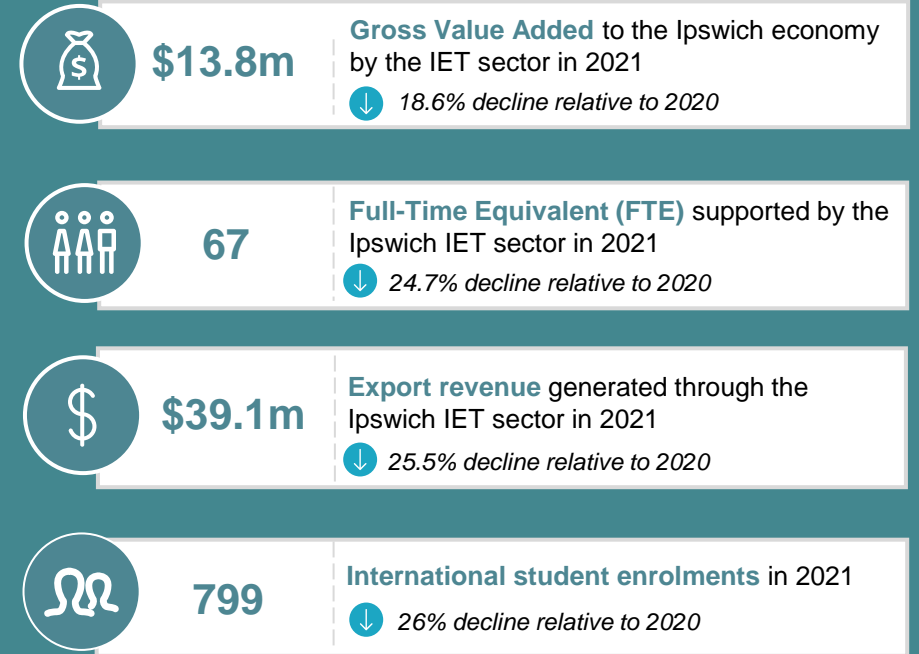



International education & training snapshot: Ipswich 2021



International student enrolments

International student enrolments

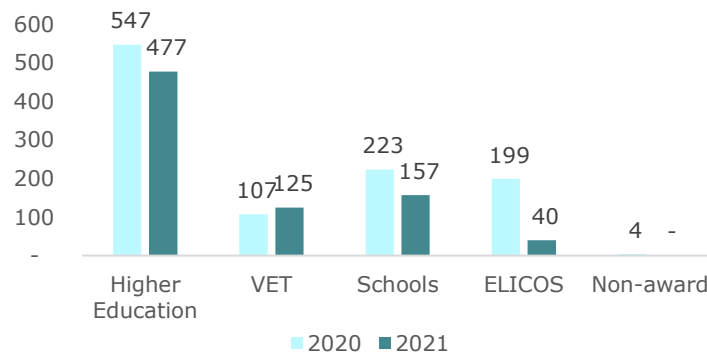
 **799**
enrolments in 2021

In 2021, student enrolments in Ipswich (on student visas) totalled 799. **Higher education (HE)** remained the largest sub-sector, with 477 enrolments, followed by the schools and VET sub-sectors.

 **-26%**
decline in enrolments 2020 to 2021

Total international student enrolments in Ipswich **declined by 26% compared to 2020 levels**. VET was the only subsector that recorded positive enrolment growth (16.8%), with ELICOS and Non-award experiencing the largest declines of -80% and -100% respectively.

Chart 1: IET enrolments by sub-sector, 2021



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

Note: (1) The totals presented in each table 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.

Enrolments by source market

The largest source markets for international student enrolments in Ipswich were **India** and **Nepal**, which together accounted for **54% of total enrolments in 2021**.

Compared to the other regions in Queensland, Ipswich as a region attracts higher share of students from India, Nepal, Hong Kong and Sri Lanka.

Vietnam was the only source market that experienced positive enrolment growth in 2021 (+8%).

Table 2: Enrolments in top five source markets, 2020 to 2021

Country	2020		2021		Growth (share)
	Enrolments	Share	Enrolments	Share	
India	281	24%	267	31%	↑
Nepal	247	21%	191	22%	↑
China	194	17%	111	13%	↓
Hong Kong	60	5%	45	5%	-
Sri Lanka	35	3%	31	4%	↑
Total	817	71%	645	75%	↑

Source: Australian Government Department of Education.

 **75%**

The share of total enrolments attributable to the top five source markets, higher than the Queensland total of 56%.

