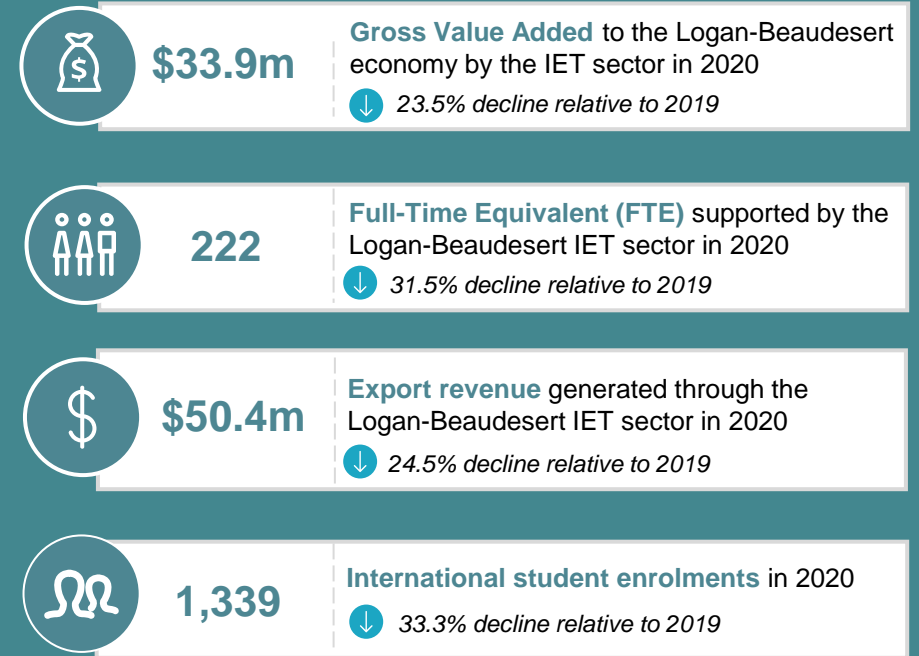


# International education & training snapshot: Logan-Beaudesert 2020



# International student enrolments

## International student enrolments

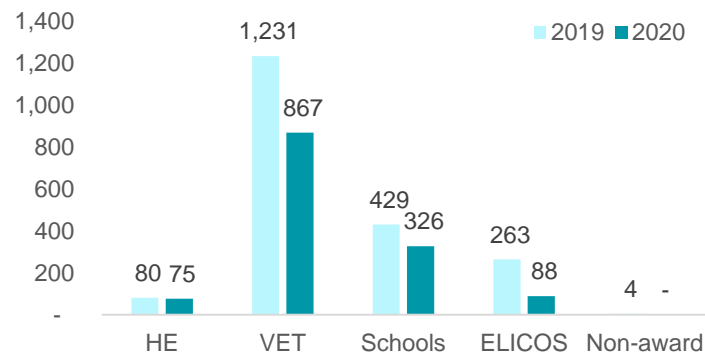
 **1,339**  
enrolments in 2020

In 2020, student enrolments in Logan-Beaudesert (on student visas) totalled 1,339. **VET** remained the largest sub-sector, with **867** enrolments, followed by the schools and ELICOS sub-sectors.

 **-33.3%**  
decline in enrolments 2019 to 2020

The onset of COVID-19 and timing of Australia's border closures in 2020 disrupted a large cohort of international students who had departed the country or were intending to arrive for studies. It is likely that the impact of COVID-19 on enrolments (given cancellations and deferrals) will not be fully observed until 2021.

**Chart 1: IET enrolments by sub-sector, 2020**




Source: Australian Government Department of Education, Skills and Employment, international student enrolment data. Enrolments in December each year.

## Enrolments by source market

The largest source markets for international student enrolments in Logan-Beaudesert continued to be India and China, which together accounted for **58% of total enrolments in 2020**.

Compared to the other regions in Queensland, Logan-Beaudesert as a region attracts higher share of students from India, China and Pakistan.

