Research highlights on sector performance and standalone ELICOS in China

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CEO, English Australia

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CEO, StudentMarketing

11 October 2018
Presentation overview

GLOBAL ELT

AUSTRALIAN ELICOS SECTOR

CHINA AND ENGLISH LEARNING
Acknowledgements

Australian Government
Department of Education and Training

Australian Government
Department of Home Affairs
About StudentMarketing

STUDENTMARKETING IS A UNITED NATIONS WORLD TOURISM ORGANIZATION AFFILIATE MEMBER.

AS AN ESOMAR MEMBER, I COMPLY WITH THE ICC/ESOMAR INTERNATIONAL CODE ON MARKET AND SOCIAL RESEARCH AND ESOMAR WORLD RESEARCH GUIDELINES.

SAMUEL VETRAK, CEO, STUDENTMARKETING
Our Clients

DESTINATIONS
- Australian Government
- Australian Trade Commission
- Australian Government
- Australian Trade and Investment Commission

ASSOCIATIONS
- ENGLISH AUSTRALIA
- Languages Canada
- ENGLISH UK
- Language Canada

PROVIDERS
- EF Education First
- KAPLAN
- EduCo
- UNIVERSITY OF TORONTO
- University of San Diego

British Council
- CAPS-I
- AEEP-I
Global ELT: 2017 in Review

- 1.4 million students: +5.8% Y-O-Y
- 11.1 million student weeks: -0.4% Y-O-Y

Source: StudentMarketing, 2018
Global ELT Supply

Source: StudentMarketing, 2017
Australia’s Global Position

Student numbers: 4th
Student weeks: 3rd
Average length of stay: 2nd

Source: StudentMarketing, 2018
ELT Student Numbers

Source: English Australia, 2018; StudentMarketing, 2018
ELT Student Weeks

Source: English Australia, 2018; StudentMarketing, 2018
Destinations by Student Numbers

Source: StudentMarketing, 2018; Figures represent extrapolations based on multiple sources. They cover all centres in the destinations and represent the best possible calculation, rather than a headcount.
Destinations by Student Weeks

Source: StudentMarketing, 2018; Figures represent extrapolations based on multiple sources. They cover all centres in the destinations and represent the best possible calculation, rather than a headcount.
Average Length of Stay (Weeks)

Source: StudentMarketing, 2018
Global ELT Market Shares

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<tr>
<th>STUDENTS WEEKS</th>
<th>2012</th>
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<th>2014</th>
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<tr>
<td>MALTA</td>
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<tr>
<td>SOUTH AFRICA</td>
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<td>5%</td>
<td>5%</td>
<td>5%</td>
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<td>6%</td>
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</table>

Source: StudentMarketing, 2018; Figures represent extrapolations based on multiple sources. They cover all centres in the destinations and represent the best possible calculation, rather than a headcount; percentages do not add up to 100% due to rounding.
Student Weeks by Source Region

Source: StudentMarketing, 2018
Source Region Market Shares (Weeks)

Source: StudentMarketing, 2018
Latin America: Destination Market Shares (Weeks)

Source: StudentMarketing, 2018
Asia: Destination Market Shares (Weeks)

Source: StudentMarketing, 2018
Note: Percentages do not add up to 100% due to rounding.
Top Source Markets Globally by Student Weeks

Source: StudentMarketing, 2018
### Top Source Markets Globally by Student Weeks

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td>CHINA</td>
<td>+65%</td>
<td></td>
<td></td>
<td>+64%</td>
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<tr>
<td>BRAZIL</td>
<td></td>
<td>+12%</td>
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<tr>
<td>JAPAN</td>
<td></td>
<td>+44%</td>
<td></td>
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<tr>
<td>SAUDI ARABIA</td>
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<td>-47%</td>
<td>+31%</td>
<td>-52%</td>
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<td>SOUTH KOREA</td>
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<td>-24%</td>
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<td>TAIWAN</td>
<td></td>
<td>+96%</td>
<td></td>
<td>+23%</td>
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<tr>
<td>SPAIN</td>
<td></td>
<td>+158%</td>
<td></td>
<td>-43%</td>
</tr>
<tr>
<td>TURKEY</td>
<td></td>
<td>+46%</td>
<td></td>
<td>+2%</td>
</tr>
</tbody>
</table>