Source market concentration

Overall, Ipswich is the **second most concentrated IET sector in Queensland**, with a diversity index score of 1,704 in 2021.* From 2020 to 2021, Ipswich become more concentrated, with the diversity index increasing from 1,444 in 2020.

From 2020-21, the concentration of enrolments in Ipswich's top five source markets increased by one percentage point, to 75%.

The top five source markets accounted for **75%** of IET enrolments in Ipswich, compared to 56% for Queensland.



Top five source markets account for **75%** of enrolments

■ India
 ■ Nepal
 ■ China
 ■ Hong Kong
 ■ Sri Lanka
 ■ other

*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, Ipswich accounted for **0.8% of IET enrolments in Queensland in 2021**.

Export revenue


\$39.1m
 Export revenue in 2021

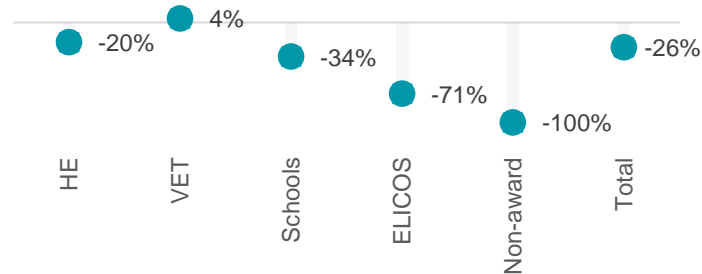
Total export revenue from international student expenditure on tuition fees and goods and services, and visiting friends and relatives expenditure, was **\$39.1 million in 2021**.

The HE sub-sector made the largest contribution to revenue in Ipswich, with \$26 million revenue for 2021, accounting for 66% of total IET export revenue in Ipswich.


-25.5%
 decrease in export revenue from 2020 to 2021

Overall, export revenue decreased 25.5% from 2020 to 2021. Export revenue declined at a slower rate than enrolments in Ipswich in 2021.

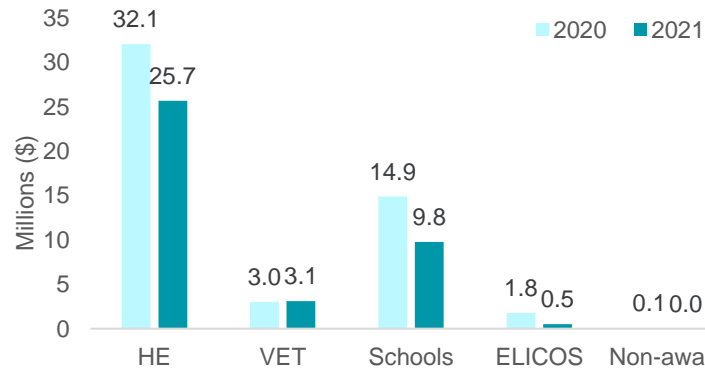
Chart 3: Growth rate (%) of export revenue by IET sub-sector, 2020 to 2021



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

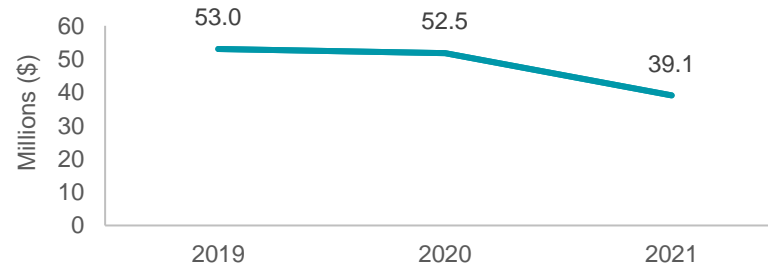
Note: (1) The totals presented in each table may differ slightly from the sum of each of the component parts due to rounding (2) The total number of enrolments by subsector and source market may differ due to differences in the underlying data provided by the Department of Education.

Chart 4: IET revenue by sub-sector, 2020 and 2021 (\$m)



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

Chart 5: IET export revenue from 2019 to 2021 (\$m)



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

Regional breakdown

Ipswich is the seventh largest segment of the Queensland IET sector, attracting **1% of export revenue** in 2021. Export revenue decreased by **25.5%** in 2021.

Capacity of CRICOS providers


2%
 Operating capacity of Ipswich institutions.

In 2021, there were approximately **103 CRICOS education providers in Ipswich** with a total capacity of 52,211 CRICOS registered places.*

Ipswich's educational institutions were operating at approximately 2% capacity in 2021.

