

Summary Business Case

**Requests for funding from the Economic and Productivity Growth
Drawdown Provision (EPGDP)**



Summary Business Case for Education international programme

Department for Education

Reference EDU 03

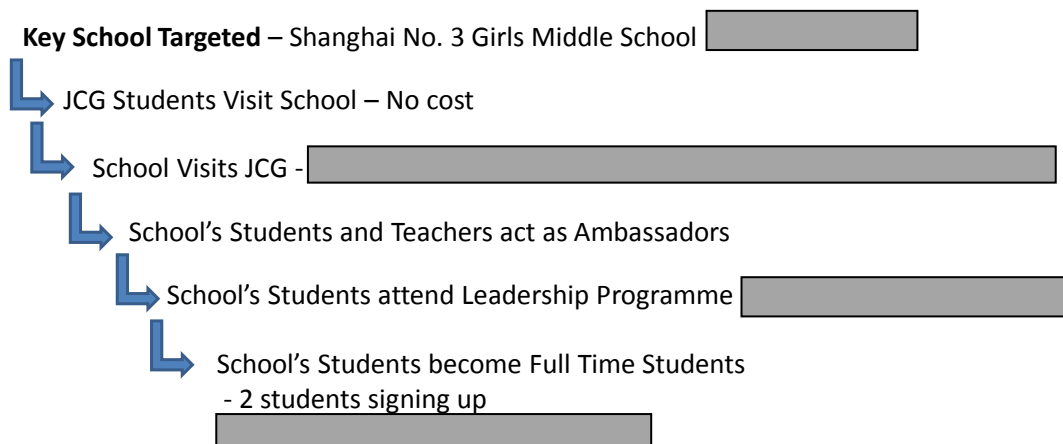
Christine Walwyn

13TH JUNE 2018

1. Description of Request

The Department for Education is seeking £100,000 to expand its international links in a manner to target the limited level of international mindset within our students and in parallel generate a sizable income to benefit general education provision with a focus on students with limited means. The investment will be in the JCG Internationalism programme, run through the JCG Foundation. This will be a pilot programme which can be replicated across the other schools, utilising the links made, when established.

The JCG Foundation itself is seeking to replicate and expand existing successes focused on recruiting full time international students primarily via targeted school relationships and high profile summer programmes. The below figure shows how an initial investment in a visit to a school in China, has been leveraged to generate beneficial student interactions and a sequence of income generation.



The money obtained from the EPGDP would be invested in a marketing programme for the first two years in order to replicate the proven route to market to achieve a target of 10 students per year to a maximum capacity of 40 students over year groups 10-13. These numbers are chosen to fill the current capacity availability within JCG, which is repeatedly formed when students leave JCG at the end of Year 9 to go to Hautlieu. The incoming students will provide a richer international experience for current pupils, and an large income stream.

EPGDP investment is needed to accelerate the programme. It is envisaged that the investment could be repaid in 2020, if that was a necessary condition of funding. However, this could need a fixed commitment and would need to be contingent upon achieving the levels of success envisaged.

This investment links into the wider longer term objectives from the Skills Strategy of increasing the opportunities within Higher Educations both to study off island but to also increase the internationalisation of the on island experience. This would be through the links which will be made through school connections, student relationships and parental visits and

interactions. In addition, it will support the work of external relations where education is one of the target areas for country interactions.

The EPGDP fund will allow a three pronged marketing strategy with a focus on:

- Targeted international school relationships
 - Recruitment agent network building
 - Establishment of a high profile global summer programme, LEAP
- A detailed description of the LEAP programme is given in Appendix E*

The internationalism programme is fully sustainable, and once established, will provide an ongoing revenue stream into the Island to invest in facilities and scholarships within JCG. This will enable both the physical expansion of the total capacity at JCG and the scholarship provision, particularly at key stage 5, where free provision is limited on the Island. Given the drive to increase standards, this will produce an additional pressure on A level provision, which this would help resolve.

In summary this investment will provide:

- Money into Jersey economy and into tourism from wealthy overseas individuals
- International experience for our students
- Investment into facilities, in particular STEM at the college
- Income to the college to invest in providing additional scholarship for Jersey low income families to access an enhanced education.
- Heighten importance of positive international relations
- Enhanced opportunities for all students to target global universities
- Deliver education events and resources open to all young people in the island.

A detailed description of the original market analysis which formed the basis for this programme is given in Appendixes A, B and C. A more detailed summary of present market strategy is given in Appendix H

2. Existing budgets

JCG foundation is already invested in this programme through the recruitment of a project manager. However, the foundation does not have any other resources. It tends to raise sponsorship for specific initiatives.

There is no capacity to invest in this from the education budget, which is already overstretched with political issues over some of the savings programme and alternatives being sort. In addition, there is a Memorandum of Understanding which confirms that the international project will not affect the funds available for education.

Education's budget is dedicated to ensuring immediate educational impacts for Islanders. Whilst this scheme presents a real opportunity to improve educational performance in the longer term, but it would not be considered appropriate to divert funding from existing education priorities to enable this programme. Accordingly, it rightly reflects the Department's lowest priority work and is rightly the kind of project that EPGDP was intended to fund.

3. Previous savings

There are no previous savings that relate to this scheme. Changes have been made to the JCG grant, but this funding would not otherwise have been used to support an international programme.

4. Options that have been considered

Option	Pros	Cons	Present Situation
Use existing JCG Foundation funds	Can be implemented quickly	Funds are raised through sponsorship are for specific projects. The Foundation does not have unassigned funding available. To secure sufficient funds through fund raising would require a significant period of time	Not a viable option at this time
Use funds generated by already initiated programme	Can be implemented quickly	Initial programmes, will not generate sufficient funds in the short term	As far as possible, funds are already being used in this way, but will be insufficient for fully effective marketing and brand development strategy
Use JCG funding	Can be implemented quickly	No funds exist for this purpose and agreement has been signed with States of Jersey to not allow JCG to take on any financial risk.	Not an option

Seek external funding for programmes	Borrowing funds from external sources would allow for quick implementation.	<p>The Department for Education and JCG are prohibited from borrowing. The JCG Foundation is not precluded from borrowing but has no assets that could act as security so is highly unlikely to secure debt finance from external lenders.</p> <p>To date JCG has proven effective at securing sponsorship for the LEAP programme. However, it has taken several years to develop the current of funding for LEAP.</p> <p>Sponsorship has been successful to date in large part because funding was used to enable students from low income backgrounds to attend the programme. The proposed initiatives are targeting wealthier students, which is likely to be less appealing to external sponsors.</p>	This method has been used for the LEAP 2018 programme, with £42,000 in funding already secured.
Seek lower level of funding	Lower cost for EPGDP	<p>The planned marketing programme is considered to be proportionate, and it must be adequately resource in order to ensure it is commensurate with high quality brand positioning.</p> <p>Risk that funding is insufficient to secure 40 students or that it takes longer to recruit 40 students, which would lead to lower outcomes.</p> <p>EPGDP funds will be spent gradually over the course of</p>	Likely to result in lower net outcome.

		<p>12 months so if a lower level of marketing spend proves to be required to achieve the target 40 full time students. (i.e. the 40 students are recruited before the marketing programme is complete) then further marketing efforts can be curtailed and EPGDP funding returned.</p> <p>Little net benefit as EPGDP funding will be repaid.</p>	
Do nothing	<p>No funding required</p> <p>No financial risk to JCG Foundation</p>	<p>Overtime sufficient revenues may be generated to support additional recruitment efforts. However, there would be a serious risk that an incremental approach would struggle to reach the critical mass required to ensure a high quality product. This could affect repeat business and retention rates. It could also harm and, potentially, prevent the development of a high quality brand, which would affect the programme's value proposition.</p> <p>Accordingly there would be a serious risk that a high lucrative potential source of revenue would be foregone or not fully captured.</p>	Serious risk of failure.

5. Need for government intervention

The JCG Foundation has explored raising debt finance to support this pilot and has been advised that it would be unlikely to secure funding as it only has a limited track record and lacks collateral.