**Source:** StudentMarketing, 2018
Australia’s Market Share (Weeks)

Source: StudentMarketing, 2018
Top Source Market Trends Globally (Weeks)

2015 vs 2016

- Mexico
- Turkey
- Japan
- Colombia
- China
- South Korea
- Taiwan
- Switzerland
- France
- Thailand
- Spain
- Brazil
- Germany
- Italy
- Vietnam
- Russia
- Kuwait
- India
- Venezuela
- Saudi Arabia

2016 vs 2017

- Brazil
- Russia
- China
- Colombia
- Chile
- Japan
- Italy
- Vietnam
- Germany
- Taiwan
- France
- South Korea
- Turkey
- Thailand
- Spain
- India
- Mexico
- Switzerland
- Kuwait
- Saudi Arabia

Source: StudentMarketing, 2018
<table>
<thead>
<tr>
<th>DESTINATION</th>
<th>2016</th>
<th>2017</th>
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</thead>
<tbody>
<tr>
<td>AUSTRALIA</td>
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<td>13%</td>
</tr>
<tr>
<td>CANADA</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>UK</td>
<td>51%</td>
<td>55%</td>
</tr>
<tr>
<td>IRELAND</td>
<td>52%</td>
<td>50%</td>
</tr>
<tr>
<td>MALTA</td>
<td>50%</td>
<td>52%</td>
</tr>
</tbody>
</table>

*(private sector)*

**Share of Junior Students**

*Source: English UK, 2018; MEI 2018; Languages Canada, 2018; National Statistics Office Malta, 2018; English Australia, 2018*
Race for International Students

Australia ELICOS Sector

‘The complete picture’
Annual ELICOS Market Survey

- Department of Education and Training funded sector wide survey supported under the Enabling Growth and Innovation grants program
- 22nd year of publication
- Record participation
- New research partner
- Global ELT market analysis
- New customer segmentation
- New data visualisation
Student Profile

Adults 87%
- 13% Juniors

Individual 91%
- 9% Group

Commissionable 82%
- 18% Non-commissionable

City-based 94%
- 6% Regional

Source: English Australia, 2018
Overview of Source Regions (market share)

Source: English Australia, 2018
Overview of Source Regions (performance)

Europe
- 20,597 students
- 220,977 student weeks
- Avg length of stay 10.7 weeks
- -14%

Americas
- 31,527 students
- 532,962 student weeks
- Avg length of stay 16.9 weeks
- +17%

Asia Pacific
- 120,476 students
- 1,500,245 student weeks
- Avg length of stay 12.5 weeks
- +3%

Middle East & Africa
- 5,097 students
- 82,637 student weeks
- Avg length of stay 16.2 weeks
- -15%

Source: English Australia, 2018
Australia ELICOS Sector

Market Performance by Country
What were the top source countries for students and how did they perform in 2017?

- **China**: 42,417 students, 558,717 weeks (+8%)
- **Japan**: 25,408 students, 211,445 weeks
- **South Korea**: 13,149 students, 154,475 weeks (-3%)
- **Taiwan**: 7,230 students, 98,224 weeks (-4%)
- **Vietnam**: 4,100 students, 54,646 weeks (-25%)
- **Thailand**: 8,576 students, 158,992 weeks (-18%)

**Source**: English Australia, 2018
What were the top source countries for students and how did they perform in 2017?

**TOP 10**

ELICOS STUDENTS

77% 2017

- China
- Japan
- Brazil
- South Korea
- Colombia
- Thailand
- Taiwan
- India
- Italy
- Vietnam

2% increase

**TOP 3**

47% 2017

- China
- Japan
- Brazil

3% increase

**TOP 1**

24% 2017

- China

2% increase

Source: English Australia, 2018
What was the visa type make up of students from the top ten source countries in 2017?

Source: English Australia, 2018
Which countries did the biggest increases in student numbers come from?

