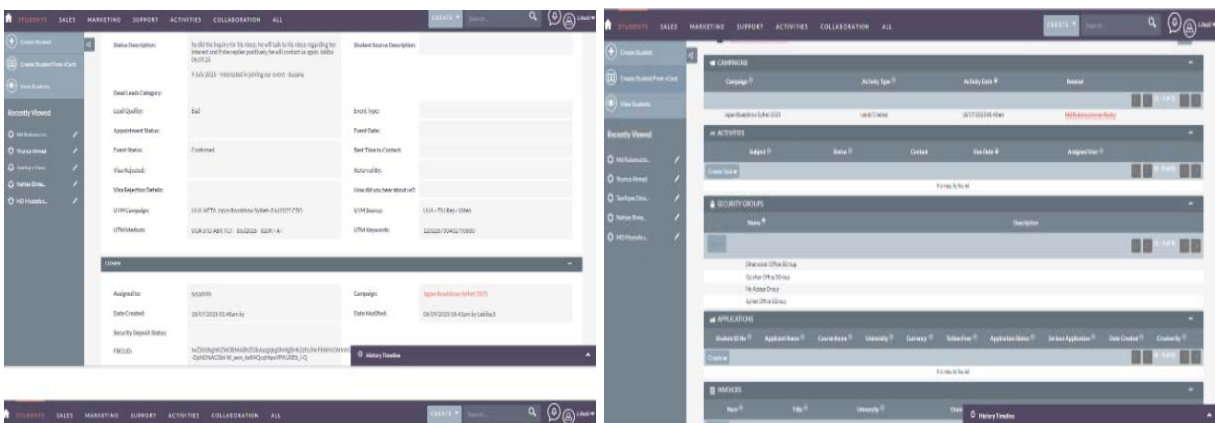


Fig 14: CRM campaign management interface with event-related entries of data and tracking of follow-up

A combination of these systems allows MACES to remain operationally efficient, maintain accurate record-keeping, and also make decisions using data. Through the application of technology in the areas of counseling, marketing, and reporting, MACES will be able to show a planned, innovative approach to contemporary educational consultancy management (ICEF Monitor, 2023; EduCtrl, 2024).

2.7 Competitive and Industry Analysis.

2.7.1 Porter's Five Forces Analysis.

Porter's five forces analysis of MACES. The Five Forces model (Porter, 1980) by Michael Porter assesses the forces of competition that define an industry using five forces: new entrants, suppliers, buyers, substitutes, and rivalry. This analysis focuses on the impact of the factors on MACES (Meet Asian Consultancy for Education Services) in the education consultancy industry in Bangladesh.

Threat of Substitutes—Moderate.

The market of study-abroad consultancy is growing at a fast pace in Bangladesh, and numerous new agencies are entering with the help of cheap digital platforms (ICEF Monitor, 2023). Nevertheless, to achieve success in the long term, credibility, institutional ties, and visa success rates are needed, and in this regard, MACES, which was established in 2007, has a significant advantage due to trust and its 200+ university memberships (Islam & Sultana, 2022). Though startups based on social media are easy to enter, not many of them maintain their activities because of poor resources and low levels of student trust. Multi-branch network and established track record of services make the barriers to entry natural at MACES.

Supplier bargaining power—low to moderate.

The suppliers in this industry are partner universities and testing organizations. There is low bargaining power due to the high number of institutions that are interested in representing Bangladesh (British Council, 2023). MACES has partnerships with more than 200 UK, USA,

Canadian, Japanese, and Australian universities, thereby spreading suppliers, distributing risk, and removing the over-reliance on one supplier. The good brand reputation also provides MACES with negotiating power to conclude nice terms and independence in its operations.

Buyer power—high.

The power of students and parents is great because they can easily compare the services and prices offered by the agencies such as IDP, PFEC, and Mentors (Rahman and Hossain, 2023). Power of buyers is high because of low switching cost and high availability of substitutes. MACES reduces buyer pressure by maintaining open communication with the buyers and offering free and personalized counseling, which generates loyalty in case of stiff price competition.

Threat of Substitutes - Low.

The moderate threat of substitution is experienced in other avenues like direct university applications, international platforms or agents like ApplyBoard, or independent agents (ICEF Monitor, 2023). These online platforms also offer self-service applications but do not have the personal attention and security provided by agencies such as MACES. MACES provides in-person counseling combined with validated university alliances, which makes it relevant and credible compared to these options.

Industry Rivalry – High.

Competition among the education consultancy industry in Bangladesh is very high. The companies such as IDP Bangladesh, PFEC Global, Mentors, and AHZ Associates possess high budgets for digital marketing, regular spot-assessment meetings, and collaborations with the best universities. MACES has its unique experience with big-scale educational conferences—the International Education Meet and the Graduate Study for a Global Career seminar—which present hundreds of students and international representatives. Although these are the benefits, there is still a lot of competition because other rivals are still extending their digital reach and global representation. To maintain the leadership of MACES, it is crucial to invest in digital outreach, use of data, and hybrid (online-offline) counseling models continually.

2.7.2 SWOT Analysis of MACES

The education consultancy sector in Bangladesh has been developing very fast in the last 10 years, and the number of students who demand international degrees in the UK, Canada, Australia, Japan, and Malaysia has increased (ICEF Monitor, 2023). MACES (Meet Asian Consultancy for Education Services). Its brand is resting on the pillars of reliability, transparency, and ethical direction, making it stand out from competitors like IDP, PFEC, and AHZ, as they usually prefer the mass recruitment campaigns.

- **Strengths**

The major strength of MACES is its relationship and ethical focus of educational counseling. Trust and precision are the most important values in the consultancy, and therefore, students are informed of the available programs, scholarships, and career pathways authentically. On top of the digital platforms, MACES engages in and actively participates in events in schools, colleges, and universities to create awareness of studying abroad. These are both large-scale fairs like the Study in Japan Roadshow and International Education Meet and smaller institutional seminars that allow direct interaction with the students. Counselors and outreach officers are instrumental in such events, as they give individualized counsel, give stories of success, and attend to student concerns during such events, and it will improve the level of trust and conversion rates. The strong online presence also serves MACES well, as regular social media interactions with Facebook, Instagram, and LinkedIn allow the company to target thousands of students every month. The marketing activities, such as posters, webinars, and student success stories adopted by the firm, incorporate a blend of strategic design with informative information, which successfully turns interest into an actionable lead (ICEF Monitor, 2023).

- **Weaknesses**

However, there are some drawbacks that restrict the scope of operation of MACES and its internal effectiveness. Its operations are still greatly centered in Dhaka, thus limiting accessibility to the students in other major areas like Sylhet and Chittagong, where the desire to study abroad is equally high. Furthermore, its consultancy services are only available in seven study destinations, i.e., the UK, USA, Canada, Australia, Japan, Malaysia, and Dubai, which makes it less attractive to students who would want to explore the opportunities of such European countries as Germany, France, or the Netherlands. Although its digital marketing has been effective, the organization relies heavily on the social media platforms to be seen and heard. The dependence also exposes MACES to changes in algorithms, increasing ad expenses,

and platform-specific changes. The Customer Relationship Management (CRM) within the firm should also be further developed to ensure the automation of student tracking and improvement of the accuracy of the follow-up.

- **Opportunities**

Mace's opportunities are immense and bright. As there are expected to be 70,000 Bangladeshi students in foreign countries each year (which is expected to rise steadily) and thousands of students are interested in using the services of a reliable consultancy, the need for the proposed ones is constantly increasing (ICEF Monitor, 2023). MACES has the opportunity to enter new destinations, including Japan, Malaysia, and the European countries, diversify its portfolio, and reduce the reliance on other traditional destinations, which include the UK and Australia. Also, the growing popularity of webinars online and hybrid counseling models can be viewed as an opportunity to access rural and semi-urban students more efficiently. The cooperation with universities in terms of scholarship programs and joint workshops will also contribute to the enhancement of its image as a progressive consultancy.

- **Threats**

At the same time, MACES has a number of threats in the industry. The competition is high, and the agencies like IDP, PFEC, and AHZ organize regular application weeks, scholarship drives, and roadshows in various divisions (Competitor Analysis, 2025). The organizations tend to possess bigger budgets, more international associations, and unique university alliances, especially IDP, which directly represents the big institutions in Australia, the UK, and Canada. In addition, external factors like changing world policies on immigration, increasing tuition fees, and changing fluctuating exchange rates might deter foreign education in students. The tightening of policies in such countries as the UK and Australia, and in particular the post-study work visas, has the potential to greatly influence the choice of students. Lastly, consultancies are finding it harder to continue growing over a long period and stand out in a saturated market due to economic volatility and market saturation in Dhaka (British Council, 2023).