 **None of Logan-Beaudesert's top ten source markets recorded growth** in IET enrolments in 2020.

**Table 2: Enrolments in top five source markets, 2019 to 2020**

Country	2019		2020		Growth	
	Enrolments	Share	Enrolments	Share		
India	865	43%	627	46%	↑	
China	341	17%	166	12%	↓	
Taiwan	140	7%	Pakistan	78	6%	↑
Vietnam	109	5%	Vietnam	76	6%	↑
South Korea	86	4%	South Korea	68	5%	↑
<b>Total</b>	<b>1,541</b>	<b>76%</b>	<b>1,015</b>	<b>75%</b>	<b>↓</b>	

Source: Australian Government Department of Education, Skills and Employment.

 **75%**

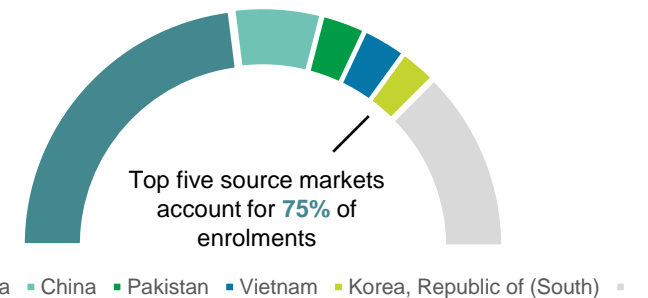
The share of total enrolments attributable to the top five source markets, higher than the Queensland total of 55%.

## Source market concentration

Overall, Logan-Beaudesert **is the most concentrated IET sector in Queensland**, with a diversity index score of **2,353** in 2020\*. In 2020, the region has become more concentrated, with the diversity index increasing from 2,311 in 2019.

There was a slight decrease in concentration of enrolments in Logan-Beaudesert's top five source markets, which have decreased to account for 75% of enrolments in 2020, relative to 76% in 2019.

The top five source markets accounted for **75%** of IET enrolments in the region, compared to 55% for Queensland.




\*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.

## Regional concentration


Geographically, Logan-Beaudesert accounted for **0.01% of IET enrolments in Queensland in 2020**.

## Export revenue


**\$50.4m**  
 Export revenue in 2020

Total export revenue from international student expenditure on tuition fees and goods and services was **\$50.4 million in 2020**.

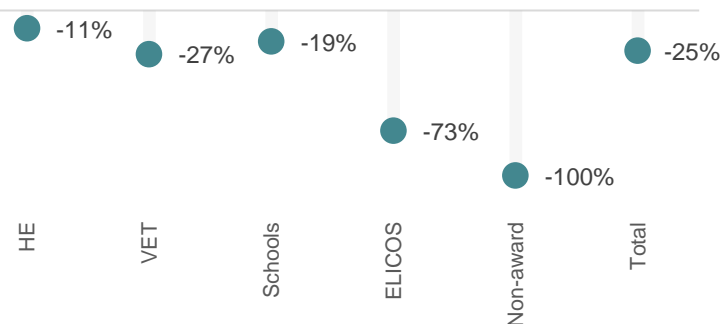
The VET sub-sector made the largest contribution to revenue in the region, with \$24 million revenue for 2020, accounting for 48% of total IET export revenue.


**-24.5%**  
 decline in export revenue from 2019 to 2020

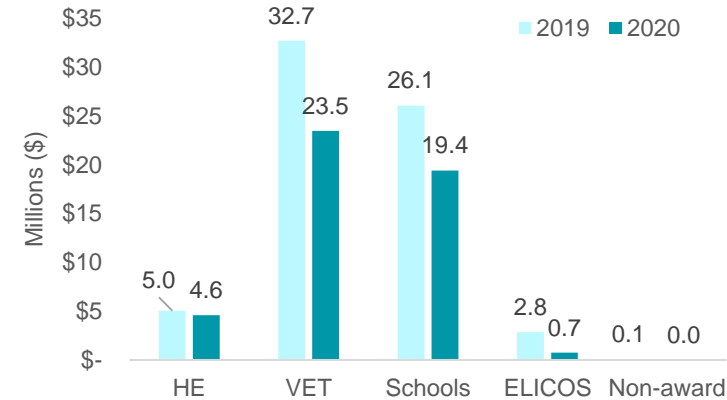
Overall, export revenue declined 24.5% from 2019 to 2020.

Export revenue declined at a faster rate than enrolments partly due to an increased proportion of student holders being located offshore.