A report by the UK Department for Business, Innovation and Skills¹ (BIS) found that nationally a structural market failure exists in the provision of debt finance to SMEs due to asymmetric information between the lender and the business. It is difficult for the lender to distinguish between high and low risk entrepreneurs without incurring significant costs. To avoid the costs associated with gathering this information, lenders often require borrowers to provide evidence of a financial track record and/or collateral as security for the finance. Therefore, a market failure exists because the financial institution's decision to lend is based on collateral and track record, rather than the economic viability of the business. This means, some young businesses with viable business propositions that lack a track record or collateral are prevented from raising the finance they need.

The 2004 Graham Review of the Small Firms' Loan Guarantee concluded that despite advances in credit scoring techniques, which help to lower the cost of assessing SME proposals, lenders requirement of collateral and the need for a track record remained a feature of modern debt markets as a result of information asymmetries. This particularly affects young start-up businesses.

The JCG Foundation's position would seem to reflect the experience often faced by new SMEs. The BIS report concluded that this market failure justified intervention by the UK government and, given the same conditions are being experienced in this case, there would seem to be credible case for intervention by the States of Jersey.

6. Successful outcome

Achievement of target full time international students of 40 per annum from 2022 onwards (38 as a result of EPGDP funding).

As of 2023 this will generate income as follows:

- [REDACTED] income/year for home stay which will be spent locally on housing the students within the Jersey community and families.
- [REDACTED] income/year into JCG and the JCG Foundation, this funding would be used to support:
 - investment into improved school facilities
 - 3 new science labs
 - Fund 5 JCG scholarships/year
 - Expand available places on holiday revision programmes open to all Jersey students, with a target of 20% of places being under scholarships

There is also an ambition to invest in the wider JCG longer term strategy to improve buildings and increase capacity beyond 2022, subject to the relevant approvals.

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/32263/12-539-sme-access-external-finance.pdf

Utilisation of JCG funding

Income generated by JCG and the JCG Foundation will:

Improve participation in STEM subjects at GCSE and higher levels. Research has evidenced that there is a direct correlation between improved facilities, enabling more practical and engagement of students in the subjects.

Increase of 5 scholarships to low income families per year from 2020 to improve social mobility and offer an enhanced education to students currently unable to afford to access it.

Provide 20% free places to holiday revision programmes to all Island students to improve the results across a range of subjects.

Generate funding to support a two phase expansion programme for JCG, which will increase capacity by 100 students in phase one and a further 400 students in phase two. This additional capacity would expand the number of school places for Jersey students and for additional international students.

Enhance the External Relations proposition, as evidence to date shows that many of the countries, particularly the African nations, are keen to establish educational partnerships and learn from our educational experience. This may translate into economic benefits.

Net present value of project to JCG and JCG Foundation 2018-2023

	2018	2019	2020	2021	2022	2023
INCOME - LEAP	-					
INCOME - Full time students	-					
<u>Programme Expenditure</u>						
COSTS - Homestay	-					
COSTS - Marketing						
COSTS - Food	-					
COSTS - Agent Fee	-					
COSTS - Support Staff	-					
COSTS - Project Manager						
<u>EPGDP Expenditure</u>						
COSTS - Marketing (Visits + Materials)			-	-	-	-
COSTS - LEAP 2019			-	-	-	-
COSTS - LEAP 2020	-		-	-	-	-
Net Income						
Discount Factor (@10%)						
Present Value of Future Cash Flows						
£						
Net Present Value						

The Assumptions

- Support staff are brought in incrementally and with fixed term contracts up to a total on one person (administrative support)
- An agents fee of 10% per year is paid for each student recruited
- Food is based on £5 / student / day at school
- Homestay is based on £200 / week paid to hosts + assessment and recruitment costs
- Initial net losses in 2018 and 2019 (before accounting for EPGDP costs) can be absorbed from income generated by other JCG international projects and the two existing full time students
- The numbers used are for the LEAP and Full Time Student Programmes
 - Additional products are included in full financials in the appendix
 - Project team costs are applied to only the LEAP and Full Time Student Programmes

Expected recruitment levels:

	2018	2019	2020	2021	2022	2023
Number of Full time students / year		8	18	28	38*	38
Number of LEAP students / year		60	90	90	90	90

*Expected number of additional students will be 38 as 2 have already been secured. The programme will only aim to recruit at one time 40 students at JCG across 4 year groups, 10 per year group.

2023 is the first year in which the full year of income for all 40 students targeted by the programme. The present values of cash flows to JCG and the JCG Foundation is [REDACTED] between 2018 and . This does not include the income provided to households that host students, which would have a present value of c [REDACTED]. Initial analysis shows that homestay families are often in the JAMS demographic so there is a greater likelihood that

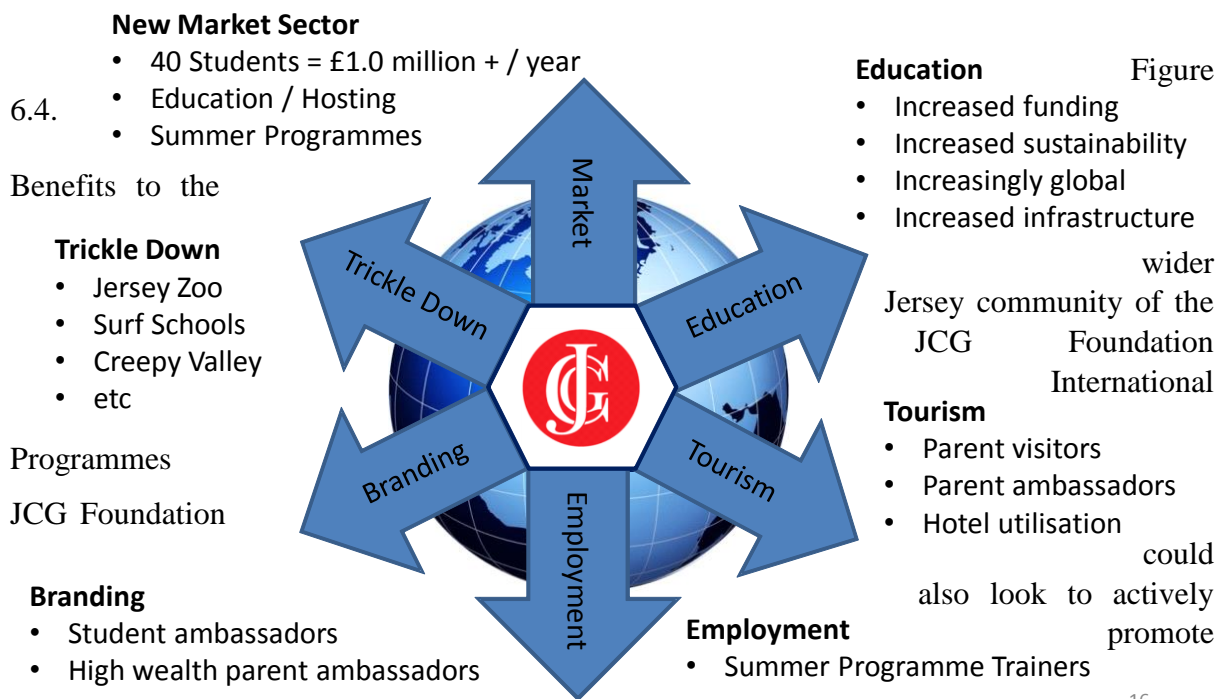
From 2023 onwards, the programme is expected to continue to sustain 40 students per year. The present value of future forecast cash flows beyond 2023 is up to [REDACTED].

A more detailed breakdown of the Financials is given in Appendix D.

Wider Benefits to Jersey

Figure 6.4 gives a breakdown of additional benefits to the wider Jersey Community of the International Programme initiative. These include:

- New Market Development
- Support of tourism and service infrastructure
- Brand development of Jersey in growth locations [China]
- Enhanced Educational Provision.
- Introducing new HNWIs to Jersey Financial Institutions
- Spending by wealthy parents when visiting children at school in Jersey
- Income for guesthouse accommodation



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and capture these advantages through...

