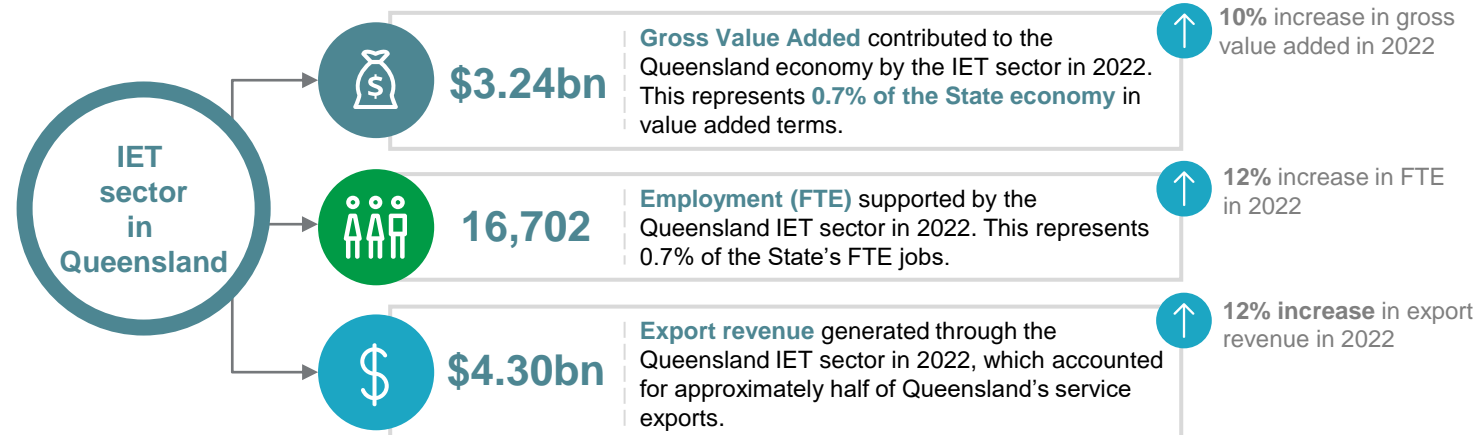


# International education & training snapshot:

## Queensland 2022

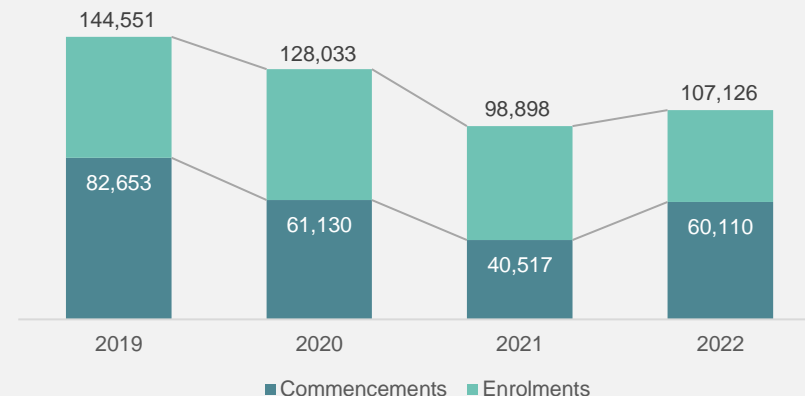
Publication date: September 2023

## Performance of the sector in 2022



## IET recovery in 2022

As at December 2022, commencements were 73% of pre-pandemic (i.e. 2019) levels and enrolments were 74% of pre-pandemic levels.

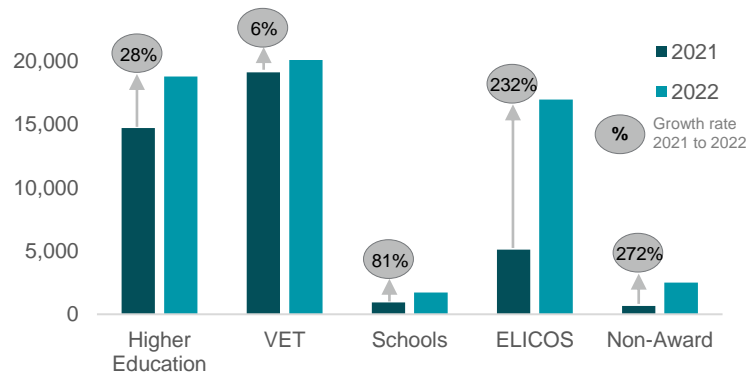


## International education and training in Queensland 2022 – at a glance



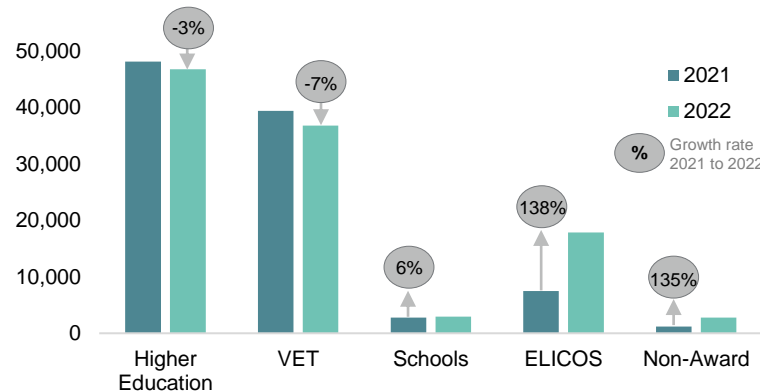
**60,110** international student commencements in 2022

- 48% increase in commencements in 2022 compared to 2021.
- 15% of national commencements



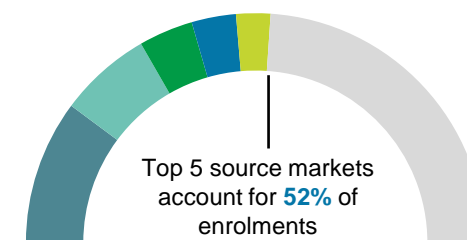
**107,126** international student enrolments in 2022

- 8% increase in enrolments in 2022 compared to 2021
- 14% of national enrolments



## Source market concentration

Source market concentration decreased slightly in QLD in 2022.



■ China ■ India ■ Brazil ■ Colombia ■ Nepal

Positive enrolment growth in key source markets:



**Brazil**  
24% growth between 2021 and 2022



**Colombia**  
27% growth between 2021 and 2022



**Nepal**  
9% growth between 2021 and 2022

# IET landscape

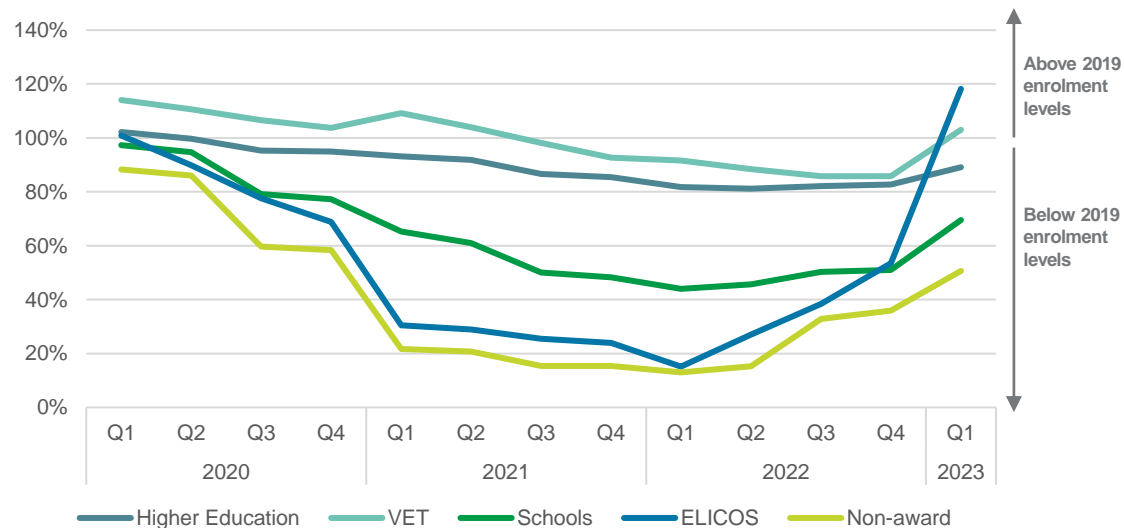
## IET sector recovery

After several years of significant disruption, Australia’s **International Education and Training (IET) sector started to show positive signs of recovery in 2022**. This recovery was observed through positive year-on-year growth in both national enrolments (4% growth between 2021 and 2022) and national commencements (38% growth). The overall enrolment growth was mostly driven by significant growth in the ELICOS and Non-Award sectors.

Strong enrolment and commencement growth also signalled the start of Queensland’s recovery in 2022. For the first time in two years the sector observed positive growth, including 8% growth in enrolments and 49% growth in commencements. Similar to the national trend, the Higher Education and VET sectors experienced a decline in 2022. While enrolments in most IET sub-sectors remained below pre-pandemic levels (i.e. 2019 levels), there were encouraging signs of pipeline recovery, particularly in the ELICOS and Non-award sectors (Chart 1).

March YTD indicates continued IET sector recovery in 2023. Preliminary data indicates that March YTD enrolments are up 40% on March 2022 levels and March YTD commencements are up 90% on April 2022 levels. Further, data indicates that total commencements have exceeded that of pre-pandemic levels while enrolments are nearing pre-pandemic levels.