<table>
<thead>
<tr>
<th>Country</th>
<th>2016</th>
<th>2017</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>37,322</td>
<td>42,417</td>
<td>+5,095</td>
</tr>
<tr>
<td>Brazil</td>
<td>13,412</td>
<td>16,165</td>
<td>+2,753</td>
</tr>
<tr>
<td>Japan</td>
<td>23,493</td>
<td>25,408</td>
<td>+1,915</td>
</tr>
<tr>
<td>Colombia</td>
<td>9,305</td>
<td>10,472</td>
<td>+1,167</td>
</tr>
<tr>
<td>Nepal</td>
<td>1,700</td>
<td>2,856</td>
<td>+1,155</td>
</tr>
</tbody>
</table>

Source: English Australia, 2018
Which countries did the biggest decreases in student numbers come from?

### TOP FIVE DECREASES 2016 - 2017

<table>
<thead>
<tr>
<th>Country</th>
<th>2016 Students</th>
<th>2017 Students</th>
<th>Change (%)</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thailand</td>
<td>10,457</td>
<td>8,576</td>
<td>-18%</td>
<td>-1,881</td>
</tr>
<tr>
<td>Vietnam</td>
<td>5,443</td>
<td>4,100</td>
<td>-25%</td>
<td>-1,343</td>
</tr>
<tr>
<td>Italy</td>
<td>5,412</td>
<td>4,129</td>
<td>-24%</td>
<td>-1,283</td>
</tr>
<tr>
<td>Switzerland</td>
<td>3,568</td>
<td>2,444</td>
<td>-32%</td>
<td>-1,124</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>2,948</td>
<td>2,199</td>
<td>-25%</td>
<td>-749</td>
</tr>
</tbody>
</table>
Let’s look more closely at each State’s performance...
How did the different States perform in 2017?

- **Western Australia**
  - 12,669 students
  - 169,197 student weeks
  - Avg length of stay: 13.4 weeks
  - **-28%**

- **South Australia**
  - 5,044 students
  - 74,195 student weeks
  - Avg length of stay: 14.7 weeks
  - **-13%**

- **Queensland**
  - 45,825 students
  - 532,600 student weeks
  - Avg length of stay: 11.6 weeks
  - **+15%**

- **New South Wales**
  - 68,993 students
  - 922,920 student weeks
  - Avg length of stay: 13.4 weeks
  - **+2%**

- **Victoria**
  - 45,166 students
  - 637,909 student weeks
  - Avg length of stay: 14.1 weeks
  - **+6%**

*Source: English Australia, 2018*
NSW - How were the top ten source countries for different for the main provider types (weeks)?

**STAND-ALONE**
- China: 20%
- Malaysia: 12%
- South Korea: 9%
- Brazil: 8%
- Japan: 7%

**MULTISECTOR**
- Brazil: 24%
- South Korea: 17%
- India: 13%
- Chile: 11%
- China: 6%

**UNIVERSITY-BASED**
- China: 71%
- Saudi Arabia: 6%
- Nepal: 4%
- Mongolia: 3%
- Indonesia: 2%

**VET-BASED**
- Brazil: 19%
- Colombia: 11%
- South Korea: 10%
- China: 9%
- Taiwan: 8%
QLD - How were the top ten source countries for different for the main provider types (weeks)?

**STAND-ALONE**
- Brazil: 24%
- Japan: 18%
- Colombia: 12%
- Spain: 9%
- South Korea: 8%
- Thailand: 7%
- Taiwan: 6%
- France: 4%
- India: 4%
- Saudi Arabia: 4%

**MULTISECTOR**
- Brazil: 18%
- Japan: 17%
- Colombia: 15%
- Spain: 10%
- South Korea: 8%
- Thailand: 6%
- Taiwan: 5%
- France: 3%
- China: 3%
- India: 3%

**UNIVERSITY-BASED**
- Saudi Arabia: 51%
- India: 15%
- Colombia: 15%
- Vietnam: 11%
- Spain: 11%
- France: 10%
- South Korea: 9%
- China: 4%
- Hong Kong: 3%
- Brazil: 2%

**VET-BASED**
- Saudi Arabia: 20%
- Thailand: 13%
- China: 11%
- Spain: 11%
- France: 10%
- South Korea: 8%
- Thailand: 7%
- Taiwan: 6%
- India: 4%
- Vietnam: 3%
SA - How were the top ten source countries for different for the main provider types (weeks)?