- Drinks receptions for international parents with key companies and institutions
- Partnerships with Locate Jersey and Visit Jersey

This document focuses on the major financial benefits of the International Programmes but in parallel, and indeed the major focus of JCG is the direct benefit this programme has to its existing and future local students. These advantages could be summarized as follows:

- Increased opportunities to target global universities
 - Enhanced college counselling provision funded by the programme
 - SAT / SAT II / HSK / ACT provision
- Increased exposure to international students, culture and experiences
 - A broader awareness of the global community
 - An enhanced ability to communicate and collaborate across borders
 - An opportunity to be surrounded by highly motivated students with a global outlook
- A better subject offering
 - With increased numbers of students comes a greater opportunity to offer a broader subject offering
- An enhanced STEM programme
 - Targeted funding of STEM subjects funded by the programme
 - An increase in students targeting STEM subjects
- Greater opportunities to augment a core education with summer programmes
 - Potentially large volumes of students in summer programmes allows for a broad content offering
- Greater opportunities to develop unusual language skills

7. Financial Analysis

	2018	2019	Total
Marketing			
LEAP 2019 scholarships			
LEAP 2020 scholarships	-		
Total			

Marketing and branding of the programme:

3Q 2018 – 3Q 2019	Direct Marketing	4 x Recruitment Fairs 4 x Regions visit – China / HK , SEA, Europe, Nigeria Marketing Materials
	LEAP 2019	20 x student scholarships at 20 leading global schools
4Q 2019 – 3Q 2020	Direct Marketing	3 x Recruitment Fairs 3 x Regions visit – China / HK, SEA, Europe, Nigeria Marketing Materials
	LEAP 2020	7 x student scholarship at 10 schools

Scholarships for LEAP will be used as a marketing tool for the full time programme. The scholarships cover the costs of attending LEAP (flights, accommodation etc.). Offering free places on LEAP has proved to be an effective way to establish an initial relationship with target schools, which can otherwise be reluctant to engage when faced exclusively with a conventional sales pitch. This approach has been used in 2018 utilised to secure other paying students to LEAP and has supported the recruitment of two students for the full time programme.

Programme of marketing visits

Location	~Visit timing	No. of school meetings	No. of recruitment fairs	No. of agent meetings	Location details	Approx Cost.
China / HK	4Q 2018	8 schools	2	4 agents	Shanghai / Beijing / Chengdu / Nanjing / Shenzen / HK	15,000
SEA	4Q 2018	8 schools		4 agents	Thailand (Bangkok) /	5,000

					Malaysia (KL) / Singapore	
Europe	1Q 2019	6 schools	2	2 agents	Germany (Berlin, Munich, Frankfurt) / France (Paris)	10,000
Nigeria	1Q 2019	4 schools		4 agents	Lagos	4,000
China / HK	3Q 2019	8 schools	2	4 agents	Shanghai / Beijing / Chengdu / Nanjing / Shenzhen / HK	15,000
SEA	3Q 2019	8 schools		4 agents	Thailand (Bangkok) / Malaysia (KL) / Singapore	5,000
Europe	4Q 2019	6 schools	1	2 agents	Spain (Madrid, / Portugal (Lisbon)	6,000

This approach to marketing was utilised to secure 2 existing students for JCG's 2018 intake. In this instance the need for upfront investment was lower as JCG was able to leverage existing relationships. To expand the programme, it will be necessary to also dedicate resources to the development of links with target schools so the upfront marketing requirement is higher.

8. Staff Requirement

No additional teaching staff are required for the implementation of this proposal. The EPGDP does not fund additional employees, but delivery of the programmes requires some additional resource:

The Project Manager role is being covered by existing staff with the percentage of their time allocated being incremental with revenue and can be reversed at any time.

One support administrator is employed as numbers increase on a fixed term contract.

9. Impact of NOT progressing the policy

The following risks exist should the EPGDP funding not be applied:

- The market growth is too slow to allow long term support of marketing spend by the JCG Foundation
- Programmes initiated lack the quality, numbers and media attention to allow the development of the JCG Brand
- This new market entry cannot be realised because of lack of initial marketing spend

10. Monitoring and evaluation

Point of Evaluation	Who will evaluate	Points to be tracked	Timing
Full time student recruitment	1. Chair of Governors – JCG Foundation	Key metrics: Number of full time students enrolled	1. Quarterly
	2. Chair of Governors – JCG	Recruitment costs / student	2. Quarterly
	3. Principal of JCG	Operational metrics: Range of activity delivered including:	3. Monthly
	4. Education Dept	- visits undertake - number of schools visited per visit - number of recruitment fairs attended - number agent meetings per visit	4. Quarterly
LEAP 2018 Programme implementation	1. Chair of Governors – JCG Foundation	Number of students enrolled	1. Quarterly
	2. Chair of Governors – JCG	Number of full time students recruited as a result of LEAP	2. Quarterly
	3. Principal of JCG		3. Monthly
	4. Education Dept		4. Quarterly

11. Other dependencies

The programme requires an adequate supply of homestay providers. JCG is confident that sufficient capacity exists as the numbers involved (40 maximum) are reasonably low and other institutions such as St Brelade's College have been able to successfully develop a homestay network for larger numbers of students.

12. Identification of Key Risks

Key Risk	Description	Risk Level
Jersey / JCG community does not support influx of foreign students into JCG	Numbers of full time students is small at 40. Students will be recruited with a high level of English proficiency No reduction in local student places will result	Low
Jersey is too remote to attract students	Existing Visiting Schools Programme success proves the location can be a positive Examples exist of similarly remote schools successfully attracting students	Low
Repeat business is not secured from schools for Visiting Schools and Summer Programmes	Existing Visiting Schools Programme already has a regular biennial visit in place.	Low
Demand is lower than expected	Breakeven for the project is 4 students participating in the Full Time programme. JCG has already recruited 2 students for the Full time programme despite very limited marketing resource. It is highly likely that at least a further 4 students will be recruited following significantly increase marketing efforts.	Low

13. Overall timescales and key milestone dates – PLM

	2Q 18	3Q 18	4Q 18	1Q 19	2Q 19	3Q 19	4Q 19	1Q 20	2Q 20	3Q 20	4Q 20	1Q 21	2Q 21	3Q 21
Actions from funding														
Funding request successful														
Increased targeting of recruitment fairs														
Targeting of schools for summer programmes and visits														
Marketing of LEAP 2019 / 2020														
Key Milestones resulting from funding														
10 Full time international students														
20 Full time international students														
30 Full time international students														
LEAP 2019														
LEAP 2020														
LEAP 2021														
<div>Check point: 1</div> <div>Check point: 2</div> <div>Check point: 3</div>														

Check Point 1:

- Level of Project Manager time allocation
- Level of marketing spend and application for next period

Check Point 2:

- Continuation of marketing of full time programmes
- Level of Project Manager time allocation
- Level of marketing spend and application for next period

Check Point 3:

- Level of Project Manager time allocation
- Level of marketing spend and application for next period

14. Project Roles and Sign off (Suggested)

Philip Taylor	Chairman of the Governors, JCG Foundation	
Nick Kershaw	Chairman of the Governors, JCG	
Christine Walwyn	Chief Operations Office, Department of Education, States of Jersey	
Justin Donovan	Chief Education Officer, Department of Education, States of Jersey	
Tracy Valois	Minister for Education	

Appendixes

- A. Original Market Research
- B. Potential Investment Needs
- C. Path Forward
- D. Financial Analysis 2Q 2018
- E. Product Offering and Programme Details
- F. MOU
- G. Additional Market Data
- H. Marketing Strategy Summary
- I. Link to External Relations Strategy

Appendix A: Original Market Research

Taken from International Programme Strategy Analysis 2Q 2015

A1. Student Recruitment

A2. Programme Structure

A3. Fees

A4. Market Focus and Branding

A1. Student Recruitment



- a) *Recruitment focus*
- b) *Market segmentation*
- c) *Visa issues*

a) Recruitment focus

An understanding of where to recruit students, and how, is critical to any international programme strategy. To have a focused approach with targeted marketing and advertising will reduce initial marketing costs and allow for the programme to have the desired mix, academic and cultural focus, and quality of student in line with existing provision. In this section data is drawn from freely available market information from sources that parallel the circumstances of JCG as closely as possible.