**Chart 1: Queensland IET enrolments to Q1 2023, indexed to the same quarter in 2019**



Source: Australian Government Department of Education, international student enrolment data. Enrolments in December of each year. Data as of April 2023 release.

## Queensland IET Strategy 2022 - 2027

The *Queensland International Education and Training Strategy 2022-2027* outlines how Queensland will collaborate with local and offshore partners to promote services, develop workforce skills and support sector development in key international markets. Recognising that international students seek meaningful career development opportunities and their importance in the Queensland's talent pipeline, the Strategy aims to use advocacy and government collaboration to address issues affecting the sector. Further, the Strategy supports broader Queensland Government economic policy related to fostering future workforce skills and capability for emerging industries, such as the *Queensland Workforce Strategy* and *Queensland's Trade and Investment Strategy*.

The lead up to Brisbane 2032 Olympic and Paralympic Games will put the city in the global spotlight, driving the opportunity to attract international students to the state through enhanced international connections and worldwide promotion of Brisbane's offerings. The Strategy used Brisbane's commitment to hosting a climate-positive Games as an opportunity to showcase Queensland's focus on the principles of sustainability, diversity and inclusion. Additionally, the establishment of training hubs and facilities in the lead up to the Games, promotion of research expertise and cultural engagement are being investigated as methods of attracting international students.

The global network of specialists supporting the Queensland IET sector has been expanded with additional roles in Brazil, Colombia and Vietnam. In 2022, Brazil and Colombia were the third and fourth largest enrolment source markets in Queensland, respectively. This network will be further expanded under the \$150 million *Queensland Trade and Investment Strategy*, presenting more opportunities in key locations to raise the profile of Queensland as a study destination.

The vision of the Strategy is underpinned by three pillars; promote, grow and foster. The sector aims to promote by positioning Queensland as an education destination of choice, providing networks and opportunities to international students and generating global engagement through alumni and international business. To grow, the sector plans to increase their global diversification, provide support around career pathways and talent ecosystems, and attract talent for priority industries. Finally, the Queensland education sector aims to foster international engagement through boosting the Queensland study experience, advocating for the sector and building its capabilities. Each focus area is addressed in the action plan, contributing to the development and growth of Queensland's IET sector.

# International student enrolments

## International student enrolments



In 2022, international student enrolments in Queensland reached **107,126**. **Higher Education and VET remained the two largest IET sub-sectors**, with 46,754 and 36,801 enrolments respectively (Table 1). While Higher Education and VET remained the largest sub-sectors, the market share (i.e. share of total enrolments) of the ELICOS and Non-award sectors grew, due to significant recovery in the these sectors in 2022.



**Queensland IET enrolments grew by 8%** between 2021 and 2022 (Chart 2). While overall enrolment growth was positive, growth varied considerably across the IET sub-sectors.

The Higher Education and VET sectors experienced negative growth of -3% and -7% respectively. This is in contrast to the School, ELICOS and Non-Award sectors which experienced positive growth. While growth in School enrolments was moderate (6%), the ELICOS and Non-award sectors experienced significant growth of close to 140% respectively. Given the role ELICOS and Non-award play as pipelines into Higher Education and VET courses, strong enrolment growth in these sectors has the potential to further boost recovery in coming years.

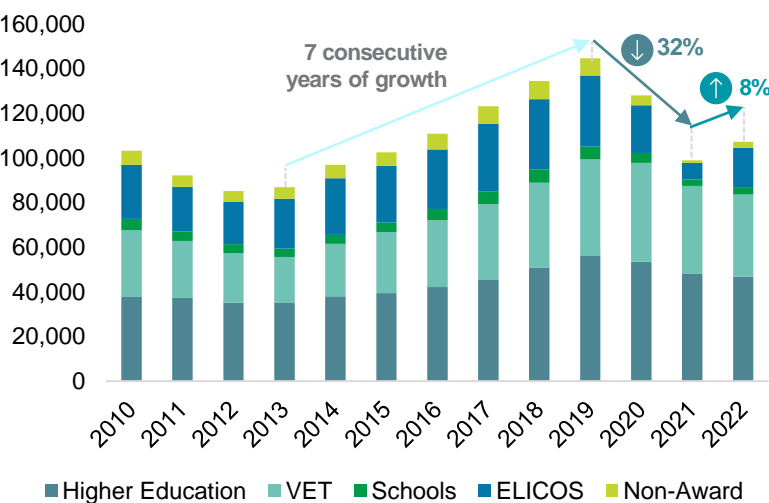
Note: (1) The totals presented in each table and chart may differ slightly from the sum of each of the component parts due to rounding (2) The total number of enrolments by subsector and source market may differ due to differences in the underlying data provided by the Department of Education.

Table 1: Enrolments by sub-sector, 2021-2022

	2021 enrolments	2022 enrolments	YOY growth
Higher Education	48,071	46,754	-3%
VET	39,372	36,801	-7%
Schools	2,783	2,943	6%
ELICOS	7,485	17,844	138%
Non-award	1,187	2,784	135%
Total	98,898	107,126	8%

Source: Australian Government Department of Education, international student enrolment data. Enrolments in December of each year. Data as of April 2023 release.

Chart 2: IET enrolments by sub-sector, 2010-2022



Source: Australian Government Department of Education, international student enrolment data. Enrolments in December of each year. Data as of April 2023 release.

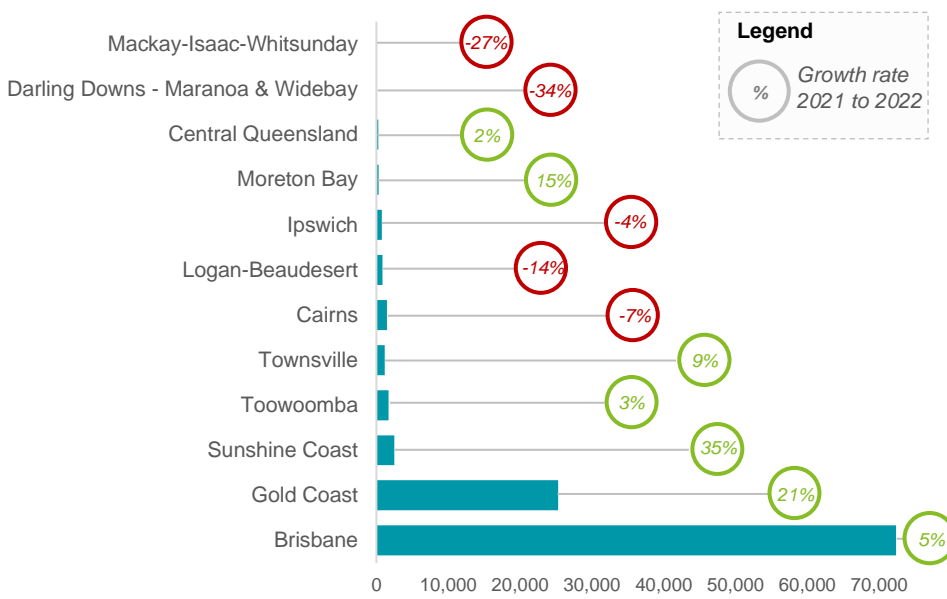
## Enrolments by region

Brisbane and the Gold Coast remain the two largest regions, accounting for approximately 91% of IET enrolments in 2022. Both regions observed enrolment growth, including 5% growth in Brisbane and 21% growth in the Gold Coast (Chart 3).

All five of Queensland's largest IET regions (by enrolment share) observed positive enrolment growth in 2022.

Among the smaller IET regions, Moreton Bay and Central Queensland observed positive enrolment growth while the remaining regions observed varying degrees of negative enrolment growth in 2022.

Chart 3: Enrolments across Queensland regions, 2022



Source: Australian Government Department of Education, international student enrolment data by ABS SA4. Enrolments in December of each year. Data as of March 2023 release.

Note: Figures may vary to other data sources due to data revisions in subsequent releases and restricted reporting in regions with less than five enrolments.

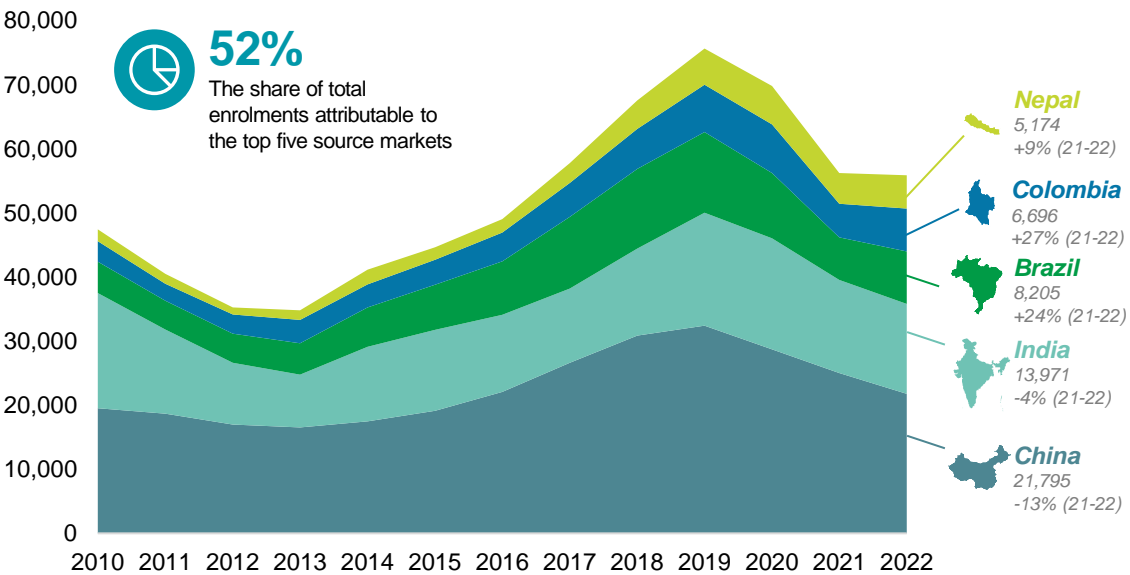
# International student enrolments

## Enrolments by source market

**China and India continued to be the largest source markets for international student enrolments in Queensland** despite negative enrolment growth in 2022 (Table 2). The negative enrolment growth observed in these source market is consistent with national trends, where the Chinese market has observed negative enrolment growth since 2020 and the Indian market has observed negative enrolment growth since 2021.