<table>
<thead>
<tr>
<th>STAND-ALONE</th>
<th>MULTISECTOR</th>
<th>UNIVERSITY- BASED</th>
<th>VET-BASED</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEPAL</td>
<td>OMAN</td>
<td>TAIWAN</td>
<td>ITALY</td>
</tr>
<tr>
<td>SOUTH KOREA</td>
<td>MALAYSIA</td>
<td>INDIA</td>
<td>THAILAND</td>
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<tr>
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<td>MACAU</td>
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<td>CZECH REPUBLIC</td>
<td>NEPAL</td>
<td>NEPAL</td>
<td>GREECE</td>
</tr>
</tbody>
</table>
Victoria - How were the top ten source countries for different for the main provider types (weeks)?

**STAND-ALONE**
- Brazil: 18%
- Taiwan: 17%
- Chile: 15%
- Spain: 13%
- Italy: 7%

**MULTISECTOR**
- Japan: 31%
- Vietnam: 10%
- South Korea: 7%
- Sri Lanka: 6%

**UNIVERSITY-BASED**
- Saudi Arabia: 64%
- Thailand: 11%
- Taiwan: 5%
- Colombia: 4%

**VET-BASED**
- Japan: 15%
- South Korea: 12%
- Taiwan: 12%
- China: 9%
- Vietnam: 7%
WA - How were the top ten source countries for different for the main provider types (weeks)?

<table>
<thead>
<tr>
<th>STAND-ALONE</th>
<th>MULTISECTOR</th>
<th>UNIVERSITY- BASED</th>
<th>VET-BASED</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAILAND</td>
<td>INDIA</td>
<td>BHUTAN</td>
<td>JAPAN</td>
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<tr>
<td>FRANCE</td>
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<td>COLOMBIA</td>
<td>HONG KONG</td>
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</tbody>
</table>
China – ELICOS Performance
Chinese ELICOS Students

![Graph showing the trend of Chinese ELICOS Students from 2008 to 2017. The graph indicates a steady increase in student numbers and market share in student weeks.

Source: English Australia, 2018]
Chinese ELICOS Students

Students by Visa Type
- Student: 84%
- Visitor: 13%
- Working Holiday: <1%
- Other: 2%

Students by Provider Type
- College: 12.5%
- Multisector: 5.9%
- Private Higher Ed: 0.3%
- School: 5%
- University: 68.3%
- VET: 8.2%

Source: English Australia, 2018
China and English Learning
Student Weeks Spent in Eight Major ELT Destinations

Source: StudentMarketing, 2018
Student Weeks Produced by Chinese Students

Source: StudentMarketing, 2018
Student Weeks Produced by Chinese Students by Destination

Source: StudentMarketing, 2018
• Department of Education and Training funded project under the Enabling Growth and Innovation Grants Program.

• Timeline:
  • Conceptualisation of project (2016)
  • Launch (2017)
  • Project set up (Q1 2018)
  • Data collection (Q1-Q2 2018)
  • Data analysis and interpretation (Q2 2018)
Methodology

- **180** Secondary sources
- **43** In-depth qualitative interviews
- **47** Local language schools
- **200** Chinese education agents
- **2,746** Prospective customers
- **623** Parents
- **36** Australian colleges

Source: English Australia, 2018
Status Quo

English Proficiency Index (EPI) by age group

Source: EF EPI, 2017
Status Quo

EPI and earning power

### Status Quo

<table>
<thead>
<tr>
<th>Province</th>
<th>Proficiency Score</th>
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</tr>
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<td>Hong Kong</td>
<td>55.81</td>
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<td>Beijing</td>
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<td>Tianjin</td>
<td>53.37</td>
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<td>Fujian</td>
<td>52.74</td>
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<td>Taiwan</td>
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</tr>
<tr>
<td>Ningxia</td>
<td>47.12</td>
</tr>
<tr>
<td>Guizhou</td>
<td>46.73</td>
</tr>
<tr>
<td>Yunnan</td>
<td>46.27</td>
</tr>
</tbody>
</table>

**Source:** EF EPI, 2017

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**EPI by province**
Status Quo

Source: StudentMarketing, 2018

Note: The price comparison has intentionally been established on a like for like basis (lesson price to lesson price), with the obvious caveat that learning English in a native environment involves additional expenses (travel, accommodation, etc.), while simultaneously providing higher value (immersion and quicker pace of learning, for instance).