**Chart 3: Growth rate (%) of export revenue by IET sub-sector, 2019 to 2020**

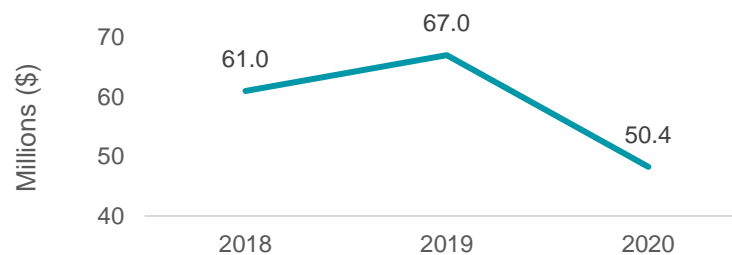


**Chart 4: IET revenue by sub-sector, 2019 and 2020 (\$m)**



Source: Australian Bureau of Statistics, Australian Government Department of Education, Skills and Employment. Deloitte Access Economics estimates. Note: 2020 calendar year values are estimated given that some datasets have not yet been released – see the “Methodology” section for more information.

**Chart 5: IET export revenue from 2018 to 2020 (\$m)**



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

## Regional breakdown

Logan-Beaudesert was the eighth largest segment of the Queensland IET sector, attracting **1% of export revenue** in 2020. Export revenue declined by **24.5%** in 2020.

## Capacity of CRICOS providers


**17%**  
 Operating capacity of regional institutions.

In 2020, there were approximately 25 CRICOS education providers in Logan-Beaudesert with a total capacity of 8,007 CRICOS registered places.\*

**Logan-Beaudesert’s educational institutions were operating at approximately 17% capacity in 2020.**

Logan-Beaudesert is operating at the fourth lowest capacity compared to other regions in the state, and lower than Queensland’s operating capacity of 60.4%. Hence, there exists capacity to facilitate further growth in the region.

\*Deloitte Access Economics uses CRICOS registered places as a measure of capacity and student enrolments as a measure of demand. Data current as of 30 July 2021.

## ELICOS students on non-student visas


**Non-student visas**  
 In addition to international students on student visas, 102 international students on non-student visas (NSV) also chose to study in the region in 2020\*.

Source: Economic impact in Queensland report, June 2021

# Economic contribution of the IET sector

## Direct economic contribution

The IET sector directly contributed **\$21.6 million** to the Logan-Beaudesert economy and supported **150 full-time equivalent (FTE)** jobs in 2020 (Table 1).

This represents the value of economic activity associated with businesses that directly supply goods and services to international students and their visitors.

**Table 1: Direct economic contribution of the IET sector, 2020**

	Value added (\$m)	Employment (FTE)
Student visa students	21.48	149
NSV ELICOS	0.08	1
VFRs	0.04	0
<b>IET sector</b>	<b>21.61</b>	<b>150</b>

Source: Deloitte Access Economics estimates.

## Indirect economic contribution

The IET sector also indirectly contributed **\$12.27 million** and **71 jobs (FTE)** to Logan-Beaudesert in 2020. This represents the flow-on effects for industries that supply goods and services to the IET sector. This includes the maintenance services supplied to training providers, and the agricultural producers that restaurants source their food from.

**Table 2: Indirect economic contribution of the IET sector, 2020**

	Value added (\$m)	Employment (FTE)
Student visa students	12.18	71
NSV ELICOS	0.06	0
VFRs	0.03	0
<b>IET sector</b>	<b>12.27</b>	<b>71</b>

Source: Deloitte Access Economics estimates.

## Total economic contribution



**\$33.9m**

Value added to the region's economy by the IET sector in 2020

In total, the IET sector contributed **\$33.9 million** and supported **221 full-time equivalent (FTE) jobs** in the Logan-Beaudesert regional economy in 2020. This represents a decline of **23.5%** in total value added contribution, and **31.5%** in employment from 2019.

**Table 3: Growth in economic contribution of the IET sector, 2018 to 2020**

	2018 to 2019	2019 to 2020
Value added	12%	-23.5%
Employment (FTE)	9%	-31.5%

Source: Deloitte Access Economics estimates; Australian Bureau of Statistics.