Brazil, Colombia and Nepal remained in Queensland’s top five enrolment source markets – all of which experienced positive enrolment growth in 2022 (Chart 4). Overall, the concentration of the top five enrolment source markets fell from 56% in 2021 to 52% in 2022. This decrease in concentration was largely driven by a drop in the enrolment market share of China and India, which dropped by five and two percentage points respectively between 2021 and 2022.

**Chart 4: Queensland enrolments in top five source markets, 2010-2022**



Source: Australian Government Department of Education, international student enrolment data. Enrolments in December of each year. Data as of April 2023 release.

**Table 2: Enrolments in Queensland’s top ten source markets, 2022**

QLD rank	National rank	Source market	2022 QLD enrolments	2022 QLD market share	Growth in enrolments from 2021
1	1	China	21,795	20%	-13%
2	2	India	13,971	13%	-4%
3	7	Brazil	8,205	8%	24%
4	4	Colombia	6,696	6%	27%
5	3	Nepal	5,174	5%	8%
6	8	Philippines	4,171	4%	13%
7	12	South Korea	3,822	4%	-13%
8	16	Japan	3,440	3%	39%
9	15	Taiwan	3,351	3%	-2%
10	6	Thailand	3,174	3%	86%
		Other*	33,327	31%	24%
		Total	107,126		

\* Enrolments in 151 countries are captured under 'Other'  
 Source: Australian Government Department of Education, international student enrolment data. Enrolments in December of each year. Data as of April 2023 release.

Queensland’s top ten enrolment source markets remained largely unchanged with the exception of Thailand which replaced Hong Kong SAR in the top ten following strong enrolment growth (86%) in 2022.

The Philippines, South Korea, Japan, Taiwan and Thailand rounded out Queensland’s top ten source markets. Enrolment growth varied across these markets where the Philippines (13%), Japan (39%) and Thailand (86%) experienced positive enrolment growth while South Korea (-13%) and Taiwan (-2%) experienced negative enrolment growth in 2022.

# International student enrolments

## Source market concentration

Deloitte Access Economics measures the degree of enrolment source market concentration within a region by the Herfindahl-Hirschman Index. This is defined as the sum of square of the source market shares of enrolments. The index can range from 0 to 10,000, with a low index suggesting that enrolments in the IET sector are spread over a diverse range of source markets. This can make the sector more resilient to shocks in the global market.

Queensland is the second most diverse IET sector in Australia, with a diversity index score of 796 in 2022 (Figure 1). Market concentration decreased in 2022, breaking the trend of increased concentration in recent years.

This was driven by a decrease in the concentration of enrolments in Queensland's top five source markets, which have decreased to account for 52% of enrolments in 2022, down from 56% in 2021. Queensland's concentration is less than that of the national concentration where the top five source markets accounted for 58% of enrolments nationally.

The IET sector in Queensland remains less concentrated than most other States and Territories (Figure 2).

Figure 1: Source market concentration by state and territory, 2022

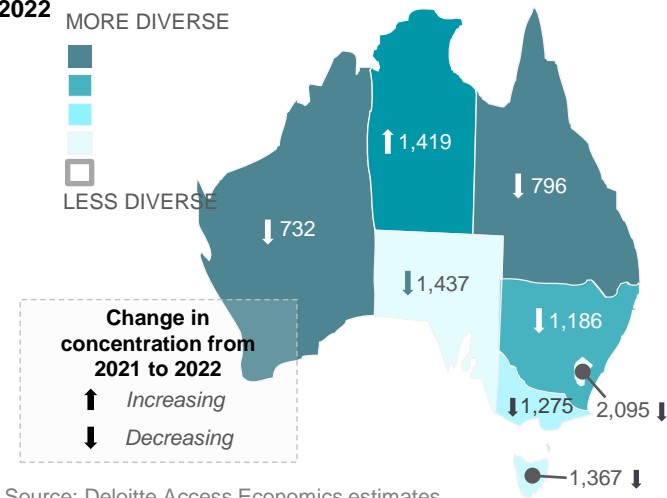
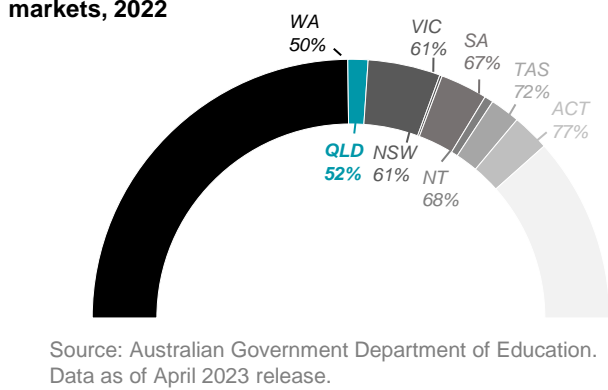


Figure 2: Proportion of IET enrolments in top 5 source markets, 2022

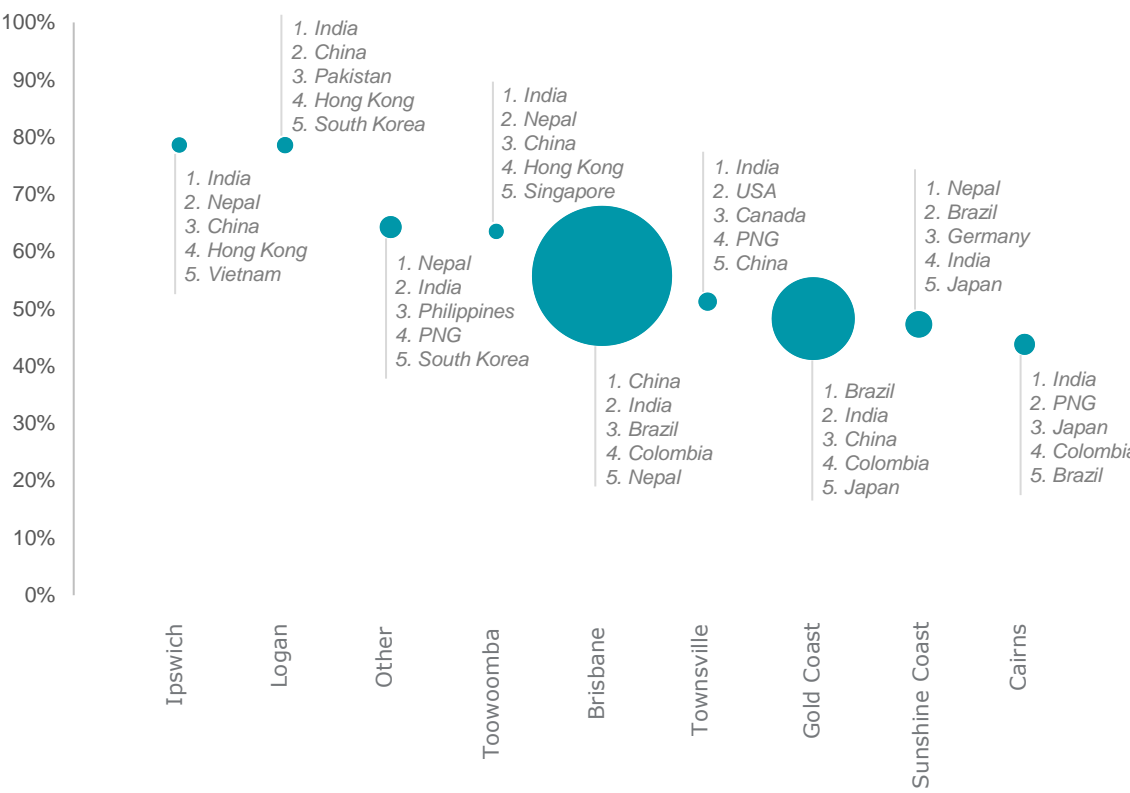


## Regional concentration

Geographically, **IET enrolments are concentrated in Brisbane and the Gold Coast**, which accounted for 91% of IET enrolments in Queensland in 2022 (remaining unchanged since 2021).

**Market concentration varied significantly across Queensland's regions.** In 2022, Ipswich and Logan were the most concentrated regions with close to 80% of IET enrolments in the top five source markets (Chart 5). The most diverse markets were the Gold Coast, the Sunshine Coast and Cairns, with less than 50% of enrolments in the top five source markets.