Nationality of non-British pupils at ISC schools

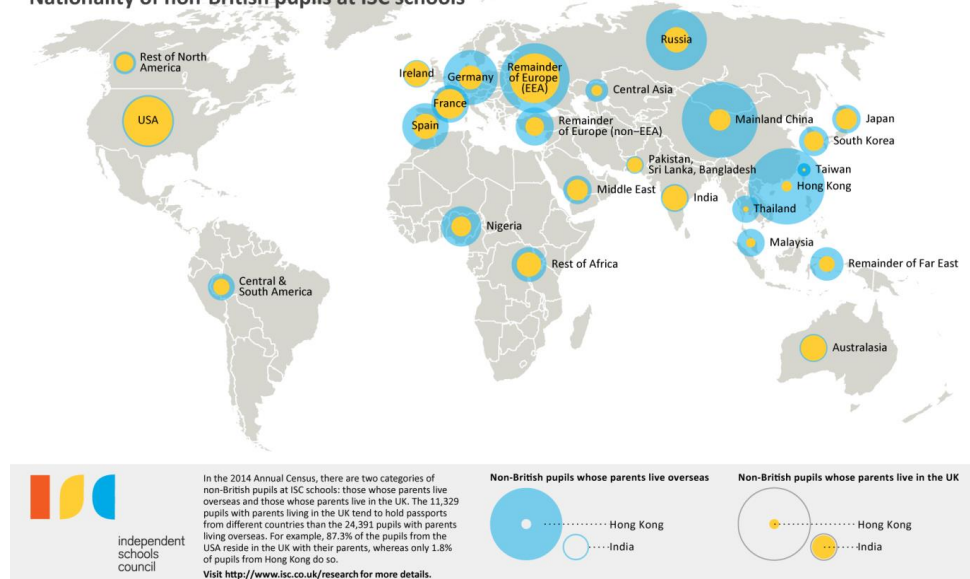


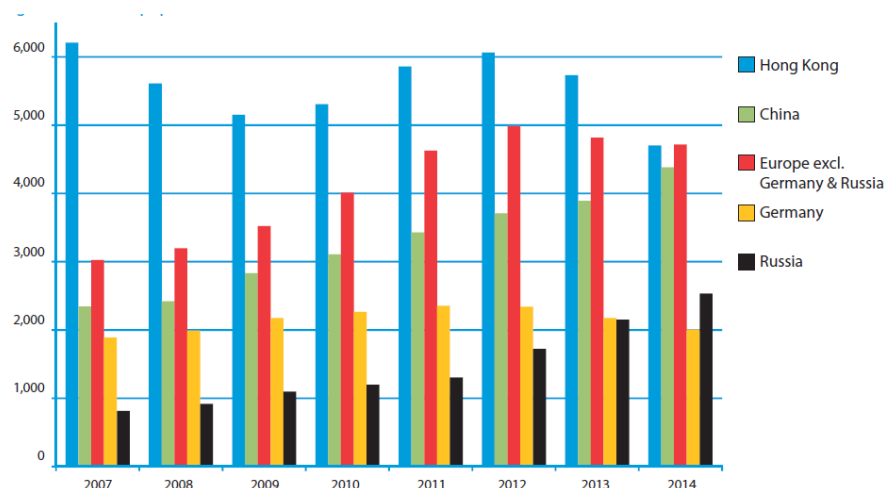
Figure A1-1. Nationality of non-British pupils at ISC² schools 2014.³

Figure A1-2. Number of students at ISC schools from selected countries, 2007-2014.

Figure A1-1 shows the nationality of the non-British students at ISC schools in 2014, with the numbers for the key countries shown in figure Ai-2. Key trends to note in this market information are...

- China, Hong Kong, Russia, Germany France and Spain are significant sources
- Numbers from China and Russia have been seen to double in the past 5 years and are expected to be the largest group of overseas students in 2015
- Numbers from Hong Kong, which have been consistently the largest, have been in decline since 2012

The growth in Chinese students at independent schools is mirrored in the number of first year Chinese students at UK universities where the numbers have doubled from 30 to 60,000 in the past 9 years. This makes China the single biggest foreign country represented at UK universities, with numbers larger than the total from EU countries. This growth in Chinese students would be expected to continue for a number of years in parallel with the predicted economic growth in China and the continuing shortage of local universities places. However, the rate of growth has been seen to decrease over the past 2 years and is most likely a reflection of...

- Recent changes in UK immigration rules which make it harder for graduates to gain employment in the UK⁴
- An increasing availability of local international programmes in China⁵
- A slowing in the economic growth of China
- A reduction in the perceived benefit of an overseas education

² ISC: Independent Schools Council

³ www.isc.co.uk/research

⁴ <http://www.bbc.co.uk/news/education-17105028>

⁵ International programmes: Sections of Chinese schools that offer A-level, AP or IB qualifications to Chinese students taught predominantly in English

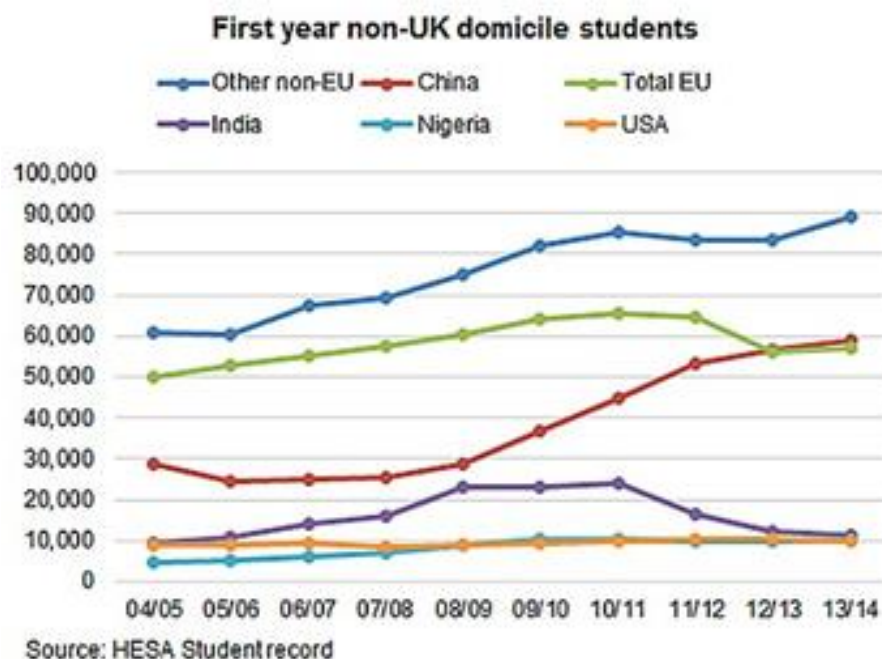


Figure A1-4. First year non-UK domicile students at university 2004 – 2014. HESA Student⁶ record.

Another factor that may have a significant effect on Chinese students looking to study abroad at high school level is the Chinese government's attitude to international programmes in Chinese state schools. The number of such international programmes increased rapidly from around 2005.

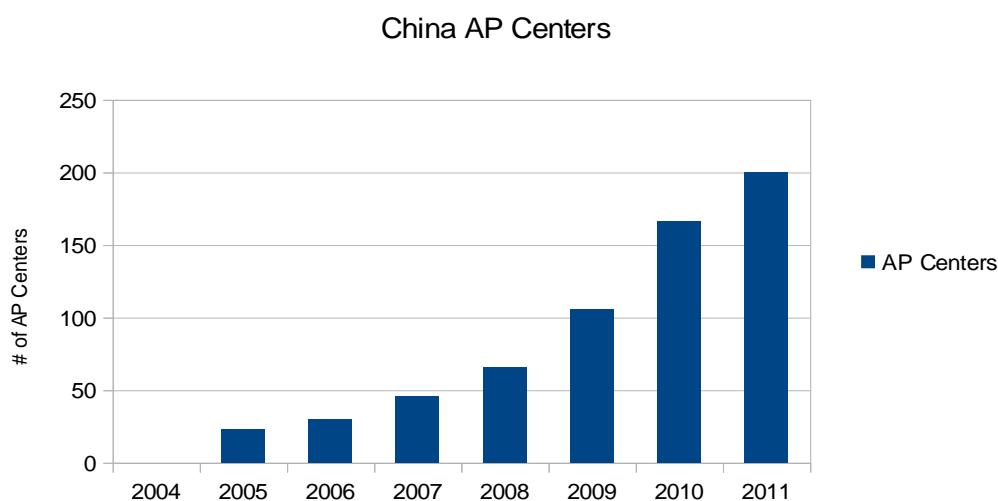


Figure A1-3. Number of AP Centres in China from 2005 – 2011⁷

As an example figure A1-3 shows the number of AP⁸ Centres in China from 2005-2011. The growth in AP Centres is mirrored in A-level Centres and now increasingly IB Centres. Most

⁶ Higher Education Statistics Agency: <https://www.hesa.ac.uk/>

⁷ Data from Dipont Education, a major provider of AP, A-level and IB Education in China: www.dipont-edu.org

⁸ AP Centres: Sections of Chinese Schools that teach the American Advanced Placement exams to fee paying students.

leading Chinese State schools now have international programmes. These include, for example...