Taking into consideration the estimated package price of a 4-week General course in Australia (20 lessons, accommodation, return flight ticket and living expenses) at AU$4,612, a student would receive 80 English language lessons. When comparing this package price to China’s domestic market, a student would be able to afford approximately 139 English lessons with a native English speaker for the same price.
Status Quo

Online Language Learners in China

Source: iResearch Consultancy, 2015
Motivation to Learn a Language Online

- **24%** Job requirement
- **16%** Certificate
- **10%** Watching movies/TV series
- **22%** Personal interest
- **15%** Exam preparation
- **9%** Study abroad
- **4%** Immigration

*Source: iResearch Consultancy, 2015*
Do you think English is going to help you in your career development?

- **80%** Yes
- **7%** No
- **13%** No idea

**Total respondents:** n=1,475

**Motivation to learn English**

- **I want a new/better job in China:** 22%
- **I need English for my current job:** 18%
- **I want a promotion/higher salary in the company I work in China:** 17%
- **I want to learn English for personal reasons:** 15%
- **I want to become a more independent traveller:** 10%
- **I want to study at a university abroad:** 5%
- **I want to apply for a job/internship abroad:** 4%
- **I am not interested in improving my English:** 3%
- **I want to immigrate to an English speaking country:** 3%
- **I want to improve my working holiday experience overseas:** 2%
- **I don’t need to improve my English, I already speak English well:** 1%

**Total respondents:** n=1,271

**Source:** StudentMarketing, 2018
Key Findings

MARKET SIZE
• Relatively low demand level
• Unlikely to start promoting standalone ELICOS

CUSTOMERS
• Young professionals (25-35 (70%), stable job
• Young people travelling during the Chinese Spring Festival
• College and university students travelling during the summer/winter vacation

DESTINATION PREFERENCES
• USA and the UK
• Australia – not the first choice

PROGRAM PREFERENCES
• English with cultural and travel experiences
Key Findings

MARKET SIZE
• Niche Market
• Difficult to justify the investment

DESTINATION PREFERENCES
• Australia perceived as a safe destination with attractive locations, not perceived as a quality study destination

PROGRAM PREFERENCES
• 1-4 weeks English + fun/lifestyle/relax
• 2-3 weeks for employees – English + wine tasting/coffee tasting/some skills (around Chinese Spring Festival)
• Programs featuring cultural exchange with the local community
• Specialist courses that end with a certificate;
• Exam-related studies
• Teacher programs

Source: StudentMarketing, 2018
Motivation for parents to send their child to learn English abroad

- I want them to be able to apply for their future/dream job: 22%
- I want them to earn a higher salary/get a better position in a Chinese company than people who don’t speak English: 12%
- I want them to apply for a job/internship abroad: 7%
- I want them to experience another culture while living abroad: 11%
- I want them to talk freely when travelling the world: 6%
- I want them to have higher education abroad: 20%
- I want them to immigrate to an English speaking country: 7%
- I want them to be able to understand movies, make and communicate with international friends, etc.: 9%
- They don’t need to improve their English, they already speak English well: 3%
- I am not interested in sending my child abroad to study English: 6%

n=623; percentages do not add up to 100% due to rounding

Source: StudentMarketing, 2018
Key Findings

Preferred methods of learning English

STUDENTS

- Learning English with a Chinese teacher in China: 5%
- Learning English with a native English-speaking teacher in China: 25%
- Learning English via a company-organised program: 13%
- Learning English online: 15%
- Learning English abroad: 27%
- Other: 3%

n=1,196

PARENTS

- Learning English with a Chinese teacher in China: 14%
- Learning English with a native English-speaking teacher in China: 21%
- Learning English via a company-organised program: 40%
- Learning English online: 9%
- Learning English abroad: 1%
- Other: 1%