Chart 5: Proportion of IET enrolments in top five source markets, by region, 2022





# International student commencements

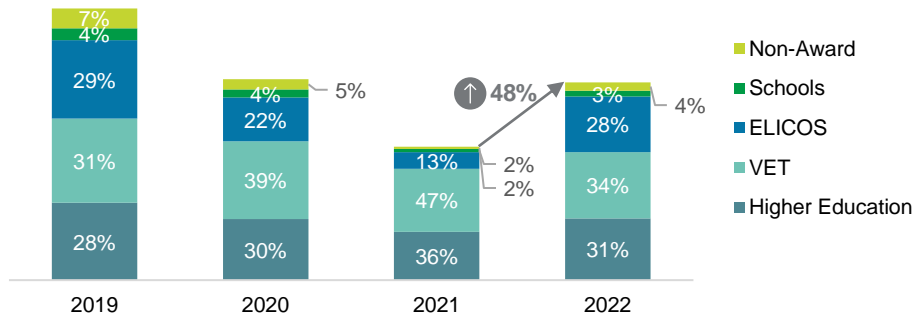
## International student commencements

 **60,110**  
 commencements in 2022

In 2022, **Queensland's IET commencements totalled 60,110** - accounting for 56% of total enrolments in 2022. For the first time in two years, positive commencement growth was observed in Queensland's IET sector, where total commencements grew by 48% between 2021 and 2022. Further, **positive growth was observed across all IET sub-sectors**. The ELICOS and Non-award sectors observed the largest growth of 232% and 272% respectively, followed by Schools (81% between 2021 and 2022), Higher Education (28%) and VET (6%). In 2022, Queensland's commencements were approximately 73% of pre-pandemic (i.e. 2019) levels.

**Historical sub-sector compositions began to remerge in 2022.** During the pandemic, the ELICOS and Non-Award sectors suffered the largest declines in commencements - shrinking to just 2% and 13% of total commencements respectively in 2021 (Chart 6). This largely reflects disrupted pipelines where these sectors are typically reliant on new yearly commencements given the shorter length of these courses. Higher Education and VET proved more resilient during the pandemic years, experiencing relatively smaller proportional declines in commencements - leading to increased market shares of commencements in 2020 and 2021. The share of commencements across sub-sectors has since levelled in 2022 – more closely resembling pre-pandemic levels – suggesting that compositional changes during the pandemic years were reflective of short-term disruptions rather than long term shifts in student preferences.

**Chart 6: Commencements by sub-sector, 2019-2022**

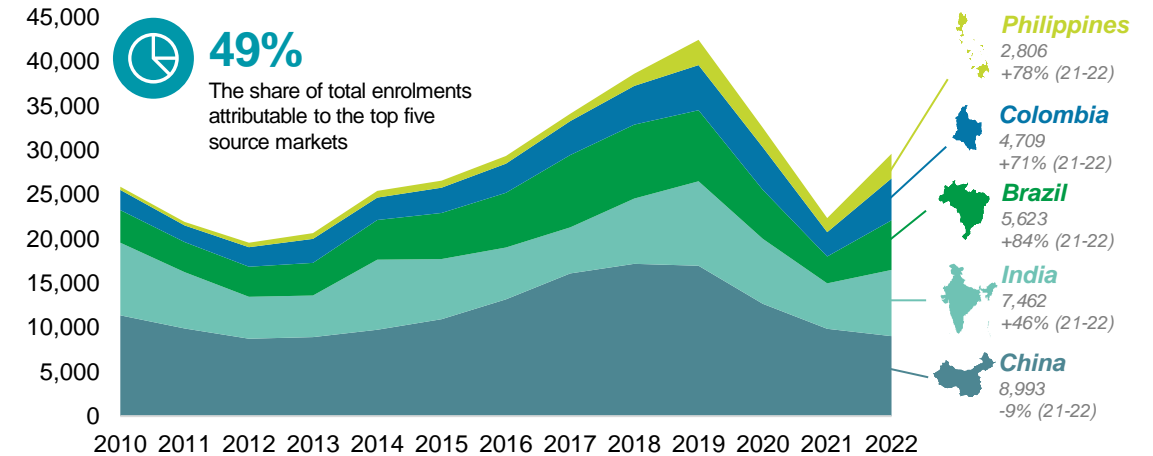


Source: Australian Government Department of Education, international student commencement data. Commencements in December of each year. Data as of April 2023 release.

Note: (1) The totals presented in each chart may differ slightly from the sum of each of the component parts due to rounding (2) The total number of enrolments by subsector and source market may differ due to differences in the underlying data provided by the Department of Education.

## Commencements by source market

**Chart 7: Commencements in top 5 source markets, 2022**



Source: Australian Government Department of Education, international student commencement data. Commencements in December of each year. Data as of April 2023 release.

In 2022, Queensland's top five commencement source markets were **China, India, Brazil, Colombia and the Philippines, which together accounted for 49% of the state's IET commencements** (Chart 7).

China remained the largest commencement source market in 2022, despite being the only source market in the top five to continue a trend negative year-on-year growth. This reflects the national trend where Chinese commencements have also been in decline since 2020 which reflects broader macroeconomic conditions and geopolitical factors.

India remained the second largest source market, where commencements recovered strongly in 2022 (46% growth). The remaining top three source markets also experienced strong recovery including Brazil (84% growth between 2021 and 2022), Colombia (71%), and the Philippines (78%).

# International student commencements

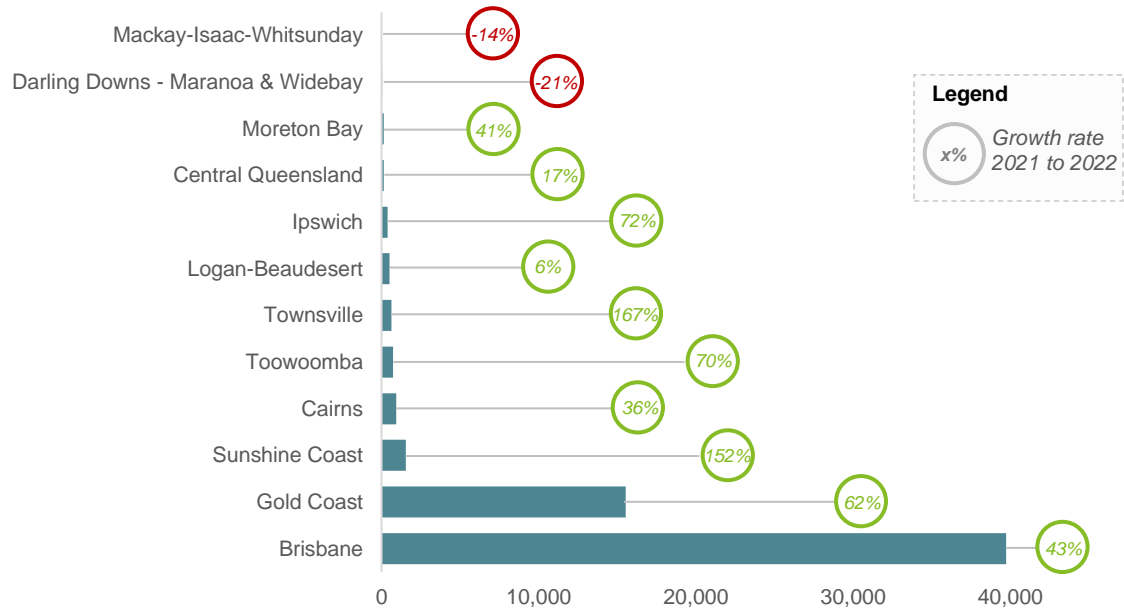
## Commencements by region

The state’s commencement growth was driven by year-on-year growth in ten out of twelve of Queensland’s regions (Chart 8).

Significant commencement growth was observed in the Sunshine Coast and Townsville where commencements more than doubled between 2021 and 2022. Further, other regions including Ipswich, Toowoomba and the Gold Coast experienced positive commencement growth greater than 50%.

The Mackay-Issac-Whitsunday and Darling Downs-Maranoa & Widebay were the only two regions to observed negative growth.

Chart 8: Commencements across Queensland regions, 2022



Source: Australian Government Department of Education, international student commencement data by ABS SA4. Commencements in December of each year. Data as of March 2023 release.

Note: Figures may vary to other data sources due to data revisions in subsequent releases and restricted reporting in regions with less than five commencements.