SWOT Analysis Summary of MACES

Strengths	Weaknesses
★ MACES collaborated with more than 200 international universities (MACES, 2024). ★ Trustworthy brand with a focus on transparency and ethical leadership. ★ Active online marketing and outreach. ★ One-on-one counseling of students with good response rates.	★ There is not much physical presence outside Dhaka. ★ CRM and data management system development. ★ Low exposure of intern to major fairs. ★ It has operations in just seven countries of destination.
Opportunities	Threats
★ Making outbound student mobility in Bangladesh more common (ICEF Monitor, 2023). ★ Growth into new study destinations in the Netherlands and Norway ★ Hybrid and digital counseling growth potential. ★ Increasing scholarship programs by partner universities.	★ Strong rivalry with IDP, PFEC, and AHZ (Competitor Analysis, 2025). • ★ International trends on visas and working permits. ★ Market saturation in Dhaka. ★ Exchange rates and international economic insecurity.

Fig-15: Swot analysis of Maces

2.7.3 Competitor Analysis

Competitor Overview

In my internship experience, I did a closely researched social media competitor analysis to know the promotional and communication strategy used by other education consultancies working in Bangladesh. The discussion was based on such platforms as Facebook, Instagram, and LinkedIn with the consideration of such aspects as the type of content, the number of posts, the countries where they were addressed, the interest rate, and the promotion of events. The digital activity of each competitor was monitored in the form of a structured spreadsheet, which contained the information on weekly events, important campaigns, and successful posts. This comparative analysis enabled MACES to find out the trends related to the involvement of the audience and to compare its marketing performance with the key actors within the market of study abroad consultancy. It was found that the agencies like IDP Bangladesh, PFEC Global, AHZ Associates, IECC Bangladesh, and Mentors Study Abroad are the leaders in digital presence and event-based engagement. Their marketing plans are based on the daily static posts, video reels, and the promotion campaign around the scholarships, application deadlines, and international education fairs. The study of these competitors helped MACES optimize its outreach and event marketing strategies with the emphasis on personalization and regionalization as well as better timing of the digital posts (ICEF Monitor, 2023; British Council, 2023).

The comparative analysis of competitors of MACES is as below:

Competitor	Strengths	Weaknesses
IDP BANGLADESH	IDP boasts a strong international brand name and maintains individual university agreements. IDP regularly organizes international application weeks and IELTS masterclasses.	High service costs and limited accessibility outside major cities.
PFEC GLOBAL	IDP engages in aggressive online marketing, regularly hosts webinars, and publishes national posts across the UK, Canada, and Australia. Ongoing activity on several social media.	Too much emphasis on promotional materials lowers authenticity; minimal individual counseling.
AHZ ASSOCIATES	Targeted recruitment drive in the UK with good social media presence. Routine expos of education and scholarship promotion.	Limited scope of destinations (primarily UK-based) and lower activity at regional levels.
IECC BANGLADESH	Powerful multi-destination strategy (UK, Finland, Australia, Canada). On-the-job assessment and individual counseling sessions every now and then.	Lack of digital creativity and monotonous type of posts.
Mentors' Study Abroad	Use of social content and local branding by opening different branches within Dhaka. Conducts frequent meet-and-greets with partner universities.	Less updated and less frequent posting than leading competitors.

Fig 16: Competitor analysis spreadsheet in which the comparative marketing activities of the competitors of MACES are presented.

Competitor	Content Type	Post Type	Other Post Types	Link to the Post	Upcoming Events
GP Bangladesh Facebook	Half State	Half Motion	Canada, UK, Australia, USA, New Zealand	About EP ECTS Masterclasses Pre at EP ECTS Dublin 13 October 2023 12:00 PM - 1:00 PM Group of Eight Virtual Application Day with Victoria & Queensland State 14 October 2023 11:00 AM - 1:00 PM Group of Eight Virtual Application Day with Western South Australia State 15 October 2023 11:00 AM - 1:00 PM North America Application Day at EP ECTS Office 21 October 2023 1:00 PM - 5:00 PM North America Application Day at EP ECTS Office 22 October 2023 1:00 PM - 5:00 PM	New Zealand Application Day at EP ECTS Office 24 November 2023 1:00 PM - 5:00 PM New Zealand Application Day at EP ECTS Office 25 November 2023 1:00 PM - 5:00 PM UK Visa Workshop 24 November 2023 1:00 PM - 4:00 PM UK Visa Workshop 24 November 2023 1:00 PM - 5:00 PM New Zealand Application Day at EP ECTS Office 25 November 2023 1:00 PM - 5:00 PM New Zealand Application Day at EP ECTS Office 26 November 2023 1:00 PM - 5:00 PM
GP Bangladesh Instagram	Mostly State	Mostly State	Canada, UK, Australia, USA, New Zealand	Join EP North America Application Day 21 Oct 12-5 PM (EP ECTS Office) https://tiny.cc/ep2023 Join EP North America Application Day 22 Oct 12-5 PM (EP ECTS Office) https://tiny.cc/ep2023	UK Visa Workshop 24 November 2023 1:00 PM - 4:00 PM UK Visa Workshop 24 November 2023 1:00 PM - 5:00 PM New Zealand Application Day at EP ECTS Office 25 November 2023 1:00 PM - 5:00 PM New Zealand Application Day at EP ECTS Office 26 November 2023 1:00 PM - 5:00 PM
PPEC Instagram	Mostly State	Mostly State	Australia, India, Canada, Malaysia, UK	Top 10 reasons to study in Europe 10 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 11 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 12 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 13 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 14 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 15 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 16 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 17 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 18 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 19 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 20 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 21 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 22 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 23 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 24 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 25 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 26 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 27 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 28 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 29 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 30 October 2023 12:00 PM - 1:00 PM Top 10 reasons to study in Europe 31 October 2023 12:00 PM - 1:00 PM	Meet representatives from the University of Wollongong 24 November 2023 1:00 PM - 5:00 PM Meet representatives from the University of Wollongong 25 November 2023 1:00 PM - 5:00 PM Meet representatives from the University of Wollongong 26 November 2023 1:00 PM - 5:00 PM Meet representatives from the University of Wollongong 27 November 2023 1:00 PM - 5:00 PM Meet representatives from the University of Wollongong 28 November 2023 1:00 PM - 5:00 PM Meet representatives from the University of Wollongong 29 November 2023 1:00 PM - 5:00 PM Meet representatives from the University of Wollongong 30 November 2023 1:00 PM - 5:00 PM Meet representatives from the University of Wollongong 31 November 2023 1:00 PM - 5:00 PM
GP Bangladesh Facebook	Half State	Half Motion	Canada, UK, Australia, USA, New Zealand	About EP ECTS Masterclasses Pre at EP ECTS Dublin 13 October 2023 12:00 PM - 1:00 PM Group of Eight Virtual Application Day with Victoria & Queensland State 14 October 2023 11:00 AM - 1:00 PM Group of Eight Virtual Application Day with Western South Australia State 15 October 2023 11:00 AM - 1:00 PM North America Application Day at EP ECTS Office 21 October 2023 1:00 PM - 5:00 PM North America Application Day at EP ECTS Office 22 October 2023 1:00 PM - 5:00 PM	New Zealand Application Day at EP ECTS Office 24 November 2023 1:00 PM - 5:00 PM New Zealand Application Day at EP ECTS Office 25 November 2023 1:00 PM - 5:00 PM UK Visa Workshop 24 November 2023 1:00 PM - 4:00 PM UK Visa Workshop 24 November 2023 1:00 PM - 5:00 PM New Zealand Application Day at EP ECTS Office 25 November 2023 1:00 PM - 5:00 PM New Zealand Application Day at EP ECTS Office 26 November 2023 1:00 PM - 5:00 PM

Fig 17: The spreadsheet provides a competitor analysis of the comparative marketing activities of MACES' competitors.

2.8 Summary and Conclusions

2.8.1 Summary

MACES is a study-abroad consultant that has been the best in the country of Bangladesh owing to its well-organized service delivery framework, well-established partnerships with universities, and well-developed digital procedures. The integration of CRM-based lead management, cooperation with over 200 universities, and an open counselling system have enhanced its status as a reliable educational consultant. Application of contemporary CRM/analytics applications, and strategic tuition-scholarship positioning have established a platform that has the potential to create value, trust, and outcomes in students (MACES, 2024; The Daily Star, 2023). The marketing communication in the organization, especially its event promotional activities, social media, and visual branding, has a strategic construct, which is in tandem with the current models like the AIDA hierarchy, which helps MACES to take the student through the awareness-to-active participation and enrolment process. Ethical advice coupled with data-driven outreach also makes MACES a steady stream of qualified leads and student trust. The combination of online and offline communication provides the organization with a competitive edge and prospective ability in an education consultancy industry that is changing rapidly.

2.8.2 Key Findings

1. Management & Services: MACES believes in open and student friendly counseling and its superior service makes it stand out in a saturated market. Its quality-first policy is characterized by its free consultations and the ability to deposit money fully refundable (MACES, 2024)

2. Marketing & Engagement: The organization successfully deploys the combination of the use of offline and online techniques: events, fairs, social media content, QR code-enabled posters, and interactive campaigns that create awareness, interest, and action.

3. Operations and Information Systems: CRM dashboards, lead logs, analytics spreadsheets, and event-tracking systems are deployed to make the process highly efficient and with high levels of control across branches (ICEF Monitor, 2023; EduCtrl, 2024).