n=623

Source: StudentMarketing, 2018
Key Findings

Percentage of students preferring a particular destination by selected factors

<table>
<thead>
<tr>
<th>Factor</th>
<th>Australia</th>
<th>Canada</th>
<th>China</th>
<th>UK</th>
<th>USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accent type</td>
<td>22%</td>
<td>9%</td>
<td>5%</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>Better future career opportunities</td>
<td>22%</td>
<td>20%</td>
<td>11%</td>
<td>12%</td>
<td>34%</td>
</tr>
<tr>
<td>China-friendly</td>
<td>20%</td>
<td>27%</td>
<td>28%</td>
<td>18%</td>
<td>6%</td>
</tr>
<tr>
<td>Cost of studying and living in the country</td>
<td>29%</td>
<td>19%</td>
<td>25%</td>
<td>17%</td>
<td>10%</td>
</tr>
<tr>
<td>Culture and image of the country</td>
<td>18%</td>
<td>17%</td>
<td>24%</td>
<td>19%</td>
<td>24%</td>
</tr>
<tr>
<td>Distance</td>
<td>33%</td>
<td>15%</td>
<td>18%</td>
<td>19%</td>
<td>16%</td>
</tr>
<tr>
<td>Easy access to visa</td>
<td>27%</td>
<td>21%</td>
<td>18%</td>
<td>19%</td>
<td>16%</td>
</tr>
<tr>
<td>Existing Chinese community in the country</td>
<td>22%</td>
<td>21%</td>
<td>13%</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>Quality of the environment</td>
<td>35%</td>
<td>24%</td>
<td>15%</td>
<td>32%</td>
<td>10%</td>
</tr>
<tr>
<td>Quality of education</td>
<td>16%</td>
<td>14%</td>
<td>26%</td>
<td>34%</td>
<td>8%</td>
</tr>
<tr>
<td>Immigration opportunities</td>
<td>28%</td>
<td>24%</td>
<td>10%</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Safety</td>
<td>29%</td>
<td>20%</td>
<td>23%</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td>Travel opportunities/experiences</td>
<td>31%</td>
<td>14%</td>
<td>24%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>Work opportunities while studying English</td>
<td>25%</td>
<td>15%</td>
<td>14%</td>
<td>17%</td>
<td>30%</td>
</tr>
</tbody>
</table>

n=1,271; percentages do not add up to 100% due to rounding

Source: StudentMarketing, 2018
Key Findings

Preferred course components

**STUDENTS**

- Cultural activities with locals: 55%
- Extra afternoon activities (e.g., shopping, sightseeing, museum visits): 50%
- Extra weekend activities (e.g., excursions, tours): 42%
- Cultural activities with other international students: 37%
- Immersion into living in Australia (e.g., get to know Australia’s legal system): 30%
- Elective classes with locals (e.g., knowledge exchange with Australian businesses): 28%
- Interactive workshops (e.g., public speaking, communication): 26%
- Working opportunities (e.g., internships): 13%

**PARENTS**

- Cultural activities with locals: 42%
- Extra afternoon activities (e.g., shopping, sightseeing, museum visits): 42%
- Interactive workshops (e.g., public speaking, communication): 38%
- Immersion into living in Australia (e.g., get to know Australia’s legal system): 37%
- Extra weekend activities (e.g., excursions, tours): 35%
- Cultural activities with other international students: 34%
- Working opportunities (e.g., internships): 27%
- Elective classes with locals (e.g., knowledge exchange with Australian businesses): 22%

n=1,271; multiple options were possible

n=623; multiple options were possible

Source: StudentMarketing, 2018
Amount of money prospective students were willing to pay for the language course in Australia

Source: StudentMarketing, 2018
Key Findings

Geographical Distribution of Chinese Agents
Market Insights

CANADA
• Policies at national, sectoral and individual levels
• Visa policy is not particularly standalone ELICOS-focused
• Opening seven new visa application centres in China
• Joint marketing and branding
• Mobile app in the Chinese language to further promote Canadian programs

UK
• Targets China on all three levels
• Investing in marketing
• English UK regularly holds fairs in China
• The British Council operates in China as the cultural and education section of the British Embassy and consulates
• ‘English is GREAT’ campaign, promoting proficiency in English for more people in China

Source: StudentMarketing, 2018
Market Insights

USA
• Preference is actually for higher education and high school programs
• Does not have a dedicated nation-wide English language training strategy

NEW ZEALAND
• English New Zealand is currently not targeting China for any of its joint marketing events