Ipswich is operating at a lower capacity compared to other regions in the state, and lower than Queensland's operating capacity of 47%. The substantial decrease in provider capacity has primarily been driven by a surge in the volume of CRICOS registered placed between 2020-21.

*Deloitte Access Economics uses CRICOS registered places as a measure of capacity and student enrolments as a measure of demand.

Economic contribution of the IET sector

Direct economic contribution

The IET sector directly contributed **\$8.1 million** to the Ipswich economy and supported **36 full-time equivalent (FTE)** jobs in 2021 (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, 2021

	Value added (\$m)	Employment (FTE)
Onshore students	6.3	35
Offshore students	1.8	2
VFRs	0.0	0
IET sector	8.1	36

Source: Deloitte Access Economics estimates.

Indirect economic contribution

The IET sector also indirectly contributed **\$5.6 million** and **30 jobs (FTE)** to Ipswich in 2021. 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, 2021

	Value added (\$m)	Employment (FTE)
Onshore students	4.7	26
Offshore students	0.9	4
VFRs	0.0	0
IET sector	5.6	30

Source: Deloitte Access Economics estimates.

Total economic contribution



\$13.8m

Value added to the Ipswich economy by the IET sector in 2021

In total, the IET sector contributed **\$13.8 million** and supported **67 full-time equivalent (FTE) jobs** in the Ipswich regional economy in 2021. This represents a decline of **18.6%** in total value added contribution, and **24.7%** in employment from 2020.

Table 3: Growth in economic contribution of the IET sector, 2020 to 2021

	2020 to 2021
Value added	-18.6%
Employment (FTE)	-24.7%

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

Key industries

The most significant industries supporting the IET sector in Ipswich are **education and training** (49%), **accommodation services** (21%), and **takeaway and restaurant meals** (8%). Together, they comprised of 78% of Ipswich export revenue from the IET sector.

Table 4: Direct employment breakdown by IET industry (economic contribution), 2021

Industry	Employment (FTE)
Accommodation	12
Cafes, restaurants and takeaway food services	6
Clubs, pubs, taverns and bars	2
Rail transport	0
Road transport and transport equipment rental	3
Air, water and other transport	1
Travel agency and tour operator services	0
Cultural services	1
Casinos and other gambling services	0
Other sports and recreation services	1
Retail trade	4
Education and training	4
All other industries	2

Source: Deloitte Access Economics estimates.

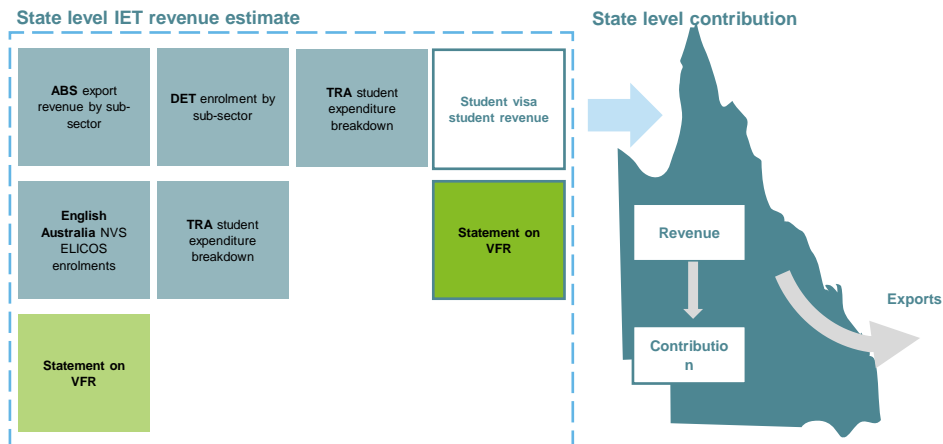
Frequently Asked Questions

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 Commonwealth Department of Education, 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.

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. This is the first year in which this methodology has been available to use in the IET context, and hence represents a substantial methodological change to previous years. To account for this change and enable fair year-on-year comparisons, the 2020 economic contribution estimates in these factsheets have been 'back-cast' by applying the new methodology to the previous year's data. Hence, there are minor differences between the 2020 results presented in these factsheets, and those included in the previous year's factsheets (as noted in the results).



Understanding economic contribution

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.

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.

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).

The information presented in this factsheet is distributed by the Queensland Government as an information source only. The Queensland Government makes no statements, representations, or warranties about the accuracy or completeness of, and you should not rely on, any information contained in this publication.