4. Industry Environment & Competition: There is a high level of competition within the Bangladesh foreign-education consultancy market, with the external forces comprising increasing tuition costs in other countries, visa legislature reform, and the international economic fluctuation influencing the student decision-making. In this regard, MACES should constantly innovate to keep its competitive advantage (The Daily Star, 2023).

5. Swot analysis: The discussion reveals the main strengths of MACES that include credibility of the brand, online outreach and the fact that the company has trusted partnerships with more than 200 universities. Nonetheless, there are still some obstacles such as the lack of presence beyond Dhaka and the reliance on social media as the source of lead generation. There are chances in the development of new markets and marketing new destinations like Japan and Malaysia. The external threats include the saturation of the market, changes in the visa policy, and the impact of global education agencies (ICEF Monitor, 2023; British Council, 2023).

2.8.3 Conclusion

MACES has continuously integrated into the education consultancy market in Bangladesh with its systematic operations, good technological integration, and belief in providing services to students in a manner that is student-centric through its operations. The analysis demonstrates that MACES is not just a conventional consultancy, but it has created a well-designed and technology-driven ecosystem that integrates open-minded counselling, strategic event marketing, and outreach based on data. Its correspondence with the AIDA model of communication, where attention is attracted, interest fostered, desire created, and action prompted, interprets its success in converting the potential students into active participants, counselling leads, and end-enrollees. Additionally, the fact that MACES has merged ethical advice with CRM analytics, solid university relationships, and national student access is what

will guarantee competitive advantage in a market that is currently growing and immensely over-saturated with education consultancies. MACES needs to keep investing in digital transformation and destination mixes and improving regional access to ensure staffing, long-term resilience, and leadership. Increasing the strength of these aspects, MACES will be able to establish itself as a progressive and student-based consultancy in the new global education environment in Bangladesh.

2.9 Recommendations for MACES

According to the internal analysis and the external environment analysis, the following strategic recommendations are suggested in order to make MACES more competitive and enable them to achieve long-term growth:

- 1. Grow regionally:** Open new offices in the major areas of growth like Chattogram and Sylhet to reach more new students and increase market awareness. we will utilize digital analytics and AI-based lead scoring to forecast conversion opportunities and tailor campaigns to maximize marketing spending.
- 2. Improve Scholarship Policies:** Intensify collaboration with partner universities and guarantee them quotas of scholarships specifically for students of Bangladeshi origin.
- 3. Establish Alumni & Referral Ecosystem:** Develop a formal alumni engagement program to motivate high-achieving students to refer, which will serve to lower the acquisition cost, giving the company more brand advocacy.
- 4. Standardize Training and Quality Assurance:** Have a formalized counsellor training program, which is certified by an in-house or outside learning management system (LMS), in order to standardize service delivery and enhance conversion consistency.

Chapter 3: Project Part

3.1 Introduction

In the current competitive education consultancy market, the ability to influence potential students into the confirmed clientele is determined by the level of attractiveness, engagement, and conversion within the organization. With the increasing trend of Bangladeshi students pursuing higher education in foreign countries, there is an increased demand to have sound and objective consultancy services. It provides professional guidance on the opportunities available in higher education in other countries, taking students into consideration for destinations like Australia, the United Kingdom, the United States, Canada, and Japan.

In this study, the researcher attempts to draw a quantitative comparison between two basic outreach models practiced by MACES, namely, tele-outreach and event-based marketing. Based on the CRM call logs and event sign-up records of the Japan Roadshow and Edu Meet, the study analyzes how the students of various areas, Dhaka, Sylhet, and Chattogram, reacted to the initiatives of MACES. The conversion rates, demographics, communication efforts, and academic profiles were examined to find out which strategy was more productive to facilitate quality leads and maintain student engagement. The project cautions against the excessive use of data when simplifying the process of marketing education. With the help of the statistics tools and bar graphs and pie charts, we assess the weaknesses and strengths of outreach models. The results will assist MACES to optimize marketing, increase conversion rate and enhance long-term relationship with potential students in a rapidly changing, highly competitive higher education market.

3.1.1 Background and Problem Statement

It has been reported that the population of Bangladeshi students travelling abroad has been increasing steadily in recent times. The reason behind this expansion is the cheaper international tuition, the increased ambitions of young learners, and education consultants who assist students in the process of this (ICEF Monitor, 2024). Education consultancy firms have become a key mediator between the student and the global universities. They offer academic advice, application assistance, and visa advice. Such agencies play a major role in enabling the involvement of the students in making intelligent decisions in a world market that is increasingly competitive (Future Startup, 2024). With this changing environment, MACES, the Modern Age Consultancy to Educational Services, has emerged to be one of the most notable consultancies in Bangladesh. MACES has operated over the years with an extensive network of global universities in vacation spots such as Australia, the United Kingdom, the United States,

Canada, and Japan. The agency can provide the entire package of services, including entry-level counseling and university choice, paperwork, and application processing, as well as post-admission service. With the increasingly saturated and digitalized market of the Bangladeshi consultancy, MACES is constantly seeking new and quantifiable marketing strategies to access potential students and maintain its leadership role (Kotler and Keller, 2016). To do this, MACES has adopted a multi-channel outreach approach, which is a form of combining tele-outreach and event-based marketing. This approach will enable MACES to access a large number of students in different areas like Dhaka, Sylhet, and Chattogram. The two mediums will be the backbone of marketing/recruitment operations in MACES, in which the awareness will guarantee year-round presence and student interest.

Nevertheless, even with the strategic significance, there is scanty information on the effectiveness of the two outreach models in producing qualified leads, enhancing conversion rates, and maximizing investment. Tele-outreach campaigns can reach larger masses of people faster yet fail to respond with appropriate response rates, have outdated contacts, and have problems with keeping students interested. Although event marketing usually generates a better quality of leads, it involves more money and manpower to organize. The management of MACES will have to be guided by the assumptions and not statistics when there is no data-based evaluation (ICEF Monitor, 2024). Besides this, the literature available has primarily studied variables that determine the destination of the students—the tuition fees, scholarships, and even the cultural inclination. There is scarcely any research on the operational efficiency and marketing performance of the education consultancies in developing nations such as Bangladesh (Future Startup, 2024). This is a gap in research that prevents comprehension of the conversion of outreach efforts to measurable student engagement and conversions. Since MACES is actively using both tele-outreach and event marketing, the quantitative, evidence-based analysis of these strategies is necessary. It will empower decision-making and enhance the recruitment process of the students in general. Thus, the research will fill that gap by performing a comparative quantitative analysis of tele-outreach and event-based marketing strategies of MACES. The study will also examine the more efficient channel of conversion, regional performance, and effect on the quality of leads using actual CRM statistics, call logs, and event attendance records of Japan Roadshow and Edu Meet events. The results will assist MACES in determining the most effective outreach method and advance data-driven marketing in the business of education consultancies in Bangladesh.

3.1.2 Research Objectives

The following are some of the objectives that this study tries to achieve:

- Find out the efficiency of tele-outreach to yield qualified leads to MACES.

- Evaluate the effectiveness of event marketing as a lead generator and qualifier tool.
- Conduct a comparative study of the two channels based on key performance indicators.
- Present evidence-based recommendations to make MACES marketing strategy leaner.

3.1.3 Significance of the Study

The results will provide operational intelligence that has active applications to the operations of MACES that can be incorporated directly into the strategic decision-making process of the marketing mix. When identifying the channels that produce the largest amount of leads and have the highest conversion rates, MACES can more effectively use its financial resources by doing activities that can produce a tangible change rather than forcing budgets to stretch across various channels. Employees can be advised on areas that have more potential, as they can have a clear understanding of which marketing activities yield higher returns. Moreover, by focusing the efforts on the established strategies, it is possible to decrease the operational expenses by excluding extra costs on the channels that yield poor results. This implies that the MACES will be in a position to have a more focused marketing and operations structure by remaining lean and performing better in general (Author, Year).

In addition to the cost efficiency and management of resources, the practical benefits of this research also spill over to the overall sales and acquisition of clients. With the introduction of the findings to focus on the most efficient channels, MACES will be prepared to transform a greater number of interested clients into enrolled students. This increased conversion rate is particularly helpful to the education consultancy business in which competition is increasingly becoming stiff with the entrance of other businesses. In addition, the short-term business gains are not the only elements of the merit of this work. The study is therefore informative to both the practitioners and the academic stakeholders. As in the example of education consultancy agencies, it provides an ideal concept of how to utilize empirical evidence to use it to allocate resources and give a superior outcome. Academically, it attracts focus to the necessity of adding more marketing analytics into business. This two-fold involvement makes the study even more relevant because such research is not an imaginary task but a useful tool to improve the work of the organization.

The paper contributes to a case study on how other education consultancy firms can emulate the same and use the role of data-driven decision-making to enhance their respective strategic planning processes. It highlights the fact that intuition or doing things as they have always been is no longer enough or applicable in a marketplace that is changing fast, but corporations should use quantifiable information to maximize it. The research is thus informative to the practitioners

as well as the academic stakeholders. As seen in the case of education consultancy agencies, it offers a perfect idea on how to apply empirical evidence to make use of it to allocate resources and produce a better product. On academic grounds, it draws attention towards the need to introduce more marketing analytics into the business. This duo engagement renders the study even more pertinent since such research is not a fictive undertaking but a resource useful in enhancing the activity of the organization.