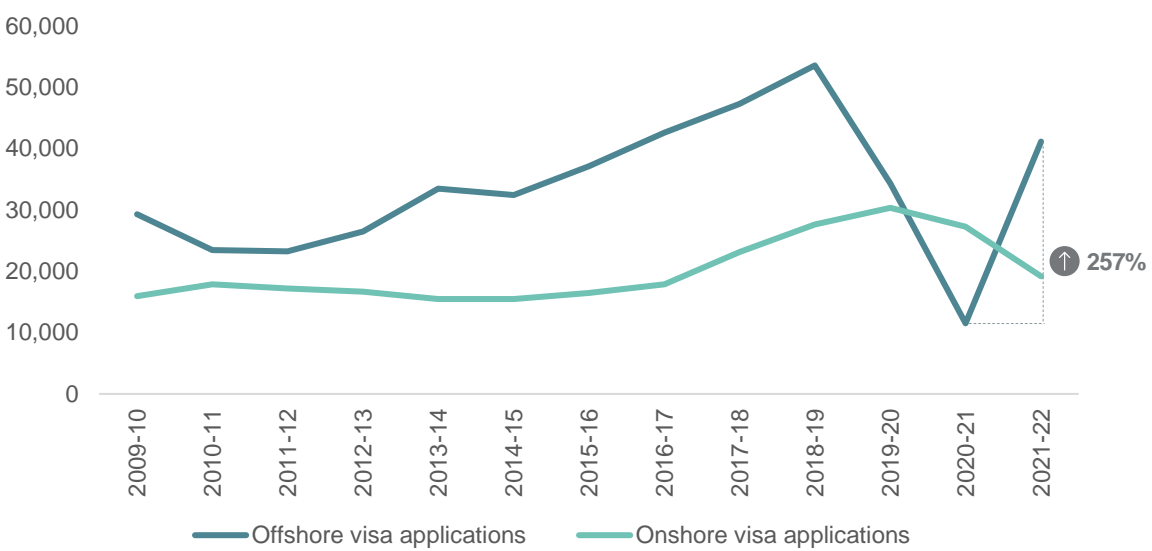
## Visa lodgements

Student visa lodgements is an enabler of international student enrolments and commencements. Historically, offshore visa applications have been a more significant enabler compared to onshore visa lodgements.

At the onset of the COVID-19 pandemic, offshore visa lodgements dropped by 66% as a result of subdued IET demand. This is compared to onshore visa lodgements which dropped by 10% between FY2019-20 and FY2020-21 (Chart 9).

Offshore visa lodgements have since recovered in Queensland, increasing by 257% between FY2020-21 and FY2021-22. This recovery in visa lodgements has been a key enabler of positive commencement and enrolment growth in 2022.

Chart 9: Queensland student visa lodgements by location



Source: Department of Home Affairs: Student Visa Program. Years are financial years. Primary applicant visas.



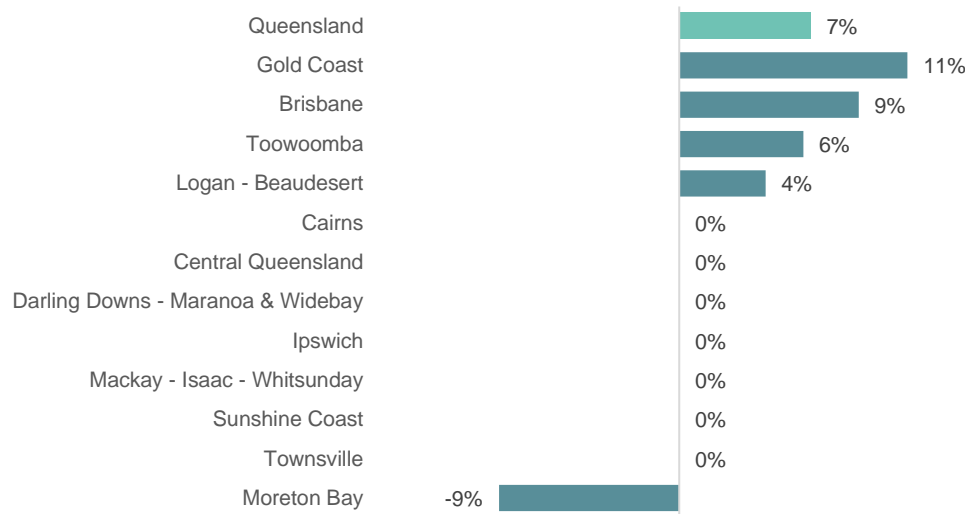
# CRICOS providers, capacity and courses

## CRICOS providers and capacity^

In 2022, there were **363 unique CRICOS education providers operating in Queensland.\*** This represents a 7% increase on 2021 levels, where there were 339 unique providers operating in Queensland in 2021 (Chart 10).

It is estimated that these providers offered 7,470 courses and supported 235,842 places in 2022. The number of courses offered is up 1% on 2021 levels and the number of places is up 9% on 2021 levels.

Chart 10: Growth in providers in Queensland regions between 2021 and 2022



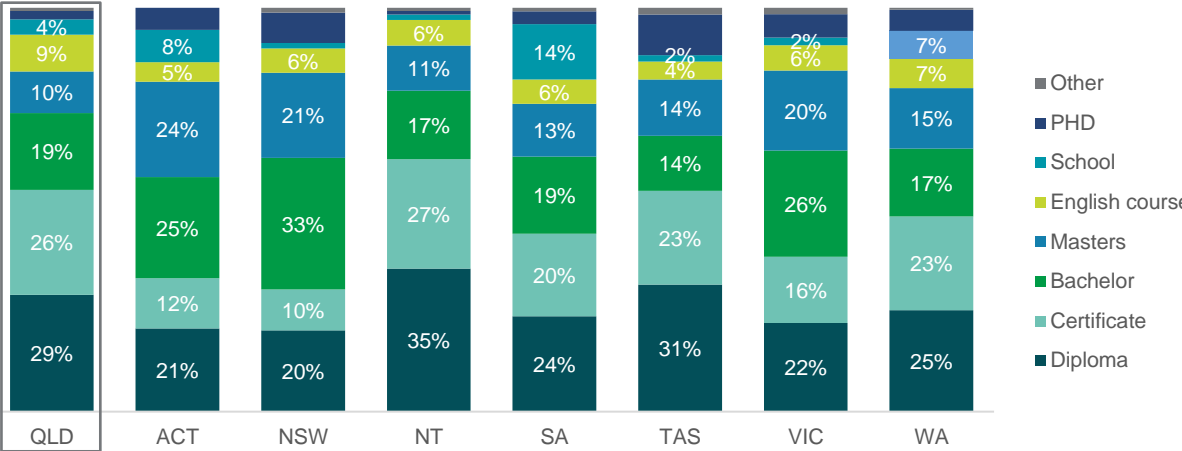
Source: Australian Government Department of Education. Deloitte Access Economic estimates. Data current as of 1 December 2022.

^Deloitte Access Economics uses the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) data to estimate the number of providers, courses and number of places. These are estimates based on assumptions. Providers can operate in multiple regions within Queensland and/or in multiple jurisdictions across Australia. As such, the estimated number of providers, courses and places presented in this analysis may not equal provider records.

\*Some providers operate in multiple regions, hence the sum of unique providers in each region is greater than the sum of unique providers in Queensland.

In Queensland, the majority of CRICOS courses offered are Diplomas (29% of total) and Certificates (26%) (Chart 11).

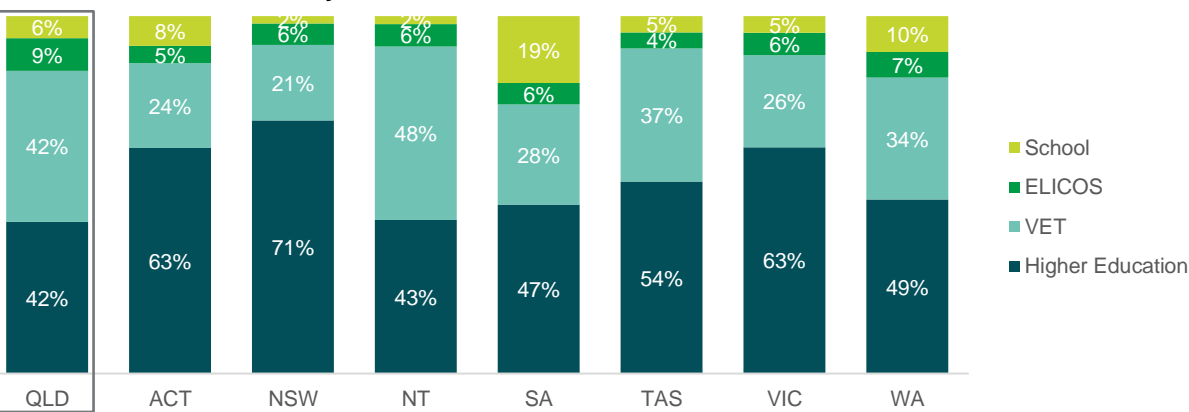
Chart 11: CRICOS courses by qualification type, 2022



Source: Australian Government Department of Education. Data current as of 1 December 2022.

In 2022, Higher Education and VET providers both accounted for **42% of all courses** in Queensland (Chart 12). Queensland had the highest proportion of ELICOS courses and the lowest proportion of Higher Education courses of all the State and Territories.

Chart 12: CRICOS courses by sector, 2022



Source: Australian Government Department of Education. Data current as of 1 December 2022.

# Export revenue

## Export revenue

**\$4.30bn**  
export revenue from onshore and offshore students and their visiting friends and relatives

Queensland's IET sector export revenue totalled **\$4.30 billion in 2022\***, which accounted for approximately half of Queensland's services exports. The Higher Education sector made the largest contribution to export revenue (\$2.81bn; 65% of export revenue), followed by VET (\$0.99bn; 23%), ELICOS (\$0.26bn; 6%), Schools (\$0.19bn; 4%) and Non-award (\$0.05bn; 1%) (Chart 13).

\* Export revenue estimates capture the export revenue of international students on student visas and their visiting friends and relatives.