- Renda Fu Zhong
- Beijing National Day School
- Chengdu ShiShi
- Hangzhou Foreign Language School

Appendix figure A3-1 gives a list of CIE⁹ centres in 3 key china locations. More comprehensive lists are available. However, the Chinese government has over the past 2-3 years been making noises about restricting these programmes with suggestions that state schools would be unable to operate them.^{10 11} At the present time Chinese students are unable to attend international schools in China so the international programmes offer the only international alternative in Mainland China. If these programmes were to be restricted by the Chinese government, this could give a significant upside to the Chinese student numbers. It is suspected though that the Chinese government would have a phased approach to any such changes to the legality of international programmes in Chinese state schools.

New non-British pupils whose permanent homes are in:	Senior	Mixed-age	Junior	Single-sex: Boys'	Single-sex: Girls'	Co-ed schools	Schools with boarders	Day schools	Total
Germany	665	570	6	39	74	1,128	1,232	9	1,241
Russia	778	345	101	39	101	1,084	1,194	30	1,224
Spain	311	295	298	48	154	702	898	6	904
Nigeria	286	151	23	17	99	344	440	20	460
Hong Kong	845	805	35	130	340	1,215	1,670	15	1,685
Mainland China	1,202	835	48	35	291	1,759	1,803	282	2,085

Figure A1-5. New non-British pupils whose permanent homes are overseas, 2014, selected countries.¹²

Figure A1-5 gives a useful insight into the preference of foreign students for school type. Interesting trends are...

- ~60% of Chinese students prefer senior only schools
- ~15% of Chinese students prefer single sex girls schools, compared with <2% with a preference for single sex boys schools
- Single sex girls schools are most popular with Nigerian parents where 22% of students attend

It is interesting to note that single sex schools are a rarity in China with only ~4 single sex girls' schools in the whole of China. However, there is an increasing concern about the decreasing age at which students have relationships with the opposite gender and the impact this has on

⁹ CIE: Cambridge International Examinations

¹⁰ <http://edu.qq.com/a/20150130/057529.htm>

¹¹ <http://dzb.rmzxb.com/detail.aspx?id=343354>

¹² www.isc.co.uk/research

their educational performance. This is illustrated in most schools banning open relationships between the sexes and indeed one example of a school banning close proximity of students of the opposite sex¹³. There would be expected, therefore, to be a growing preference for single sex girls' schools when students are away from their parents.

Figure A1-6 shows the total numbers for students whose parents live overseas for ISC schools. The values are given for students at single sex girls' schools and senior school totals. A clear dominance of the market by China and Hong Kong can be seen in both the senior school and single sex girls' schools. A complete data table can be found in Appendix A1-1 and A1-2.

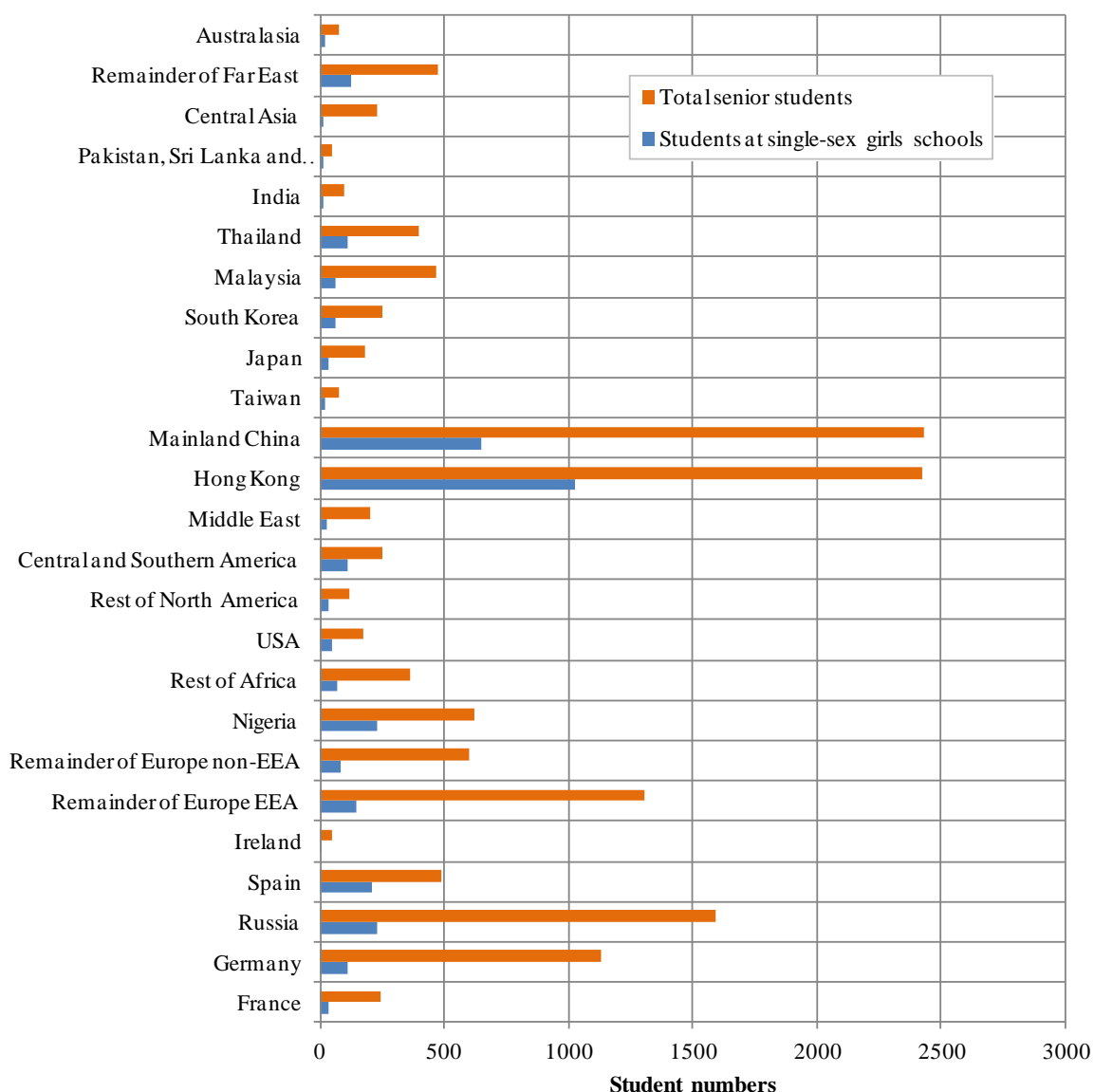


Figure A1-6. Non-British pupils whose permanent homes are overseas, 2014, all countries. Data for students at single sex girls' schools and total for senior schools.¹⁴

¹³ <http://www.bbc.co.uk/news/world-asia-china-24347175>

¹⁴ www.isc.co.uk/research

Figures A1-7 and A1-8 show similar data for the US, to that discussed for the UK. In line with the UK data, large student numbers come from the east coast of China and Hong Kong. The US also has a larger proportion of students from South Korea and India, which is not shown in the UK.