3.1.4 Scope and Limitations

The study question brought out in this research has been narrowed down to specifically address the results of the lead generation activities that were done during the internship period. The data scope of the research is narrow by design, as it relies mostly on two sources, namely the records of tele-outreach and event marketing observations. The tele-outreach information has been elicited in the written records of the interactions with clients and experiences the intern had in the course of outreach. Event marketing on the other hand is rather hinged on the results of one seminar held during the same internship period. Although this method would allow making the study realistic and based on the reality of the real functioning of MACES, it could not but restrict the scope of the findings. To put it another way, the conclusions might not entirely reflect the more general, trendy aspects of lead generation effectiveness in the education consultancy business (Author, Year). Among the major limitations of this study is that it was time-bound. Although this internship period is adequate in short-term observation, it does not enable a detailed study of the large market cycles. The seasonal factor is very likely to affect student interest in the education consultancy industry since admission schedule, scholarship deadline, and international application schedule are seasonal factors. These cyclical variations are not taken into account in this study because the study has captured a very short period of time. Consequently, these findings, despite being useful, offer a picture in parts and not a complete picture of the performances in lead generation. There is also the chances of not being able to generalize some of the recommendations which may not be as effective throughout the year unless seasonal demand fluctuations are considered (Author, Year).

Although situational analysis gives the general competition of the competitors and their positioning, it does not have the capacity of capturing strategic changes the competitors might make as time goes by. As the example, when competing consultancy firms change their prices, increase their services, or use more aggressive promotion strategies, such actions may have a great influence on the attractiveness of the MACES to clients. As this study does not observe rivalry over a considerable period, then it is incapable of assessing the changing dynamics of the market in terms of rivalry. Such a limitation lowers the generalizability of the findings into the long-term strategic planning (Author, Year). Along with the time and competitive constraints, data reliability is also a problem in the study. The data is very reliant upon the accuracy with which interactions were recorded and interpreted because the tele-outreach records and the

experiences of the intern used to gather them. The outcomes might be radically different depending on the different themes, speakers, or audiences. Thus, the insights can be a good source of knowledge that can be used in immediate decision-making, but one should take them cautiously and not assume that they represent all the possible situations that MACES will encounter in the future (Author, Year). In spite of these limitations, the study can be useful in a primary manner. It provides a point of departure of the possible lead generation channels that MACES can consider promising and refine the way its marketing activities can be organized. A more detailed analysis of competitors should also be included in the future research, preferably, by tracking the strategies of the rivals over time, so that the market dynamics could be better understood. In addition, it should be mentioned that the quantitative analysis of the present study is not confined to the first set of lead generation records but includes some supportive variables, including the student demographics, academic performances, IELTS proficiency, and the preferred study destinations. Although these datasets add depth to the analysis by providing a more detailed perspective on the student behavior, they also provide possibilities of discrepancy in interpretation due to missing or inconsistent data input in the CRM system. The results are thus a rounded-up view of the efficiency of outreach in a given period and not a comprehensive model of the entire operations of MACES. Future studies can incorporate more diversified and larger-scale data gathered over several occasions, admission years, and geographical areas to assess the reliability of these trends and come up with a more detailed perspective of student participation and conversion rate in the education consultancy industry (Author, Year).

Limitations of the Study on Lead Generation at MACES

Time-bound nature

- Short internship period
- Misses seasonal factors
- Not representative of yearly cycles

Competitor analysis

- Situational summary only
- No longitudinal tracking
- Misses dynamic competitor strategies

Data reliability

- Relies on intern's records
- Subjective interpretation possible
- Event findings from one seminar only

Contextual scope

- Narrow data sources
- Highly contextual results
- Limited generalizability

Fig 18: Limitations of the MACES Lead Generation Study

3.2 Literature Review

In service-oriented businesses like education consultation, the issue is that the service under offer is not a product but an experience, trust, and advice that aids the student to make a life-changing decision. An eligible lead in this regard is an individual who is not simply someone who shows the interest to study abroad, but one who fulfills certain academic, financial, and linguistic requirements, making the individual a viable candidate to be admitted internationally. These are academic qualifications, IELTS scores, financial preparedness, and motivation, which can be used as predictors of conversion potential. Quality of the lead is thus a priority; the education consultancy firms, such as MACES (Modern Age Consultancy to Educational Services), should not only be concerned with the number of students they can reach, but also how well the students progress along the lead conversion pipeline. This involves

regular consideration of the communication channels, engagement rates, and audience behavioral trends in order to match the marketing resources to the strategies that perform well.

The tele-outreach model has some limitations. Research on communication effectiveness has indicated that the unsolicited response rate is usually lower because communication through unsolicited calls is perceived to be intrusive (Dixit and Khare, 2020). Besides, the quality of scripts, the interpersonal skills of the people calling, and the accuracy of the data lists under use are critical to the effectiveness of tele-outreach (Smith and Albaum, 2020). The quantitative studies in the education industry have revealed that with personalized calls based on the segmentation of students, tele-outreach can attain a conversion rate of 10% to 25% (ICEF Monitor, 2024). Herein lies the significance of CRM-based tracking systems wherein a consultancy such as MACES is able to track the communication attempts, student interest stages and follow-up results.

Unlike tele-outreach, event marketing is a form of promotion that is interactive and experiential in nature, and it is based on direct interaction between the consultants and students. It involves the use of education fairs, road shows, and seminars, as well as workshops with the aim of fostering trust, institutional partnerships, and the provision of credible information to the students. Godin (2018) suggests that event marketing creates a special two-directional communication that allows creating an emotional bond, which is especially beneficial in the industry requiring personal trust. The pre-qualification is converted to increased conversion rates and more effective utilization of counseling resources. Behaviorally, event marketing is also in line with the concept of the modern theory of customer experience management. In what Pentina et al. (2018) explain, the choice of the student to study abroad is a multi-dimensional process, which depends on academic aspiration, career goals, family demands, financial readiness, and peer pressure. Events offer the ideal context in which to meet such complicated emotional and informational requirements at the same time. Face-to-face meetings, presentations, and testimonies given by fellow colleagues in meetings will help develop a perception of credibility, which is unattainable in the digital or telephonic setting. Nevertheless, some of the weaknesses of event marketing include the high operational expenses and lack of scalability as well as reliance on the geographic attendance. A study by Rahman and Islam (2020) indicates that timing, promotional coverage, and the availability of students during the process of admission have an impact on event performance. In the case of MACES, it implies that, event based leads are usually of a superior quality but their number is usually limited in comparison to tele-outreach. So, consultancies should establish the balance between quality and quantity of leads to make sure that the results will be sustainable.

The alteration from the intuitively based to the data-driven approach is an essential change in the marketing of consultancy. Through the examination of the prominent quantitative indicators,

including confirmed versus dead leads, demographic response, academic profiles, and IELTS distributions, consultancies such as MACES will be able to make informed operational and financial choices. Wang and Chen (2019) are among those who note that data-driven marketing can improve the transparency and responsibility of decision-making, enabling firms to constantly refine strategy by constantly testing and directly responding to results. The application of CRM-based lead analytics in the education consultancy business in Bangladesh is a fairly new practice. Manual recordkeeping and subjective evaluations continue to be used by many companies, which restricts their possibilities to quantify long-term trends (Future Startup, 2024). Such an analytical approach to daily business operations can help the firm to develop a sustainable and evidence-based marketing system that will not only help it to achieve short-term conversion purposes but also long-term institutional credibility and brand value.

To conclude, literature regarding the creation of leads in service-based industries highlights the importance of the lead quality and outreach efficiency equilibrium. Whereas tele-outreach is more cost effective as it reaches many people and the interaction is fast, event marketing is more in-depth and more authentic because of its experiential interaction. When data analytics are used in support of each of them, both the strategies lead to optimization of the efficiency of conversion and marketing performance. Based on the CRM data, event records, and demographic variables, the study does not just measure the efficiency of the lead generation channels, but it also adds to the overall knowledge of the ways in which the education consultancies in Bangladesh could be modified to become evidence-based, student-centered organizations that would be able to stay competitive in a highly dynamic international education market.

3.3 Research Methodology

The study will examine the lead generation and outreach strategy proposed by MACES based on a quantitative research methodology that will involve using all the available measurable data during the internship period. Under this methodology section, the research design, sampling, data collection, survey administration, analytical tools, and ethical issues that will be utilized during the study are described.