## Key industries

The most significant industries supporting the IET sector in region are **education and training** (25%), **cafes, restaurants and takeaway food services** (10%), and **retail trade** (8%). Together, they comprised of 43% of Logan-Beaudesert export revenue from the IET sector.

**Table 4: Employment breakdown by IET industry (economic contribution), 2020**

Industry	Employment (FTE)
Accommodation	6
Cafes, restaurants and takeaway food services	22
Clubs, pubs, taverns and bars	9
Rail transport	1
Road transport and transport equipment rental	6
Air, water and other transport	1
Travel agency and tour operator services	-
Cultural services	1
Casinos and other gambling services	0
Other sports and recreation services	3
Retail trade	17
Education and training	55
All other industries	100

Source: Deloitte Access Economics estimates.

# Frequently Asked Questions

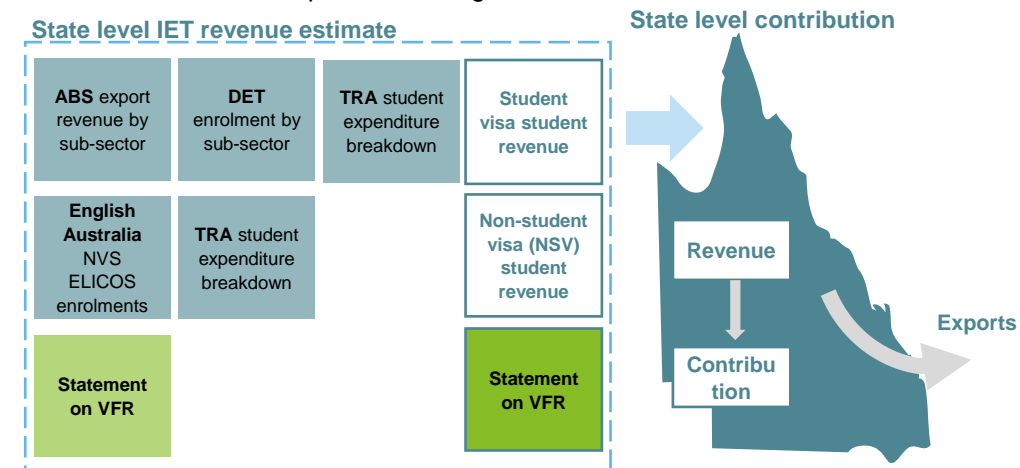
## Methodology

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 analysis has been informed by publicly available enrolment and expenditure data from the Department of Education, Skills and Employment (DESE), the Australian Bureau of Statistics (ABS), and Tourism Research Australia (TRA).

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.

The analysis focuses on the export revenue and economic activity associated with (1) onshore international students in Queensland, and (2) the additional cross-border delivery of international education to students offshore as a result of COVID-19 border closures. There is a high degree of uncertainty over the export revenue associated with cross-border IET due to limited publicly available information. Consequently, a simplifying assumption based on higher education enrolments has been applied in determining their distribution in its regions.

The economic contribution is estimated by incorporating Deloitte Access Economics' integrated regional input-output model (DAE-IRIOM) with the Tourism Satellite Accounting framework, which is the internationally approved approach for measuring the economic contribution of tourism exports, including IET.



## Using the results

For consistency in reporting, value added and employment (rather than export revenue) are the correct 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.

## Glossary

### Contribution

<i>Direct contribution</i>	The contribution generated by direct transactions between the international student and the producer of goods and services. This includes their education fees, as well as living expenses.
<i>Indirect contribution</i>	The subsequent flow-on effects created by the requirement for inputs from those industries supplying goods and services to IET. For example, this might include the fresh produce supplied to supermarkets visited by students.
<i>Total contribution</i>	The sum of the direct and indirect contributions from IET.

### Export revenue

The sales revenue received by the IET sector in providing goods and services to international students.

### Value added

A measure of the sector's return on its capital and labour. It is the indication of the sector's value and contribution to the regional economy. Export revenue and value added should not be summed.

### Visiting friends and relatives (VFR)

Visitors who specifically indicate in the International Visitor Survey that they are visiting Queensland for the purpose of visiting an international student studying in Queensland.

### Non-student visa (NSV)

Refers to international students studying in Queensland who do not hold student visas, and can include students in ELICOS courses and on study tours. This analysis only quantifies the contribution of NSV ELICOS students.

## 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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