**12%**  
increase in export revenue from 2021 to 2022

Queensland's IET export revenue increased by 12% between 2021 and 2022 (Table 3). This was driven by export revenue growth in all IET sub-sectors. The ELICOS and Non-award sectors observed the largest uptick in export revenue, which is largely reflective of significant enrolment growth in these sectors. The Higher Education and VET sectors also observed positive export revenue growth in 2022, despite experiencing negative enrolment growth. This is largely a result of positive growth in goods and services expenditure (onshore students) as well as growth in total tuition fee expenditure.

Chart 13: IET export revenue by sub-sector, 2020-2022 (\$bn)

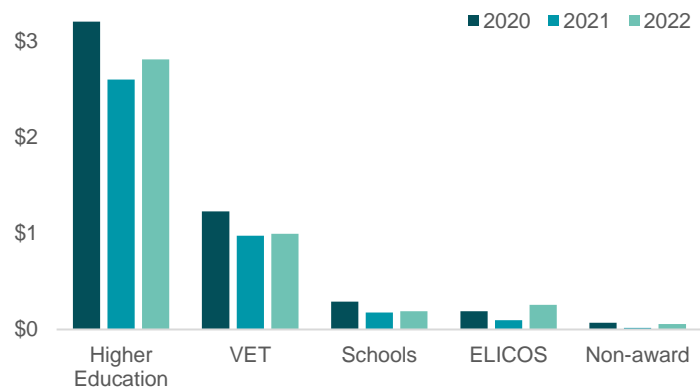


Table 3: Year-on-year growth in IET export revenue by sub-sector, 2021-2022

	2021 export revenue (\$bn)	2022 export revenue (\$bn)	YOY growth (%)
Higher Education	2.60	2.81	8%
VET	0.97	0.99	2%
Schools	0.18	0.19	8%
ELICOS	0.09	0.26	170%
Non-award	0.01	0.05	297%
Total	3.86	4.30	12%

Source: Australian Bureau of Statistics, Australian Government Department of Education, Tourism Research Australia, Deloitte Access Economics estimates.

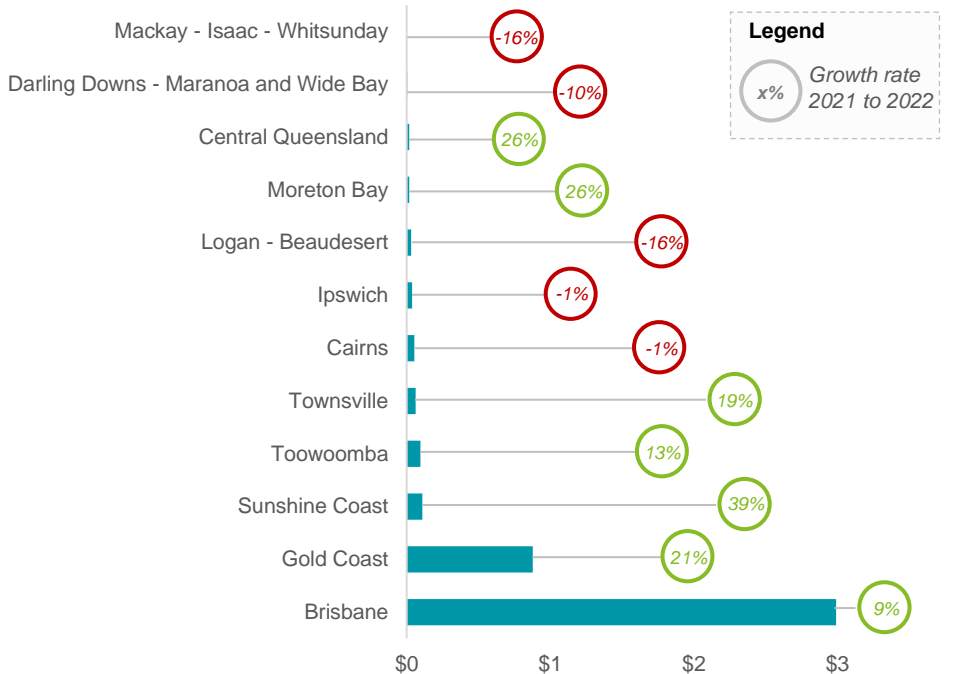
Note: The totals (and subsequent growth rates) presented in each chart and table may differ slightly from the sum of each of the component parts due to rounding.

## Regional breakdown

**Brisbane and the Gold Coast** remained the two largest segments of the Queensland IET sector, accounting for **90% of IET export revenue** in 2022 (Chart 14).

Seven out of twelve regions experienced positive growth in export revenue in 2022. Queensland's five largest regions all experienced positive growth in export revenue including Brisbane (9% growth between 2021 and 2022), the Gold Coast (21%), the Sunshine Coast (39%), Toowoomba (13%) and Townsville. As a result of such growth, the Sunshine Coast became the state's third largest IET export region in 2022 (fourth largest in 2021). Townsville also went from being the sixth largest to fifth largest IET export region for Queensland in 2022.

Chart 14: Export revenue in regions of QLD (\$bn), 2022



Source: Australian Bureau of Statistics, Australian Government Department of Education, Tourism Research Australia, Deloitte Access Economics estimates.

## Export revenue

### Onshore student export revenue

**\$3.80bn**  
in onshore export revenue in 2022

Onshore student\* export revenue (i.e. expenditure on goods and services and onshore tuition fees) totalled **\$3.80 billion in 2022** - reflecting a **20% increase on 2021 levels** (Table 4). Beyond enrolment growth (8%) and marginal growth in goods and services expenditure (12%), the growth in onshore export revenue is largely attributable to the increasing proportion of onshore students which has driven up onshore tuition fee expenditure (34% growth on 2021 levels).

The composition of onshore expenditure changed in 2022. While onshore students continued to spend a greater proportion of their expenditure on goods and services, the share of expenditure on tuition fees increased (Chart 15). For instance, between 2021 and 2022 onshore students share of expenditure on tuition fees increased by approximately four percentage points.

The composition of onshore student expenditure across industries remains similar to previous years. Onshore students continued to spend close to two-thirds of their expenditure on education and accommodation services (Figure 3).

\* Onshore international students on student visas.

Figure 3: Onshore student export revenue by industry, 2022



Source: Australian Bureau of Statistics. Tourism Research Australia. Deloitte Access Economics estimates.

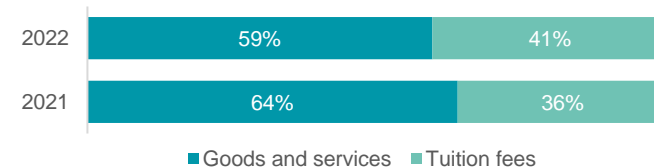
Note: The totals (and subsequent growth rates) presented in each chart and table may differ slightly from the sum of each of the component parts due to rounding.

Table 4: Onshore student export revenue, 2021-2022

	2021 onshore export revenue (\$bn)	2022 onshore export revenue (\$bn)	YOY growth (%)
Goods and services	2.02	2.26	12%
Tuition fees	1.15	1.54	34%
Total	3.17	3.80	20%

Source: Australian Bureau of Statistics, Australian Government Department of Education, Deloitte Access Economics estimates.

Chart 15: Onshore student export revenue by expenditure category, 2021-2022



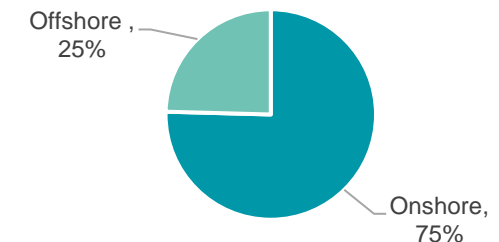
Source: Australian Bureau of Statistics, Australian Government Department of Education, Deloitte Access Economics estimates.

### Offshore student export revenue

**\$501.6m**  
in offshore export revenue in 2022

Estimated offshore student expenditure (i.e. offshore tuition fees) totalled \$501.6 million in 2022 – reflecting a 26% decrease on 2021 levels. This drop in offshore export revenue largely reflects changes in student location, where a greater proportion of students, returned onshore in 2022. Further, this shift is reflected in the composition of onshore and offshore tuition fees. In 2021, 37% of tuition fees were incurred offshore (Chart 16). This has dropped by approximately 13 percentage points where in 2022, 25% of tuition fees were incurred offshore.

Chart 16: Tuition fee export revenue by student location, 2022



Source: Australian Bureau of Statistics, Australian Government Department of Education. Australian Government Department of Home Affairs. Deloitte Access Economics estimates.

Notes: See pg. 16 for further information on the method used to estimate offshore student export revenue.

### Visiting friends and relatives

**\$3.0m\***  
in export revenue from visiting friends and relatives in 2022

\*This estimation is based on available Tourism Research Australia data. This data is volatile meaning that actual VFR expenditure may be different than the estimated value. Due to changes in VFR data availability, there has been a methodological change in the estimation of IET related VFR expenditure from 2021 to 2022. See the methodology for details (pg. 16).



Regional significance of IET

Regional significance of IET

In 2022, it is estimated that the **IET sector directly represented 0.4% of the total Queensland economy** in value added terms.

When the indirect contribution is included, **the total contribution of the IET sector represented 0.7% of the State economy** (in terms of value added).