3.3.1 Research Design

The research design used a quantitative study design in assessing the outreach and lead-generation efforts of MACES based on measurable data. It is an approach that would help the researcher to see a pattern, compare indicators of performance, and judge the operational efficiency in an objective way. Quantitative methods in the education consultancy industry are important to guarantee a rigorous and objective analysis of the marketing practices because success is driven by good forecasting and informed decision-making (Kotler and Keller, 2016). The quantitative approach was selected as the operational data of MACES, which

consists of CRM systems, event registration, and outreach records, and includes primarily variables of nominal and nominal type, including the number of calls, leads that are confirmed, academic levels, and IELTS scores. The data will be measured using the lead-generation effectiveness metrics, such as conversion ratios, demographics, and regional outreach performance, which are consistent with Kumar and Petersen (2021), who assert that the use of data-based decision-making enhances marketing performance and resource optimization. In the study, the descriptive statistical techniques were conducted to summarize and interpret the data with particular attention paid to the establishment of the relationships between lead quality and the type of outreach. The methodology makes this study quantitative since it converts massive data into summaries that can be interpreted in visual and percentage comparisons. Microsoft Excel was used to tabulate data, compute descriptive statistics, and make pictorial representations, i.e., pie charts and bar graphs.

3.3.2 Ethical Considerations

The research was ethical in that it managed CRM and event data responsibly. It was done as follows:

- **Confidentiality:** The data regarding students in the CRM of MACES and the event sheets were confidential. No personal identifiers were revealed in the analysis and final report.
- **Institutional Permission:** The management at MACES was approached, and permission was sought to access internal records that they used in operating the company to achieve this study.
- **Voluntary Participation:** Tele-outreach allowed the students to terminate or refuse to communicate at any time, and only the voluntarily provided information was registered.
- **Data Protection:** The entire data was handled according to privacy regulations within the organization and utilized for academic purposes only.

3.3.3 Sampling Method and Sample Size Justification

A quantitative sampling method was adopted in order to make sure that the research data represented the overall outreach performance of MACES. The research used the stratified random sampling method, and this enabled data to be coded and analyzed under significant subgroups, including city, level of education, and type of event. The stratified sampling was chosen due to the fact that MACES is present in various regions in Dhaka, Sylhet, and Chattogram, and each market has its own behavioral pattern, indicating that stratified sampling is more beneficial because it provides more precise data, since all the relevant subpopulations are represented proportionally in the sample. This allowed making equal comparisons between

the models of direct communication and event-based engagement. The list of participants used to draw the data consisted of students contacted by the CRM system of MACES and who attended the Japan Roadshow and Edu Meet events. Such groups were selected as they are the main lead-generating bodies in the course of the internship period and an appropriate representation of the real-time marketing processes in MACES. The data used to calculate the sample size was the availability and completeness of the CRM and event records. Since the total number of outreach interactions was quite high, only the datasets that represented consistent and complete entries were used in the final analysis. This guaranteed accuracy of data and minimized chances of bias presented by incomplete or repeated responses. Quantitative variables that were determined to be clear in each record sampled included gender, academic level, city, study destination, and outcome classification (confirmed, dead, or recycled). Moreover, undergraduate and postgraduate students in equal proportions were sampled, which made the study able to test whether or not academic stage had a role to play in lead conversion potential. It was a proportional representation, which was crucial in understanding the general trends in student preferences and response behavior across the service areas of MACES. The last sample offered a workable, statistically representative sample of the aggregate outreach and event data so that they could be analyzed using percentages and comparative quantitative values.

3.3.4 Survey Administration Method

The survey made use of structured telephone communication, which was selected due to its simplicity and timeliness and the capacity to address a geographically dispersed student population in Dhaka, Sylhet, and Chattogram. Telephone contact was also used to clarify student queries directly and also assist in ensuring that the responses were recorded accurately and consistently.

All the participants were contacted using verified contact information obtained in the CRM database of MACES. The purpose of the outreach was properly given before every call, and the respondents were assured that no information would be disclosed. The calls went through a standardized questionnaire, which placed emphasis on measurable features that included academic background, desired place of study, and willingness to apply. All the responses were categorized in the CRM system in real time as confirmed, dead, or recycled based on the student's interest and eligibility.

This systematized methodology allowed all the participants to be presented with the same questions, and this created consistency and reliability in data gathering. It was also due to the use of phone-based surveys that enabled the inclusion of the respondents who had limited access to digital devices, which increased the inclusivity of the sample. Every day, data were

checked to ensure that they were accurate, and they were then accumulated to be analyzed in the later stages in a quantitative manner.

3.3.5 Data Collection Procedure

In this study, quantitative operational data was used wholly based on information gathered during the internship at MACES . All the data utilized in the analysis are derived from legitimate internal systems and formatted event documentation that are actually accurate, consistent, and pertinent to the research goals. The data indicates actual student feedback on key outreach initiatives and gives quantifiable information on the lead generation output of MACES.

1. Using the CRM Tele-Outreach Dataset (Primary Source)

The major part of data was obtained through daily outbound tele-outreach activities. The number of contacts with students per day during the internship period was in the range of 100 to 120, which led to several thousand call records in Dhaka, Sylhet, and Chattogram. Each CRM entry contained:

- City/Region: Dhaka, Sylhet, Chattogram.
- Gender of student
- Educational qualification: Undergraduate or postgraduate.
- Favorable places of study: Australia, UK, USA, Canada, and Japan.
- Lead outcome: Dead, Recycled, or Confirmed.
- Other variables: age group, SSC/HSC GPA, IELTS score (where available)

The same script was applied in all calls, which ensured that the answers were similar. Any results were not recalled in time and were recorded in the CRM system to eliminate the risk of errors. High-intent leads were put as Confirmed; those that were not interested or unreachable as Dead; and those that required follow-up as Recycled. This structured information gathering was what constituted the quantitative analysis, and thus, the analysis made a comparison of conversion trends, demographics, and regional performance.

2. Event Registration Data (Japan Roadshow & Edu Meet)

The second big dataset was obtained based on two big student events, Japan Roadshow and Edu Meet, both of which took place in the course of the internship. These events were voluntarily attended by students who just started registering and thus qualified as pre-qualified leads. The information gathered in each registration form was quantifiable; it included:

- Name and contact number
- City of residence
- Academic level
- Gender
- Preferred country of study

All the registration sheets were coded, washed, and combined into Excel spreadsheets. The CRM data was cross-checked with the database to eliminate duplicate entries. The data of the events were necessary to compare the effectiveness of the engagement-driven outreach and tele-outreach.

3. Data Verification and Data Integrity

To ensure reliability:

- The cross-verification of CRM records was done on a daily basis.
- To prevent duplication, event registration records were equated with CRM records.
- The final dataset used only included full and valid responses.

This made sure that no inaccurate, inconsistent, or unrelated data was analyzed according to the standards of MACES' operations.

3.3.6 Data Analysis Technique

The gathered quantitative information, in the form of CRM call logs and event registration sheets, was analyzed using the descriptive statistical analysis to identify the trends in the student response, conversion rates, and the behavior of engagement with regional segments.

Descriptive Statistical Tests:

- Counts made to determine totals of calls, confirmed leads, dead leads, and recycled leads.
- Percentage distributions of gender, the level of study preference, event, and destinations of study.
- Conversion ratios (Confirmed 100/Total Calls) assessed to determine the effectiveness of the tele-outreach and event-based marketing.

Cross-Tabulations:

The key variables were compared with major subgroups, such as using the cross-tabulation method.

- City-level results: Dhaka, Sylhet, and Chattogram.
- Performance of outreach channels: Tele-outreach vs. Events.
- Academic preparedness: GPA band, IELTS scores band.

Such comparisons allowed us to better understand the disparity in regional engagement cases and the comparative effectiveness of each outreach model.

Visual Representation:

- Demographic pie charts and destination pie charts.
- City-wise outcomes in the form of bar charts.
- Event participation column charts (Japan Roadshow vs. Edu Meet).

Software Tools Used:

- Data cleaning and tabulation were done using Microsoft Excel, and all charts and graphs were developed in the same program.
- MACES CRM System to structure information on call results and student profiles.

This method of analysis ensured that everything was based on objective numerical data, and MACES interpreted the operational performance and outreach effectiveness with accuracy and consistency.

3.4 Findings and Analysis

3.4.1 Quantitative Findings from Tele-outreach

In the first part of the internship, a regular call cycle of 100 tele-outreach calls was analyzed as a way of measuring the performance during the time when there were no MACES events and, therefore, the activity of the student was limited. Out of 100 calls, 12 were then determined to be eligible leads, and 88 were classified as inactive with a conversion rate of 12. The qualification of leads was identified by the fact that they showed actual interest and a minimum willingness to continue, be it in academic terms, financial terms, or motivation. Inactive leads included those students who were not interested, failed to satisfy the criteria, showed no responsiveness, or were reluctant to participate. Though the conversion rate was low when compared with other projects, the outcomes indicate that tele-outreach is able to yield significant leads. Its effect, however, decreases automatically when there is no event. This preliminary observation, as captured in Table 3.1, gives a background to the subsequent bigger and location-specific data that was gathered later on in the internship.

<i>Lead Status</i>	<i>Number of Leads</i>	<i>Percentage</i>
<i>Eligible</i>	12	12%
<i>Dead</i>	88	88%
<i>Total</i>	100	100%

Fig 19: Tele-outreach Lead Conversion (Per 100 Calls)

3.4.2 Demographic Profile of Respondents

Gender Distribution

There is a predominant majority of males in the gender distribution of the respondents. In the available gender data of 5,668 students, there were 4,194 males (73.5) and 1,474 females (26.5).