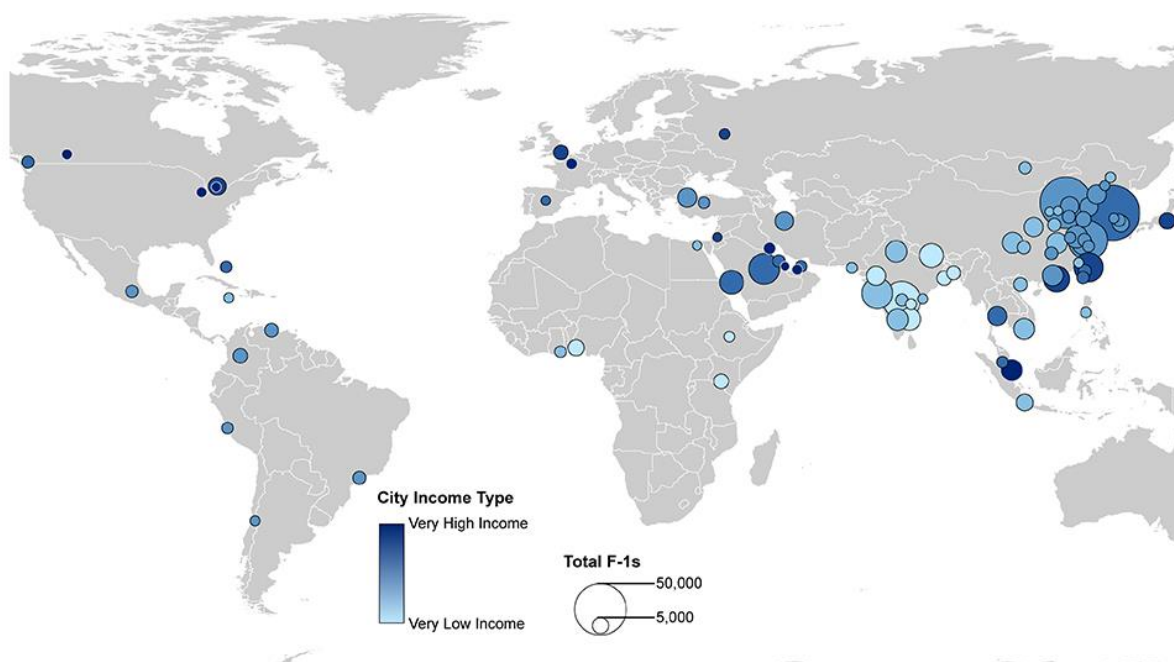


Figure A1-7. Global Hometowns of Foreign Students, 2008-2012¹⁵

HIGHEST FOREIGN STUDENT SOURCE CITY SPENDING					GLOBAL CITY INCOME TYPE
RANK	SOURCE CITY	TOTAL SPENDING	TOTAL TUITION	LIVING EXPENSES	
1	Seoul	\$2,119,192,671	\$1,337,474,314	\$781,718,357	Upper Middle Income City
2	Beijing	\$2,004,075,571	\$1,295,268,804	\$708,806,767	Middle Income City
3	Shanghai	\$1,190,042,931	\$776,728,069	\$413,314,862	Middle Income City
4	Mumbai	\$654,877,275	\$411,991,957	\$242,885,318	Low Income City
5	Hyderabad	\$645,598,871	\$373,163,268	\$272,435,603	Very Low Income City
6	Taipei	\$608,071,548	\$379,706,098	\$228,365,450	High Income City
7	Riyadh	\$517,431,742	\$331,284,455	\$186,147,287	Upper Middle Income City
8	Hong Kong	\$514,060,428	\$336,187,085	\$177,873,343	High Income City
9	Singapore	\$381,292,013	\$254,730,015	\$126,561,998	Very High Income City
10	Nanjing	\$367,029,987	\$237,297,717	\$129,732,270	Middle Income City

All figures in \$US, for Bachelor's or higher degrees in the 2008-2012 period

Figure A1-8. Top 10 Highest Foreign Student Educational Spending by Global Source City, 2008-2012

¹⁵ <http://www.brookings.edu/research/interactives/2014/geography-of-foreign-students#/M10420>

In addition to an analysis of the location of available numbers of students, a consideration must be made as to the benefits to the existing student body. The following would be factors to consider when targeting locations...

- Offering JCG students a broader perspective on the world
- Allowing them to develop links into key geographical and economic locations
- Giving the opportunity for key language skills development

An international programme should also seek to maximise the diversity of international students recruited to avoid national cliques forming and to ensure that English is the common language of communication. This is, to be honest, a difficult balance to manage if marketing costs are to be minimised. An effective approach to this will be introduced in the Marketing section.

b) Market segmentation

From the analysis of the available market information we could start to segment the market into key target locations, based simply on geographical locations with significant demand. This simple initial market segmentation is shown in figure ii-9.

Target Segment	Advantages	Potential Issues
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

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Figure A1-9. Market segmentation

This segmentation could then be taken a step further with the larger regions of China and Europe further broken down into key target areas. This is shown in figure A1-10.

Target Segment	Further Segmentation	Advantages	Disadvantages

Figure A1-10. Further market segmentation of key segments

A more comprehensive segmentation should be carried out as we start to make connections and partnerships in these regions. This could be based around the following criteria...

- Parental background (e.g. Finance, Law, etc)
- Target universities (e.g. UK and France)
- Income bracket

In addition to the above consideration, the benefits of any particular market segment should be considered against the wider needs of Jersey and its economy. With this in mind a focus on China would have an advantage as the greater economic opportunities in China as a whole would be beneficial. It is no coincidence that Jersey Finance has Chinese representatives in Hong Kong and Shanghai. These could be approached to target piggy marketing on their connections and offerings

c) Visa Issues

For any intake of international students a suitable study visa is the primary requirement for any non UK or EU student. The key requirements for these visas can be summarized as follows...

- The student / family must be able to prove they have sufficient funds available to cover all costs of the student's stay in Jersey. This can be proved in a number of ways...
 - Evidence of investments
 - Evidence of income
- The location where the student will be staying must be safe. This is the responsibility of the institution where she will be studying, JCG. This would need to be checked in line with Sates requirements

The following issues must be taken into consideration when offering any extra-curricular, travel or work related programmes...

- Students on study visa's are NOT allowed to work. This includes volunteer work, or internships
- They must leave the island immediately (give or take a week or two) after the end of the programme they are involved in
- Students will require separate visas for travel to the EU and these would generally require in-person applications in London.

Local issues will occur, in the country of visa applications, and many students will utilise agents to help with this process. The following should therefore be kept in mind for any recruitment process...

- If agents are employed for recruitment purposes, it would be advantageous if they offered visa application services to the recruited student
- Recruiting in locations with good consular services would be an advantage
- JCG should ensure that all visa documentation needs of their recruited students are understood and available

SWOT Analysis

Strengths	Weaknesses	Opportunity	Threats
<ul style="list-style-type: none"> • Large existing market • Recruitment infrastructure exists in key locations • UK is one of the leading locations for international school and university students 	<ul style="list-style-type: none"> • No existing relationships with recruiters • Small recruitment footprint will lead to lack of cultural diversity • Jersey is not the UK • Large competition from existing UK schools 	<ul style="list-style-type: none"> • Developing relationships with schools in China / Thailand etc • Jersey is not the UK • Jersey is a high wealth location • Jersey is a known financial centre 	<ul style="list-style-type: none"> • Economic downturn in key markets; China, Hong Kong and Europe • Concerns from existing JCG parents • Cost of developing international relationships

Key Risk Factors

Key Risk Factor	Limiting Approach	Risk Ranking / Timing
No existing relationships with recruiters	<ul style="list-style-type: none"> • Develop relationship remotely and during school trips to key locations • Use developing school relationships as entry points to the market • Develop the schools international branding through student activities; conferences etc 	High / Stage 2

Preliminary Proposal Summary – A1. Student Recruitment

- Focus initial recruitment on a limited number of initial locations;
 - China, Hong Kong, Europe and SEA
- Focus on key economic centres within these regions
 - Shanghai, Beijing etc
- Maximise diversity as far as possible with this limited initial targeting of regions
- Work closely with the Jersey immigration department

A2. Programme Structure



- a) *Subject offering*
- b) *Qualification offering*
- c) *Length of programme*
- d) *Integration*
- e) *Differentiation*
- f) *Summer school programmes*

a) Subject offering

Every country has its own traditions and fashions for subjects to be studied. In addition views on which subjects offer the best route to university admission and well paid careers. In many regions the university admissions and well paid career criteria are exclusively considered.