The sector makes a **broad contribution to both metropolitan and regional areas**. In 2022, the sector made the largest proportional contribution (direct and indirect) to the **Gold Coast**, where it accounted for 1.6% of the regional economy, while four other regions have a share of approximately 1% each including Brisbane, Logan – Beaudesert, Moreton Bay and Ipswich (Chart 18).

Chart 18: Contribution of the IET sector to regional economies (total economic contribution), 2022

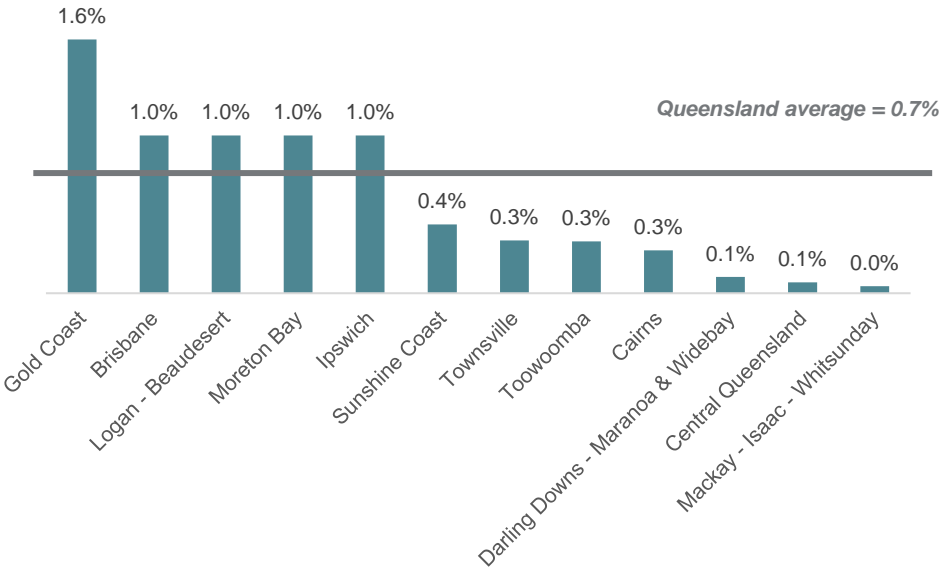
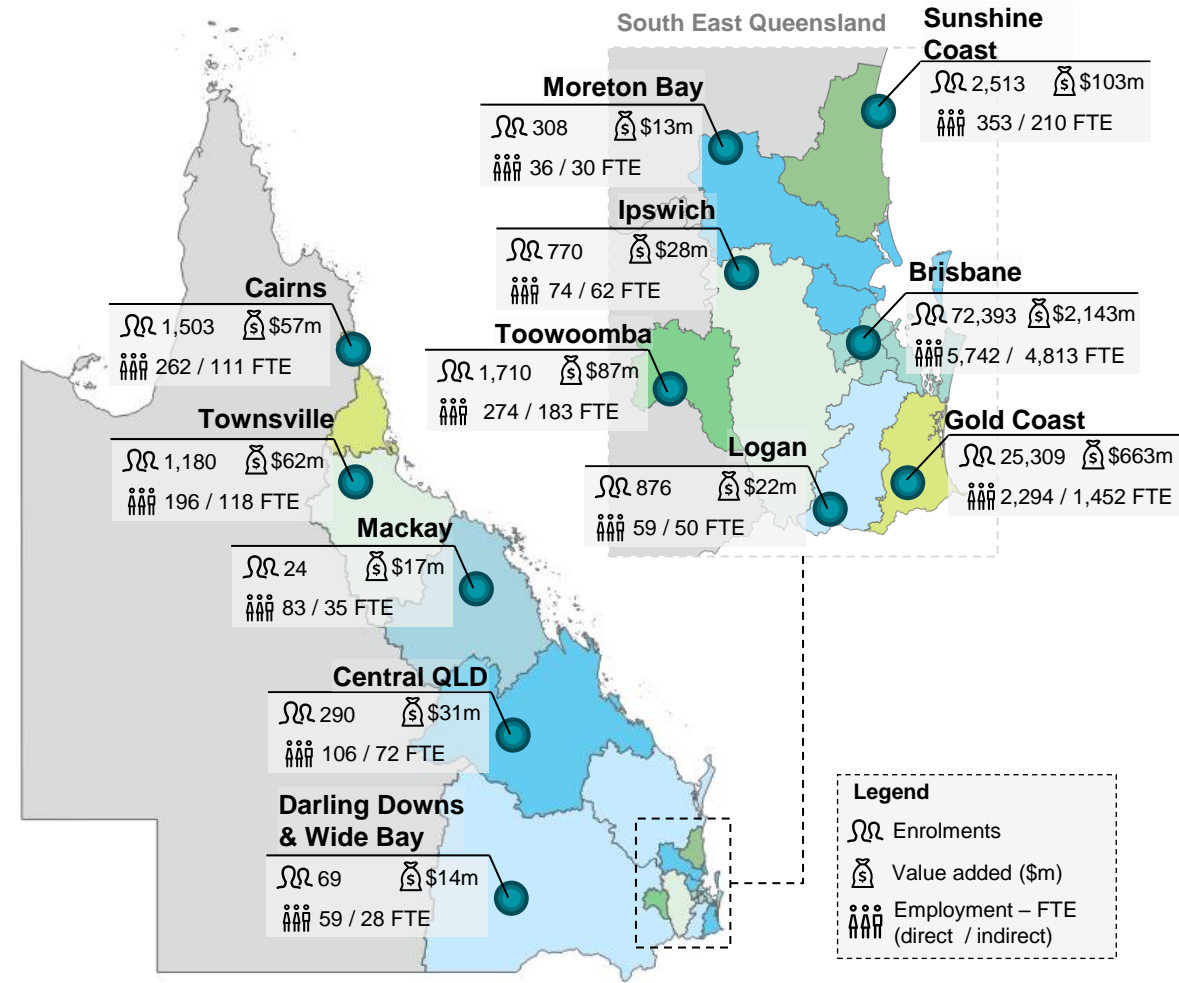


Figure 4: IET total contribution to regional economies, 2022



Source: Deloitte Access Economics estimates.



# IET ecosystem

## Key industries

International students directly support a number of industries. In 2022, the IET sector directly supported a variety of industries, the most significant of which were **accommodation services** (19%), **cafes, restaurants and takeaway food services** (9%) and **retail trade** (7%) (Table 8).

**Table 8: Direct employment breakdown by IET industry (economic contribution), 2022**

Industry	Employment (FTE)
Accommodation	1,664
Cafes, restaurants and takeaway food services	811
Retail trade	594
Education and training	584
Road transport and transport equipment rental	355
All other industries	334
Clubs, pubs, taverns and bars	288
Other sports and recreation services	205
Cultural services	114
Air, water and other transport	74
Casinos and other gambling services	68
Rail transport	42
Travel agency and tour operator services	0
<b>Total</b>	<b>8,554</b>

Source: Deloitte Access Economics estimates.

## Other cohorts of international students

While the economic contribution analysis in this factsheet is limited to students on subclass 500 student visas (which represent the vast majority of international students), it is acknowledged that some other visa holders also engage in study while abroad. Students who hold other visas also contribute economically, socially and culturally to the Queensland economy, including:



### ELICOS students

English Australia indicated that approximately 28% of ELICOS students in Queensland held a non-student visa (e.g. visitor visa or working holiday visa) in 2022.<sup>1</sup>

<sup>1</sup> English Australia, National ELICOS Market Report 2022, <https://www.englishaustralia.com.au/documents/item/2050>



### Study tours

Study tours combine education, cultural exchange and tourism activities for students. International students on study tours may hold a subclass 600 visitor visa.<sup>2</sup>

<sup>2</sup> Australian Government, Visa requirements, <https://www.studyaustralia.gov.au/english/work/known-your-rights/visa-requirements>

## Opportunities and challenges for the IET ecosystem

International students impact the broader IET ecosystems in a number of ways. The economic contribution from international students' expenditure on goods and expenditure benefits educational institutions, local businesses and the broader community. This improves lifestyle factors, in turn attracting more international students.

Further, international students bring a diverse range of cultures, languages and perspectives to the IET ecosystem. Their contributions to community and industry enriches learning environments as well as promotes global connection and understanding in the IET sector and beyond.

There are a number of challenges and opportunities facing the broader IET ecosystem in coming years, including:



**Accommodation shortages** is one of the most pressing challenges which the IET sector is currently facing. International students often choose study destinations based on overall student experience in the region. As accessible and affordable accommodation plays a role in the student experience, it is important that accommodation availability grows with IET enrolment, particularly as the sector emerges from the COVID-19 disrupted period.



**Retaining locally-qualified international professionals** is a key opportunity for the sector in coming years. Skilled IET graduates provide solutions to skills shortages in current and emerging industries across the state. International students also play an integral role in the global talent pipeline, which is fundamental in fuelling future economic growth in Queensland.



**2032 Olympic and Paralympic Games** will put the state in the global spotlight, driving the opportunity to attract international students to the state. The *Queensland International Education and Training Strategy 2022-2027* outlines plans to investigate the use of training hubs and facilities, promotion of research expertise and cultural engagement to attract International students and build global connections across industry.



# Understanding economic contribution

## Defining economic contribution

Economic contribution is an estimate of how much economic activity an entity (e.g. sector, industry etc) contributes to an economy in a defined period of time. Two metrics are used to estimate an entities contribution to an economy, including:

- **Value added:** A measure of the entities return on capital and labour (Figure 5). It is the indication of the entities value and contribution to an economy.
- **Employment:** The number of jobs supported by the entity in full-time equivalent (FTE) terms.