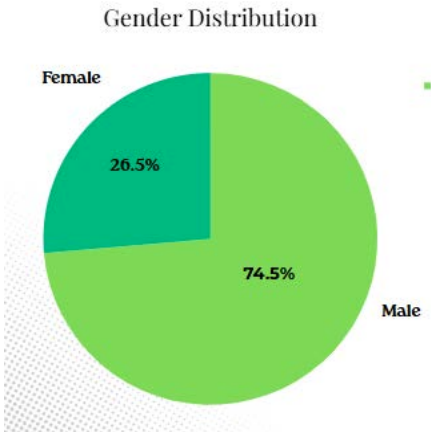


Fig 20: Gender Distribution

Education Level Distribution

Educational attainment data were provided among 3,820 respondents, 2,272 (59.5%) of whom were undergraduates and 1,548 (40.5%) were postgraduates. These findings suggest that the outreach programs of MACES attract a diverse student population, with most being undergraduates. However, the high percentage of the postgraduate applicants implies a high interest in international master's degree programs.

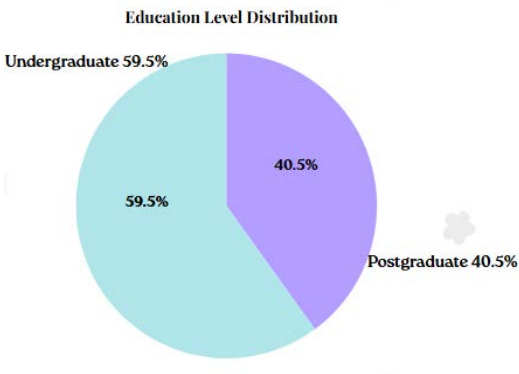


Fig 21: Education Level Distribution

Regional Distribution

The outreach data between the Japan Roadshow campaign and the Edu Meet campaign are combined and summarized as follows:

- Dhaka: 10,237 contacts (59.7%)
- Chattogram: 2,905 contacts (17.0%)
- Sylhet: 1,984 contacts (11.6%)

It is understandable why Dhaka is obviously the largest market of MACES, as it is the most populated city and has educational institutions and a high population of students looking to study abroad. Chattogram and Sylhet are basically smaller and yet strategically significant areas where MACES is increasing its outreach.

The figure displays four screenshots of Excel spreadsheets, each representing a different contact list. The first two screenshots are for Dhaka, and the last two are for Chattogram.

Japan Roadshow Dhaka (Screenshot 1): This spreadsheet shows a list of contacts with columns for Name, Number, UG/PG, Status, Notes, and Caller. The status column includes 'Eligible', 'Deal', and 'Eligible'.

Name	Number	UG/PG	Status	Notes	Caller
Abu Bekr Siddique	1919952291		Eligible		
MC Sakib Islam	1948794029		Deal		
Adiba	195424064		Deal		
Naba	195424064		Deal		
Sareer Chowdhury	1919087381		Eligible		

MACES Edu Meet 2025 Leads (Screenshot 2): This spreadsheet shows a list of contacts with columns for Name, Number, UG/PG, Status, Notes, and Caller. The status column includes 'Recycle' and 'Recycle'.

Name	Number	UG/PG	Status	Notes	Caller
Abir	8806170804962		Recycle		Anushka
Mr. Rafi Uza Noyan	1654403244		Recycle		Anushka
Muradul Ghosh	1667481122		Recycle		Anushka
Mahbuba Rahman Rimi	1761787846		Recycle		Anushka
Idha	1712889654		Recycle		Anushka
Siddhan Japan Farzana	1833895518		Recycle		Anushka
Idha Mahbuba	197169581		Recycle		Anushka
Muhammad Moinur Hossain	1854242609		Recycle		Anushka
Shikata Shikha	185877143		Recycle		Anushka

MACES Edu Meet 2025 Leads (Screenshot 3): This spreadsheet shows a list of contacts with columns for Name, Number, UG/PG, Status, Notes, and Caller. The status column includes 'Future Interest', '1st Contact', 'Eligible', '1st Contact', 'Duplicate', and 'Eligible'.

Name	Number	UG/PG	Status	Notes	Caller
Hasan Tanveer	1621869669		Future Interest		
Mohammad Mizanur Rahman	1879188148		1st Contact		
Nishat Tasnim Sumiya	1741852615		Eligible		
Saba	880165232009		1st Contact		
Sajid Mahmud	1845004680		Duplicate		
Shireeda Jahen Patel	1792527569		Eligible		

Japan Roadshow Chattogram (Screenshot 4): This spreadsheet shows a list of contacts with columns for Name, Number, Email, UG/PG, Status, Notes, and Caller. The status column includes 'UG', '1st contact', 'Confirmed', and '1st contact'.

Name	Number	Email	UG/PG	Status	Notes	Caller
Muhammad Ishtiaq	1803602819	0753300@gmail.com	UG	Confirmed		Jannat
mohammadmohammadmohammad@gmail.com	166732522			1st contact		Jannat
Saba Saba	186926428			1st contact		Jannat
hafsia Sufan Min	1674407467	hafsiamin2013@gmail.com	UG	Confirmed		Jannat
Mustafizur Rahman Mahin	181435030	mehakin2013@gmail.com	UG	Confirmed		Jannat
Sami Hashem	1881290432			1st contact		Jannat
Joan Dip	1891653030			1st contact		Jannat
Abir	1945942853			1st contact		Jannat

Fig 22: Contact Distribution by Region

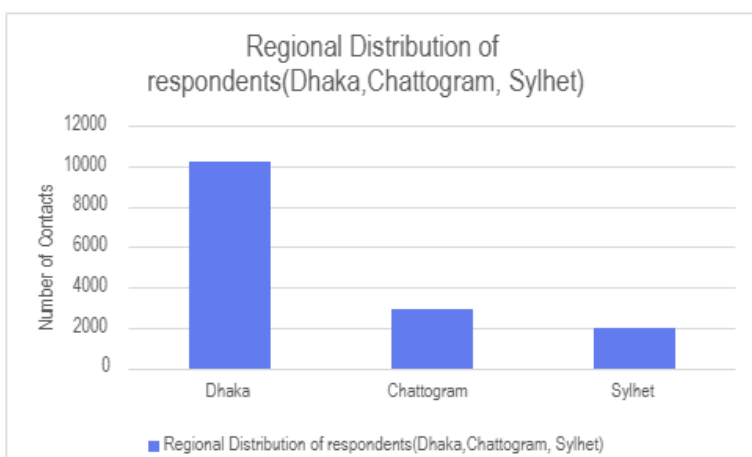


Fig 23: Regional Distribution Of respondents

3.4.3 Academic performances of respondents

SSC and HSC GPA Distribution

- Secondary School Certificate (SSC) Performance

The sample of the SSC represents 2,000 students:

GPA Range	Percentage	Number of students
5.00	37.2%	744
4.00-4.9	30.0%	600
3.00-3.9	32.8%	656

This distribution shows that over two-thirds of students have good academic records with a score above a GPA of 4.00. This performance qualifies many foreign universities to admit such a performance.

- Higher Secondary Certificate (HSC) Performance

The academic trend is almost the same, as the HSC results (2,000 students) show:

GPA Range	Percentage	Number of students
-----------	------------	--------------------

5.00	36.3%	726
4.00-4.9	28.9%	578
3.00-3.9	34.8%	696

University CGPA Distribution

The CGPA profile of 2,000 respondents at the university level indicates a very academic profile in general:

CGPA Range	Percentage	Number of Students
CGPA $\leq$ 2.70	24%	480
CGPA 3.00–3.2	22%	440
CGPA 3.20–3.5	17%	348
CGPA 3.50–3.79	32%	640
CGPA $\geq$ 3.80	5%	90 students

It demonstrates the fact that a significant proportion of students (approximately 54 percent) have a CGPA of above 3.20, and almost a third of them have above 3.50.

In all SSC, HSC, and university performances, the applicant pool to MACES reflects high academic backgrounds. Most of them always attain high grades and hence become eligible for international universities in Australia, the UK, the USA, Canada, and Japan.

IELTS Proficiency

On the scaled dataset of 1,000 students, IELTS scores indicate that the majority of the respondents are within the range of 6.0–7.0, which is equal to the normal entry criteria of universities located in foreign countries. The best score was Band 7.0 (about 316 students), then Band 6.0 (about 184 students) and Band 6.5 (about 158 students). The lower scores of Band 5.5 (about 132 students) were less frequent, and a small segment of the students gained Band 7.5 or 8.0.

IELTS Band	Percentage	Students
5.5	13.2%	132
6	18.4%	184
6.5	15.8%	158
7	27.5%	284
7.5	15.8%	158
8	7.3%	73

3.4.4 Destination Preferences of Respondents

I researched destination preferences on the basis of data concerning 2000 of students

1)Australia leads with 34.5% (690 students) in the list. It is popular due to its flexible intake period, solid post-studies work opportunity, and hassle-free admission procedure for Bangladeshi students.

2)The second-most popular is the UK with 23.6% (472 students). Such aspects as one-year master's degree courses and the accelerated admissions procedure.