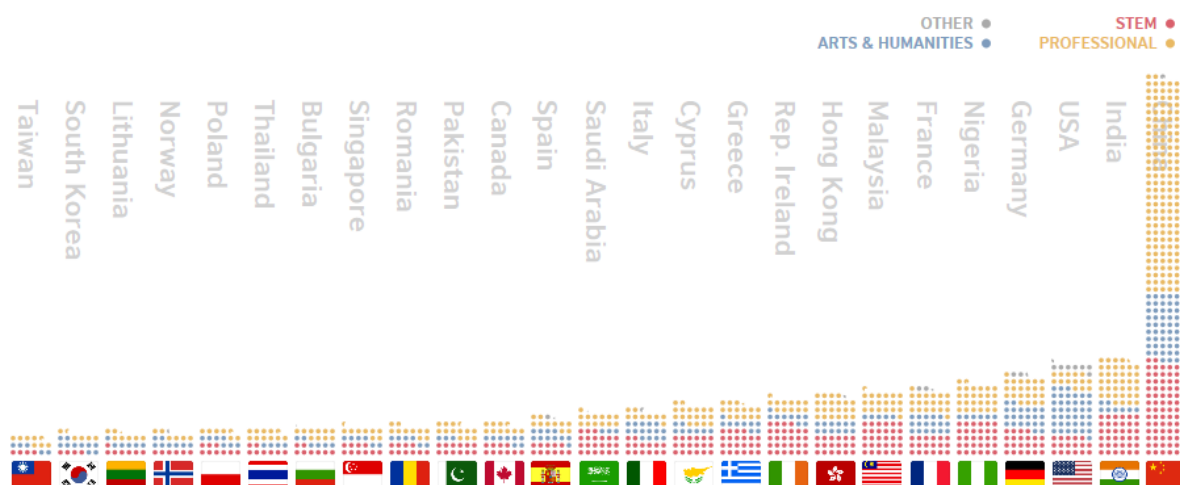


Table A2-1. Foreign student subject majors at UK universities, 2012.¹⁶

¹⁶ <http://mobility.britishcouncil.kiln.it/>

Subject of study	No of international students
Business & administrative studies	130,505
Engineering & technology	51,775
Social studies	38,790
Creative arts & design	25,250
Languages	23,270
Subjects allied to medicine	23,035
Computer science	21,300
Law	20,810
Biological sciences	19,570
Physical sciences	13,025
Education	11,725
Architecture, building & planning	11,415
Medicine & dentistry	10,605
Mass communications & documentation	10,400
Historical & philosophical studies	9,250
Mathematical sciences	8,160
Combined	2,890
Agriculture & related subjects	2,415
Veterinary sciences	1,025
Total	435,235

Figure A2-2. International students' university subject choices 2011-12.¹⁷

Therefore, an insight into which subjects need to be offered in any international programme can be obtained by analysing the subject choices for international students entering UK universities. Figures Aii-1 shows a breakdown by country of origin and subject category and Figure A2-2 shows totals by subject. Both figures show a significant preference for professional / business / administration studies, with ~30% of students choosing this route. In addition ~34% choose a STEM related route. Therefore almost 2/3 of students choose a business or STEM related course.

¹⁷ <https://www.hesa.ac.uk/>

DEGREE TYPE		MAJOR FIELD OF STUDY	STUDENTS WITH F-1 VISAS	PERCENT OF TOTAL FOREIGN STUDENTS BY DEGREE
Bachelor's	1	Business, Management, Marketing	173,372	32.4%
Bachelor's	2	Engineering	61,438	11.5%
Bachelor's	3	Liberal Arts And Sciences, General Studies	43,906	8.2%
Bachelor's	4	Social Sciences	37,422	7.0%
Bachelor's	5	Visual And Performing Arts	29,707	5.6%
Bachelor's	6	Computer And Information Sciences	22,792	4.3%
Bachelor's	7	Biological And Biomedical Sciences	21,602	4.0%
Bachelor's	8	Health Professions And Related Programs	19,794	3.7%
Bachelor's	9	Communication, Journalism	15,193	2.8%
Bachelor's	10	Psychology	11,186	2.1%
Bachelor's		All Other Fields	98,182	18.4%
TOTAL			534,594	100.0%

Figure A2-3. Top 10 Majors by Degree Type for F-1 visas, 2008-2012¹⁸

These trends are also observed in foreign students attending US universities, as seen in figure A2-3. Figure A2-1 highlights the fact that for students from China the preference for business and STEM related subjects is even greater. This is reflected in, or indeed could be a result of, the standard offering of International Programmes in China. These as a rule generally offer...

- Mathematics
- Physics
- Chemistry
- English for TOEFL or IELTS
- Economics / Business

The advantages of this form of offering are...

- A fit with the core subject offering of the Chinese GaoKao¹⁹
- Most of these subjects are English-lite
- In China and indeed most of Asia these are seen as core subjects leading to a “good” profession
- Many parents are factory / business owners and want their child to take-over the family business

However, there is in China an immerging desire from parents that their children have a broader and less intense education than they themselves had. A number of international programmes are beginning to augment this core offering with more humanities and arts subjects. However,

¹⁸ <http://www.brookings.edu/research/interactives/2014/geography-of-foreign-students#/M10420>

¹⁹ https://en.wikipedia.org/wiki/National_Higher_Education_Entrance_Examination

the bottom line is, and more so than in the UK / Jersey, that high school is a route to a top university. Indeed especially when parents are paying additional fees. There is still the mentality amongst many emerging wealthy families that if enough money is spent, their children will get into a top university.

If a JCG programme is to target international and in particular Chinese students, it must have a strong STEM and business focus as a core, with preferably a documented track record.

b) Qualification offering

In considering the qualification offering the following should be core...

- The usefulness of the qualification to gain entry to a top international universities
- The ability of students with English as a second language to achieve high grades
- The status seen in the qualification by the parents

Figure A2-3 gives a comparison of advantages and disadvantages of the three major international qualifications, A-levels, AP and IB. JCG's existing A-level provision offers significant advantages and it is not seen to be necessary to consider changing this.

However, in addition to the core qualification offering the integration of the following would be an advantage...

- SAT / SAT II²⁰
- TOEFL²¹
- IELTS²²
-

Indeed for international programmes these are seen as standard, and should be seen as a core requirement of any international programme.

Qualification	Advantages	Disadvantages
A-levels	Key entry requirement for the UK Recognised by US universities Can be used for year 1 credits in the US Increasing number of local schools in China now offer, so increasing awareness amongst Chinese parents ²³	Seen, by parents, as a disadvantage for US applications (though no evidence exists to suggest it is)
AP	Recognised by US universities Can be used for year 1 credits in the US Increasing number of local schools in China now offer, so increasing	Less easy to use for UK applications Difficult to recruit experienced teachers locally

²⁰ <https://sat.collegeboard.org/about-tests/sat-subject-tests>

²¹ TOEFL: Test of English as a Foreign Language [US examination]

²² IELTS: International English Language Testing System [UK examination]

²³ <http://www.cie.org.uk/news/news-details/view/china-sees-steep-rise-in-schools-offering-cambridge-international-qualifications/>

	awareness amongst Chinese parents ²⁴	
IB	Increasingly seen as the international school standard Some top Chinese international programmes now implementing for their top students	English language heavy Content heavy Most Chinese programmes offering IB are HIGHLY selective
Hybrid	Can target all student needs	Quality of provision often reduced as teachers lose focus when teaching more than one qualification

Figure A2-3. Advantages and disadvantages of qualification offering

In addition to the offering of the SAT, ACT, TOEFL, and IELTS components, JCG should look to be a recognised test centre for these qualifications. Figure A2-5 shows the current availability of test centres in Jersey.

Qualification	Current Status
SAT	Hautlieu School
ACT	None in Jersey. Closest is in London. ²⁵
TOEFL	None in Jersey. Closest is in London. ²⁶
IELTS	None in Jersey. Closest is in London. ²⁷
HSK	JCG

Figure A2-5. Current status of test centres in Jersey.

As can be seen opportunities exist for JCG to be a major testing centre. This would have distinct advantages for an international programme and summer school programmes. Having the ability to test prep and test take in one location is highly advantageous.

c) Length of Programme

For any boarding programme, especially with a large international student body, the age of recruitment can be critical to its success. This is primarily a balance between recruiting students with the maturity to easily move to another location and culture to study, against the language ability that the student has and the time available for them to develop this. In terms of language ability, the longer the student is immersed in an English speaking environment, the better. In Chinese international programmes it is clearly observed that the results obtained in even English-lite subjects like physics and maths is directly related to the students' ability in English.

In addition to the maturity and English ability considerations, the structure of the educational system in the country being targeted for recruitment is also important.