For both measures of economic contribution, a direct and indirect contribution component is estimated:

- **Direct contribution:** Represents the flow from labour and capital involved in direct economic activity.
- **Indirect contribution:** Measures the demand for goods and services produced in other sectors as a result of demand generated by the direct economic activity.
- **Total contribution:** Summation of direct and indirect contribution.

The two metrics of economic contribution (i.e. value added and employment) are estimated using an economic contribution model. See pg. 16 for methodological details.

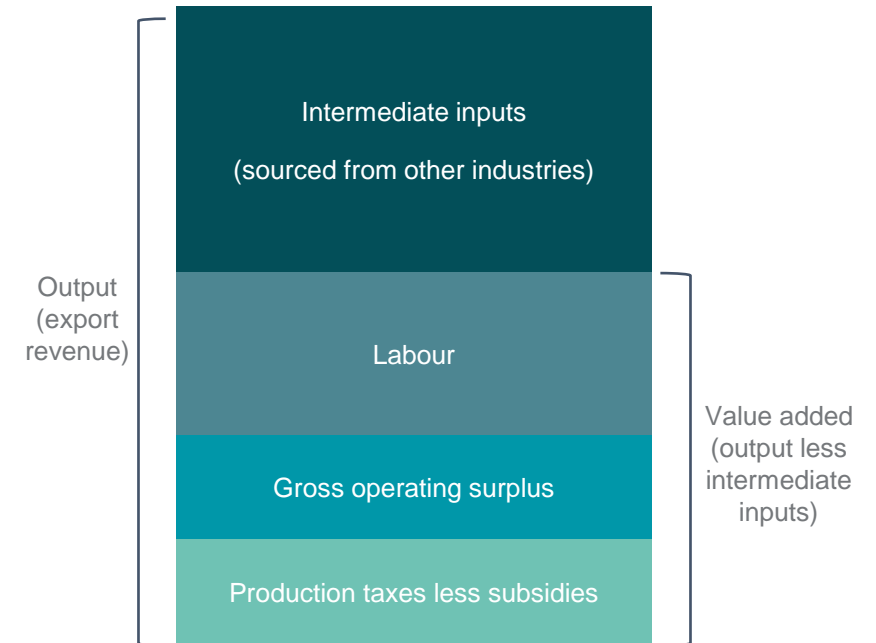
## Economic contribution in the IET context

An economic contribution model can be used to estimate the total economic contribution (i.e. value added and employment) of IET students to the Queensland economy (including contributions to regional economies) in a given year. This factsheet summarises the results from an economic contribution model which estimates the value added and employment supported by Queensland's IET students (on student visas) in CY2022.

Export revenue (i.e output) captures where international students are based and spend their money. Economic contribution (GVA and employment) captures where the economic activity resultant from international student spending occurs. While a large proportion of economic activity occurs locally, some activity can occur in other regions, including through students travelling to the area and spending money on goods and services, or businesses in one region supplying goods and services being consumed by students in other regions. In smaller regional markets, a substantial portion of the economic contribution of the sector is driven by students from other regions in Queensland. As such, some regions will obtain indirect economic contribution from other regions, leading to gross value added (which is derived based on student export revenue across multiple regions) being greater than export revenue in some instances.

Economic contribution is driven by IET student expenditure on (1) Goods and services (2) Tuition fees and (3) The expenditure of student's visiting friends and relatives<sup>^</sup>. The summation of student expenditure provides an estimate of export revenue, which is a key input into the economic contribution model. As economic contribution is a derivative of export revenue, **export revenue and value added should not be summed**.

Figure 5: National accounting framework



Source: Deloitte Access Economics

## Using the economic contribution results

For consistency in reporting, value added and employment (rather than export revenue) are the appropriate metrics to use in measuring the significance of the IET sector to a region. While it is appropriate to refer to the *total* value added and employment when referring to the overall size or contribution of the IET sector in a particular region, only the *direct* value added and employment figures should be used when comparing the IET sector against other industries within the same region.

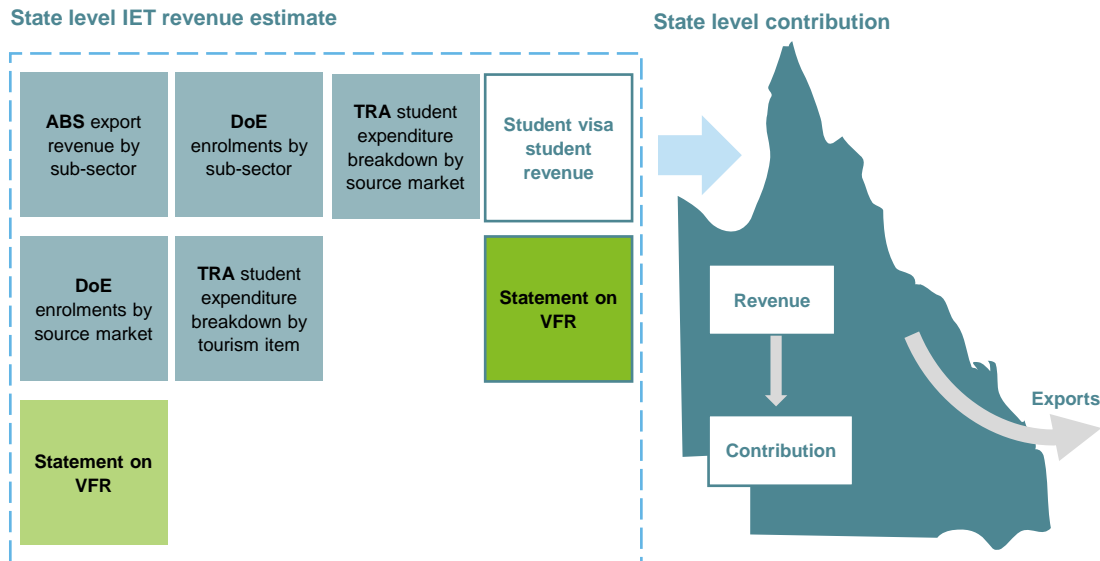
<sup>^</sup>Visitors who specifically indicate in the International Visitor Survey that they are visiting Queensland for the purpose of visiting an international student.

## Model overview

The economic contribution estimates presented in these factsheets (including both value added and employment) represent the total economic contribution of international students in Queensland to a specific region (e.g. Brisbane or Cairns). This means that in smaller regional markets (e.g. Mackay) a substantial portion of the economic contribution of the sector is driven by students from other regions in Queensland travelling to the area and spending money on goods and services, or local businesses supplying goods and services being consumed by students in other regions.

Trade and Investment Queensland has worked with Deloitte Access Economics to produce consistent and comparable regional estimates of the contribution of IET to Queensland and its regions. The contribution analysis in this report considers the contribution of international students who hold a student visa. Economic contribution estimates are produced using modelling assumptions consistent with Tourism Research Australia's Regional Tourism Satellite Account (RTSA) model. This model is the most contemporary and sophisticated of its kind in Australia, and been applied in a wide range of contexts to understand the economic contribution of tourism related industries.

**Figure 6: Economic contribution modelling overview**



Source: Deloitte Access Economics

## Key data sources

The contribution analysis in this report has been informed by publicly available data (Figure 6) including: enrolment and commencement data from the Australian Government Department of Education (DoE), student visa data from the Department of Home Affairs (DoHA), export revenue data from the Australian Bureau of Statistics (ABS) and expenditure item and visiting friends and relatives data from Tourism Research Australia (TRA). The frequency of data publication is dependent on the data custodian where some data is published on a monthly basis<sup>^</sup> (e.g. DoE enrolment and commencement data) while other data is published on an annual basis (e.g. ABS and TRA data).

During COVID-19 there was an increase in the number of international students studying offshore. The ABS accounts for the impact of COVID-19 on IET export revenue by: (1) capturing the course fee of students studying offshore through 'correspondence courses' rather than 'education-related personal travel', (2) reflecting lower expenditure resultant from any students that have deferred their enrolments, and (3) reflecting any potential changes in students' expenditure on goods and services by using the latest TRA data on student expenditure. Offshore export revenue (i.e. offshore tuition fees) is estimated using the ABS correspondence course data.

Tourism Research Australia data is used to estimate the expenditure of international students visiting friends and relatives (VFRs). VFRs are visitors who specifically indicate in the International Visitor Survey (IVS) that they are visiting Queensland for the purpose of visiting an international student in their stopover purpose. During the COVID-19 pandemic, limited IVS data was collected. Due to changes in data availability, there has been methodological changes in the estimation of VFR expenditure over time. In 2021, VFR expenditure was estimated using national level data as Queensland observed insufficient sample sizes across key IVS variables. In 2022, Queensland observed sufficient sample sizes across key variables meaning Queensland data was used and hence there has been a methodological change in the estimation of IET related VFR expenditure from 2021 to 2022.

## Disclaimer

These are Deloitte Access Economics' estimates for international student enrolments and contribution based on the best available data. The results do not include the contribution to Queensland from international students studying elsewhere in Australia (e.g. through tourism).

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<sup>^</sup> Enrolment data is updated in each data release, meaning that historical enrolment counts may change over time.