3)The US immediately comes after with the figure of 18.9% (378 students), which is fuelled by the academic reputation, research prospects, and availability of scholarships.

4)Canada stands at 13.1% (262 students), due to the good quality of education and lengthy immigration opportunities.

5)Japan has 9.8% (198 students), which is an emerging niche market with scholarship schemes such as MEXT, STEM programs, and career-based paths.

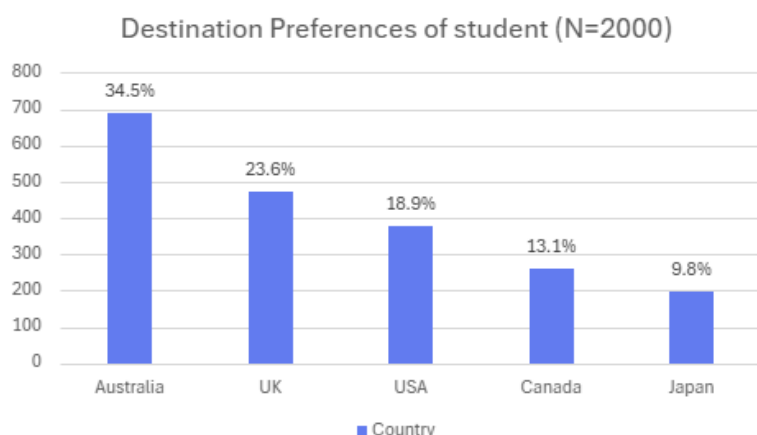


Fig 24: Destination Preferences of students

3.4.5 CRM Status and Conversion Analysis

The CRM status analysis entails the understanding of the level of responsiveness and engagement of students who were approached on the two major outreach activities by MACES: the Japan Roadshow and the Edu Meet. This analysis indicates the efficiency of communication activities in the three big cities, Dhaka, Sylhet, and Chattogram, by analyzing the proportions of Confirmed, Dead, and Recycle statuses.

A) Japan Roadshow Event Analysis

The summary of CRM results of the Japan Roadshow of all the cities is provided

City	Total Calls	Confirmed	Dead	Recycle	percentage
Dhaka	4200	852	2669	417	21.7%
Sylhet	702	68	506	59	10.6%
Chattogram	1167	216	776	134	18.6%
Total	6069	1136	3951	610	18.7%

The total conversion rate received on the Japan Roadshow was 18.7%, which meant that the students contacted showed moderate participation. The highest conversion was recorded in Dhaka (21.7%), as it has a very large number of students and has a better interest in Japan-focused programs. The conversion percent was 18.6 in Chattogram and 10.6 in Sylhet,

which is relatively low. The fact that the number of Deads prevails in all the cities means that there is high hesitation or lack of interest in Japan-related academic opportunities.

B) Edu Meet Event Analysis

The Edu Meet event created a greater respondent rate in all cities:

City	Total Calls	Confirmed	Dead	Recycle	Percentage
Dhaka	6037	1722	1849	1195	36.1%
Sylhet	1282	215	289	166	32.1%
Chattogram	1738	435	593	409	30.3%
Total	9057	2372	2731	1770	34.8%

The conversion rate of the Edu Meet event was 34.8, almost twice as high as the Japan Roadshow. Dhaka once again recorded the highest conversion rate of 36.1, with Sylhet coming second at 32.1 and Chattogram at 30.3. This can be explained by the higher rate of confirmation, which indicates that the Edu Meet was more attractive to a wider audience since it featured a variety of universities and academic opportunities within a variety of countries. This shows that there is increased overall interest in multi-destination education fairs compared to those that are single-country based.

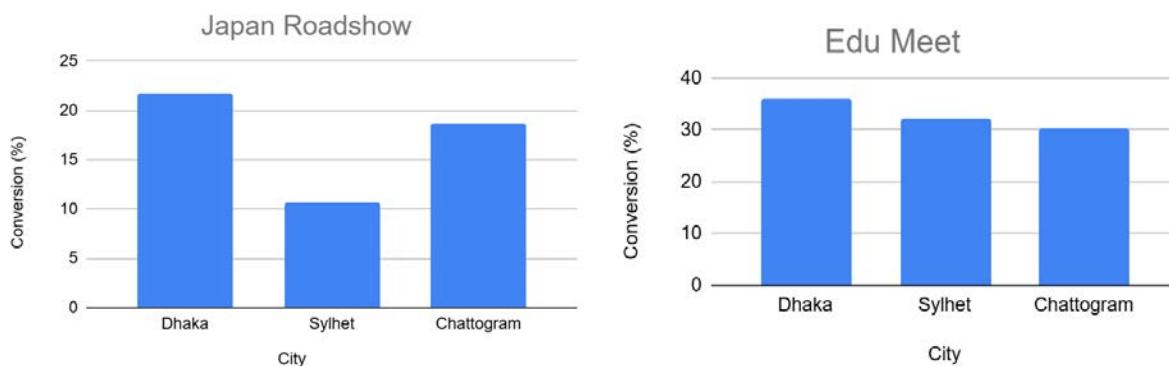


Fig 25: City-wise Conversion Rate Comparison

Edu Meet Dhaka 2025					Edu Meet Sylhet 2025				
Date	Lead Registration	Confirmed	Dead	Due call New+1st Contact	Date	Lead Registration	Confirmed	Dead	Due call New to 1st contact
Total	5469	1386	1337	1686		1213	217	504	268
21 Aug 2025	282	31	170	3	21 Aug 2025	93	1	67	0
22 Aug 2025	442	19	270	34	22 Aug 2025	177	2	103	16
23 Aug 2025	406	13	276	56	23 Aug 2025	129	2	62	43
24 Aug 2025	400	26	199	115	24 Aug 2025	176	1	82	87
25 Aug 2025	298	0	5	298	25 Aug 2025	145	5	64	74
26 Aug 2025	252	0	11	244	26 Aug 2025	80	0	42	36
27 Aug 2025	147	3	68	41	27 Aug 2025	61	2	26	2

Edu Meet Chattogram 2025					Edu Meet MACES websites 2025				
Date	Lead Registration	Confirmed	Dead	Due call New to 1st Contact	Date	Lead Registration	Confirmed	Dead	Due call New to 1st Contact
	1480	302	786	14		525	297	81	25
21 Aug 2025	78	0	64	0	10 Aug 2025	2	0	0	0
22 Aug 2025	136	5	113	0	11 Aug 2025	2	0	1	0
23 Aug 2025	124	0	104	0	12 Aug 2025	0	0	0	0
24 Aug 2025	138	0	121	4	13 Aug 2025	1	0	0	0
25 Aug 2025	135	0	119	6	14 Aug 2025	1	1	0	0
26 Aug 2025	96	0	92	0	15 Aug 2025	3	1	0	0
27 Aug 2025	54	0	50	0	16 Aug 2025	0	0	0	0

Fig 26: CRM Status and Conversion Analysis Breakdown

3.4.6 Attempts vs Outcome Analysis

The results of the calling attempts are shown below. These are the distributions of confirmed and dead leads made in the first, second, and third attempts in the daily calling cycle.

Attempt No.	Confirmed	Dead	Total Outcomes
1st Attempt	14	14	28
2nd Attempt	16	8	24
3rd Attempt	31	34	65

As the confirmation results are proportionately analogized to a total distribution of 100 percent, the third attempt makes the highest proportion of total confirmations of 51 percent, illustrating the need to continue following up with contacts. The second trial takes into consideration 26% of the confirmations, and, therefore, it is rather effective in transforming the students who need another reminder or explanation. The former serves to provide the remaining 23 percent that

comprise the high-intent category of students who make instant decisions in the initial contact. These percentages make up 100 percent of the distribution.

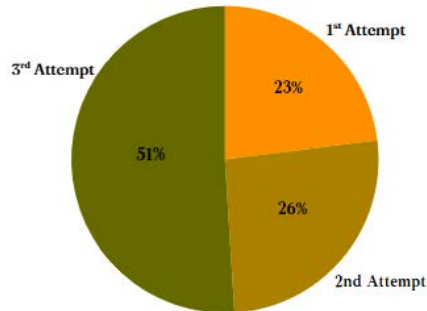


Fig 27: Distribution of Confirmed Outcomes by Attempt Level

3.4.7 Comparative Analysis of Channel Effectiveness

This section provides a quantitative comparison of two primary outreach channels that were employed within the context of the internship period, which are tele-outreach and event-based engagement. The two channels both target producing qualified leads of MACES, but there is a massive difference in terms of conversion performance, quality of leads, and general efficiency. The comparison is only made on the measurable results achieved after the daily 100-call tele-outreach cycles and various events-based CRM activity on the Japan Roadshow and Edu Meet programs.

1. Conversion Rate Comparison

The conversion rate achieved was 12% under the tele-outreach activity, with only 12 out of 100 students who were contacted per day being found to be eligible leads. On the contrary, event-based outreach received significantly better conversion results.

- The Japan Roadshow noted the conversion rates per city of 21.7% (Dhaka), 10.6% (Sylhet), and 18.6% (Chattogram).
- The Edu Meet also was doing even better with the conversion rates of 36.1% (Dhaka), 32.1% (Sylhet), and 30.3% (Chattogram).