AUSTRALIA
• Marketing activities
• Catered by Austrade, or alternatively by individual Australian colleges
• Limited activity oriented around standalone ELICOS courses

Source: StudentMarketing, 2018
Market Insights

Australian government – visa regulation
Australian colleges – product adjustments

Agents
• marketing reach
• training & support
• proper market introductions

Statistics
• for more awareness about benefits
• demystification

Alumni – testimonials and community
Marketing collateral in Mandarin
Digital hub in China

Influencers – Hosted program
Media – Press tour & partnerships
Awareness events
Political endorsement

Source: StudentMarketing, 2018
Which of the following would be most effective for developing growth in standalone ELICOS from China?

### Demand Stimulators

<table>
<thead>
<tr>
<th></th>
<th>VERY IMPORTANT</th>
<th>IMPORTANT</th>
<th>NOT VERY IMPORTANT</th>
<th>NOT AT ALL IMPORTANT</th>
<th>I DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Australia promotional campaign</td>
<td>27%</td>
<td>50%</td>
<td>23%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Government relations efforts</td>
<td>59%</td>
<td>36%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Government funded advertising</td>
<td>32%</td>
<td>55%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Creation of a pilot program with selected agents</td>
<td>36%</td>
<td>50%</td>
<td>5%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Agent familiarisation tours</td>
<td>32%</td>
<td>41%</td>
<td>18%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Scholarship programs</td>
<td>5%</td>
<td>32%</td>
<td>45%</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Agreements with Chinese employers</td>
<td>32%</td>
<td>36%</td>
<td>23%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Student marketing campaigns</td>
<td>27%</td>
<td>41%</td>
<td>27%</td>
<td>5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

n=36 English Australia members; percentages do not add up to 100% due to rounding

**Source:** English Australia, 2018
Main barriers to increasing the number of standalone ELICOS students from China

- Not enough time/money spent on marketing: 9% very important, 52% important, 17% not very important, 9% not at all important, 13% I don't know.
- Agents not promoting standalone ELICOS: 43% very important, 48% important, 0% not very important, 4% not at all important, 4% I don't know.
- Chinese students don't value standalone ELICOS: 57% very important, 17% important, 13% not very important, 9% not at all important, 4% I don't know.
- Visa are too hard for Chinese students: 30% very important, 30% important, 22% not very important, 4% not at all important, 13% I don't know.
- Australia is too expensive: 5% very important, 32% important, 41% not very important, 23% not at all important, 0% I don't know.
- Competition from USA, Canada, or England: 17% very important, 39% important, 26% not very important, 13% not at all important, 4% I don't know.
- Competition from colleges in China: 30% very important, 22% important, 30% not very important, 4% not at all important, 13% I don't know.

n=36 English Australia members; percentages do not add up to 100% due to rounding

Source: English Australia, 2018
Barriers to Entry

- Public opinion & habits
- Low demand levels
- Misinterpretations
- Job market
- Agents
- Visa
- Reputation
- Competition
- Product
- Government support

Source: StudentMarketing, 2018
Market Insights

E

Standalone ELICOS

Teacher Training

Opportunities

Transnational Education (TNE)

Online learning

Source: StudentMarketing, 2018
Effective ways of establishing delivery of English language courses in China according to English Australia member colleges

- We would set up operations by ourselves: 9%
- We would set up operations in a collaborative partnership with other Australian institutions: 17%
- We would set up in partnership with an institution in China: 74%
- We would set up via Chinese government programs: 35%
- We would set up via Australian government programs: 39%
- Not relevant - my institution has no interest in establishing delivery in China: 22%

n=36 English Australia members; percentages do not add up to 100% due to rounding

Source: English Australia, 2018
Options for consideration

1. Effort to stimulate the demand
2. Strategy plan or blueprint
3. Partnerships
4. Agents as an integral part of demand stimulation
5. Product specific to the needs and preferences of Chinese customers
6. Teacher training and online learning
7. English teaching provision to the Chinese market
8. In-country high-street English teaching
9. Marketing techniques in China
10. Awareness campaign about the benefits of ELICOS
11. Market influencers, opinion makers, and journalists

Source: StudentMarketing, 2018