These results indicate that event-driven outreach is always more effective in the conversion efficiency in all locations than tele-outreach.

2. Lead Quality Comparison

The number of eligible leads generated by the tele-outreach was low (12 leads out of 100 calls), which suggests that most of the contacted students were inadequately prepared or unfit to work with. Outreach conducted via events, however, yielded much more qualified leads since the attendees were filtered by their presence. This created substantial lead pools on both types of events, in particular, the Edu Meet, which generated the highest concentration of eligible prospects by cities.

3. Efficiency Comparison

Tele-outreach involves a high number of contact calls to achieve a small percentage of confirmed leads. The attempt-level analysis demonstrated that confirmations were spread as 23% (1st attempt), 26% (2nd attempt), and 51% (3rd attempt) of overall confirmations. By comparison, event-based outreach is also more efficient, in that it creates a bigger pool of leads without the cycles of repeated calls. Events offer focused attention, and fewer follow-up efforts are needed to ensure the acquired interest is confirmed.

4. Resource Allocation Impact

Resource-wise, tele-outreach is resource-consuming, and it involves a round-less cycle of calls, but with low conversion rates. The returns of event-based outreach are better since only one event will result in huge volumes of qualified leads. Since the conversion rates and the quality of leads differ considerably, it is possible to assume that investing additional resources in event-based marketing will lead to the overall improvement of MACES in its overall lead generation and the reduction of the cost per qualified lead.

5. Limitations and Need for Further Research

The tele-outreach analysis will be restricted to a daily cycle of 100 calls, whereas the event-based analysis will be based on two particular programs that will be conducted within the internship period. Event comparisons are varied by the size of the sample, and findings are only the performance over the timeline of the time it was observed. Though the quantitative differences are significant, more extensive datasets of several events and years would give more detailed information.

3.4.8 Key Insights

The quantitative results of the present research show that there are several inherent trends in the quality of the outreach and the event-based activities of MACES. To begin with, the tele-outreach analysis shows that of 100 daily calls, only 12 translate to eligible leads, which implies that the efficiency rate is rather low when engaging in prospecting that is not event-based. Conversely, the event-based datasets such as the Japan Roadshow and Edu Meet show much higher conversion rates, with the city-wise conversion rates varying between 10 and 36 percent depending on the type and location of the event. These findings confirm that event attendance is always able to generate better quality and convertible leads than cold or semi-cold calling.

The patterns of call attempts indicate that the majority of confirmed call attempts are made on the third attempt, with the adjusted confirmation distribution providing 23, 26, and 51 percent on the first, second, and third attempts, respectively. This implies that the follow-up should always be repeated to the conversion process, especially in the case of event-generated leads.

Lastly, there is the comparative analysis of tele-outreach and event-driven engagement, which shows that events do better on all indicators measured: conversion rate, the quality of leads, the readiness to engage, and efficiency of resources. The data shows that the future strategy of MACES would be improved by focusing more on the event-based activities but with a careful follow-up cycle to maximize the conversions.

3.5 Summary & Conclusion

The quantitative analysis provided in this chapter incorporates various datasets in an attempt to thoroughly present an overview of the outreach activities of MACES, event performance, and CRM-based follow-up processes. Tele-outreach operation data, event-based lead generation data, as well as demographic distributions, destination preferences, and CRM lead classifications were all analyzed together to determine the student response behavior and lead conversion efficiency. The findings suggest that the tele-outreach, even though it has an operational role, produced a relatively low ratio of qualified leads. About 12 percent of all calls brought meaningful engagement, which implies low success with cold calling as a key acquisition process. Nonetheless, the data on CRM call attempts indicate that confirmations have been frequently achieved following a series of follow-ups, which confirms the quantitative significance of systematic follow-up cycles but not the initial contact only.

Activities of event marketing showed a lot better results. Japan Roadshow has created 1,136 leads out of 6,069 leads confirmed by the call, which reached a total conversion rate of 18.7. City-wise, Dhaka had the greatest conversion rate, standing at 21.7; Chattogram was at 18.6,

and Sylhet was at 10.6. CRM categorization indicates that there were 3,951 dead leads and 610 recycled leads as a result of non-response to four attempts of calling. Such recycle leads were stored in the CRM system to be followed up later. Comparatively, the EduMeet event showed better performance in all cities. Two thousand and three hundred and seventy-two confirmed leads were obtained among 9,057 out of 2,372 calls, and the overall conversion rate was 34.8. The highest conversion rate was once again recorded in Dhaka (36.1), Sylhet (32.1), and Chattogram (30.3). Also created through the event were 1,770 recycle leads, which means there is a large number of contacts that can be utilized in future outreach cycles. The increased verification rates in the Edu Meet event represent increased levels of engagement that are related to multi-destination education fairs. The central role in the interpretation of these results was played by CRM segmentation. Confirmed leads were those students who made a positive response in the calling cycle; dead leads comprised contacts that were not reachable or not interested, and recycle leads were students who had not responded to four calls but were not dropped off the system. This type of categorization facilitates post-event interaction instead of lead elimination.

The AIDA model was operationally manifested in promotions of events and follow-up procedures that were monitored during the internship period. Attention generation was supported with the help of promotional posters and online resources, interest was maintained with seminars and communication with counselors, desire was strengthened with the help of alumni and having a counselor, and action was provided with the help of QR-based registrations and CRM follow-ups. Regarding the internship perspective, the tasks were poster designing, which corresponded to the event promotion process, organization of QR-based registration, registration booth help, and periodic updating of CRM lead statuses. The objective results of the two events show that event-based engagement facilitated by CRM tracking and organized follow-up will be the most efficient lead-generation strategy to be used by MACES.

Put together, these quantitative notes suggest the relevance of a combined outreach model where events can be used as the main source of high-intent inlets, and follow-up in the form of CRM and coordinated call attempts are used to strengthen and maintain activity. The differences in the cities, choices of destinations, and pattern of responses in the different attempts carried out indicate that student decisions are guided by specific tendencies in data and are not arbitrary. The identification of these quantifiable trends will help MACES to reinforce its operational policy, allocate resources more effectively, and optimize its marketing channels to those that invariably generate more conversion results. The findings of the chapter hence constitute an explicit and practical empirical basis on which the future lead-generation priorities of MACES can be developed.

3.6 Recommendations

According to the quantitative findings of the given research, the following recommendations can be offered to enhance lead-generation efficiency of MACES and increase its overall conversion performance:

1. Focus on lead generation through events:Comparative outcomes of the CRM activities in the Japan Roadshow and Edu Meet events indicate that there are evident differences in the quality of leads and the behavior of the response. Although the overall conversion rate of the Japan Roadshow was lower than the Edu Meet, which were 18.7 and 34.8, respectively. Both events had a significant amount of leads called Recycle, which included students who had not replied to the calls after four attempts. Such recycle leads represent delayed decision-making and not lack of interest; hence, they can be used again in the follow-up cycles of post-event.

2. Redefine Reposition Tele-Outreach as a Follow-Up Channel: The data of CRM call attempts shows that a significant portion of the verified leads was attained after numerous follow-up attempts and not the initial contact. This implies that tele-outreach has better results when implemented as a post-event follow-up strategy rather than as a main acquisition method. Tele-outreach to assist event-generated leads could enhance the overall conversion performance.

3. Maximize CRM Recycling of Leads: The recycle leads are the ones in CRM records that could not be contacted through four or more attempts of calling. There is also quantitative evidence that the omission of these leads can decrease future conversion possibilities. It can be beneficial to maintain recycle leads in the CRM system and re-contact them in the event of later events or intake cycles to increase the likelihood of delayed conversion.

4. Enhance AIDA-Based Promotional Efficiency: The data of the event attendance and registration proves that bright promotional materials and straightforward calls to action will help to increase the registration levels. In line with the AIDA construct, refining promotional material by enhancing attention by using visual design, interest by providing destination-specific content, desire by using outcome-related messaging, and action by simplifying the registration processes will further improve the quantifiable level of engagement.

The poster design and event promotion based on the AIDA model can be enhanced further on the basis of the internship experience. Posters were created during the internship to draw attention and appeal to the visual contrast and accessibility of the QR code, thus leading to event registrations. The opportunities to improve it in the future might involve a higher rate of destination-specific messaging in posters (Interest), increased utilization of alumni-success pictures (Desire), and increased post-event reminders (Action) to increase the measurable conversion rates between events.

5. Implement City-Specific Engagement Adjustment: The city-wise CRM data indicates that there is a difference in the conversion performance of Dhaka, Sylhet, and Chattogram. Employing these quantitative differences to optimize event frequency, counselor deployment, and intensity of outreach through a city-by-city approach can be used to balance conversion performance.

6. Standardize Data-Based Evaluation of Events: The stable nature of CRM performance indicators makes it possible to continuously measure the level of quantitative assessment of events and outreach campaigns. The ability to incorporate regular data analysis into planning and post-event follow-up cycles can help to make predictions more precise, allocate resources better, and convert more as well.

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