²⁴ <http://apcentral.collegeboard.com/apc/html/ap-in-china/ap-in-china.html>

²⁵ <http://www.actstudent.org/regist/outside/>

²⁶

http://www.ets.org/bin/getprogram.cgi?urlSource=toefl&newRegURL=&test=TOEFL&greClosed=new&greClosedCountry=China&browserType=&toeflType=&redirect=&t_country1=group_UnitedKingdom

²⁷ http://www.ielts.org/test_centre_search/search_results.aspx

For example...

- Chinese students have a 3 year high school programme starting in the equivalent of year 11 in Jersey. Education up to year 10 is compulsory as is the Chinese education system. Therefore recruiting from year 10 is difficult.
- In Thailand students are often able to enter university with only IGCSE qualifications, and so often drop out of school before starting sixth form.

Based on these considerations a 4 year programme, IGCSE / A-level, is the ideal structure as it gives sufficient time for language skills to be developed to allow access to the A-level curriculum.

d) Integration

In any international programme provision, the advantages to the existing local students are dependent on the new foreign students being as completely integrated into the existing school and culture as possible. Figure iv-4 lists areas of focus for ensuring full integration.

Area	Details	Comments
Core subjects	These should be taught as normal with foreign students joining existing provision	Students should be spread across teaching groups
SAT / TOEFL / IELTS	These should be offered as additional paid programmes for both local and foreign students	This offers the possibility for an additional revenue stream from local students
Language studies	Students should be used to mentor each other in English and foreign languages	This would not only serve as a useful teaching method but would also give opportunities for friendships to develop between groups
Extra curricula / Internationalism	JCG should try to utilise the foreign students to develop further international connections <ul style="list-style-type: none"> • Joint projects with partner schools • Service projects in foreign students home country • Cultural discussions and foreign connections in subject curriculum (IB model) 	

Figure A2-4. Consideration areas for programme integration.

e) Differentiation

A large number of international schools, private schools in the UK, state schools in the UK and international programmes, especially in China, offer a curriculum based around A-levels, IELTS / SAT and College Counselling. If JCG is to compete with these well established and often strategically located providers, then differentiation is always necessary. In terms of the curriculum provision this could take a number of forms. These are summaries in figure ii-6.

Jersey / JCG Feature	Potential Curriculum Focus	Considerations
Key financial centre	International Business, economics	Possible links with Jersey International Business School could be looked at. JCG doesn't presently have a strong focus on business.
Varied and diverse ecosystem	Environmental Science	JCG Science department would need investment to make this credible.
Proximity to France	French / English bilingual programme	Visa issues may complicate.
Coastal Location	Sailing and water sports	Having this as a core focus may be counterproductive with Asian customers. Best during summer months.
IWA- Global College ²⁸	International culture and service	

Figure A2-6. Jersey centred differentiation routes.

f) Summer School Programmes

Jersey and JCG are an ideal location for summer school programmes. Figure ii-7 gives a series of summer school programmes that could be targeted in line with the comments earlier on curriculum offering.

Summer Programme	Targets	Requirements
A-Level Prep / IELTS [With extra curricula sailing etc]	Chinese students in or entering international programmes. Offer through links with existing International Programmes.	Experienced IELTS instructors. Student coaches for A-level
SAT / SAT II / TOEFL / US Applications	Jersey students targeting the US International students targeting the US.	Experienced SAT / TOEFL instructors Experienced college counsellors
Intensive IELTS / TOEFL Training	Chinese students in or entering international programmes. Offer through links with existing International Programmes.	As above
English + Water sports programme	European students. Asian developed nations.	Experienced EFL teachers
International Business / IELTS programme	Year 12 Chinese students.	Business mentors from local community
Environmental science + either of SAT / IELTS / TOEFL	Students looking for personal statement and essay content.	STEM equipment investment

Figure A2-7. Potential summer school programmes

²⁸ IWA-Global College: International Women's Academy Global College, is a newly forming network of international schools in key geographical locations. The network will offer substantial opportunities to offer international programmes, exchanges and summer schools.

Summer programmes have a number of advantages over full international programmes...

- JCG classrooms are largely under-utilised during the vacation period
- Groups could attend with their own teachers, so reducing the complexity of our safeguarding requirements
- Teachers can be recruited on a part-time basis
- Utilise accompanying teachers as trainers.
 - Students come from China to study English
 - Accompanying teacher teaches Chinese

SWOT Analysis

Strengths	Weaknesses	Opportunity	Threats
<ul style="list-style-type: none"> • Core of JCG academic programme sufficient to target international students • A levels recognised internationally • A levels fit with UK universities, popular internationally 	<ul style="list-style-type: none"> • IELTS / TOEFL / SAT provision • College Counselling provision • US bound students harder to target • Lack of business / economics focus at JCG 	<ul style="list-style-type: none"> • Links through the IWA Global College could offer counselling provision • Environment offers good academic + approach 	<ul style="list-style-type: none"> • Locally provided A level programmes

Key Risk Factors

Key Risk Factor	Limiting Approach	Risk Ranking / Timing
Availability of IELTS / TOEFL / SAT provision	<ul style="list-style-type: none"> • Recruit part-time trainers on an hourly basis • Train existing staff to deliver 	Low / Stage 3

Preliminary Proposal Summary – A2. Programme Structure

- Continue with A-level as the core qualification offering
- Add business studies and economics as IGCSE subjects
- Offer after school, weekend and summer school course in
 - SAT, IELTS and TOEFL
 - Pre-A level / Pre-IGCSE
 - University applications
- Become a test centre for all key college prep exams and HSK
- Incorporate the international student resource into all schemes of work
- Target full differentiated programmes around Jerseys key benefits
 - International business and finance
 - STEM – Environmental Science
 - Bilingual English / French

A3. Fees



- a) *Fee level*
- b) *Differentiation strategies*

a) Fee Level

International Programme

Apart from the obvious need to cover costs and have a return on any investment in an international programme, the following should be taken into consideration for any fee structure...

- The level of the fee is an immediate indicator of quality to prospective students and parents
- The fee needs to be in line with any branding strategy
- Asian parents and students will expect clear and immediate justification for the fee level

It is not within the scope of this report to set an exact fee level. However, an analysis of available market information on competitor levels will be made as a guide to fee structuring.

Age Group	Boarding fee	Day fee (boarding schools)	Day fee (day schools)	Day fee (average)	Overall average fee
Sixth-form	£10,041	£6,140	£4,459	£4,825	£6,525
Senior	£9,502	£5,698	£4,194	£4,492	£5,345
Junior	£6,995	£4,361	£3,738	£3,799	£3,861
Overall*	£9,596	£5,425	£4,019	£4,241	£4,998
% change	4.3%	3.8%	3.4%	3.5%	3.9%

Figure A3-1. Average boarding fees per term at ISC Schools 2014.²⁹

Figure A3-1 shows average fee structures for independent schools in the UK. This should be considered in parallel with typical fee structures for international schools in key locations and international programmes, shown in figure A3-2.

Location	International School	International School Boarding	International Programme (non-boarding)
China	20-24,000	30-34,000	10-13,000
Hong Kong	18-20,000	30-32,000	N/A
Switzerland	20,000	50-60,000	N/A
Thailand	12-15,000	20-25,000	N/A

Figure A3-2. Comparison of approximate costs of quality international schools, boarding and international programmes in example countries. Prices in GBP³⁰

²⁹ www.isc.co.uk/research

³⁰ Obtained by averaging fee structures advertised on websites of schools from listed locations. Local variation exists.

In addition, to use an example from the UK, which targets Chinese students, Richard Huish College in Taunton³¹, has a fee level of 15,000 GBP³². These fees include...

- CAS [Confirmation of Acceptance of Studies] for visa applications
- Airport transfer at the beginning of the autumn term in year one
- Full board accommodation with a local home-stay provider
- Weekly English lessons and workshops
- First exam sitting [except for optional own language exams]
- Loan of equipment, books, and multimedia in our Learning Centre
- Wi-Fi access at college
- Subsidised cultural and social programme.

Simply considering these numbers as an indication of the average amount parents would be willing to pay for international boarding, [REDACTED]

Summer School Fee Level

Figure A3-3 shows some examples of summer school fees for IELTS courses at UK providers. They were simply obtained by looking at the first hits on Google with a “IELTS summer courses UK” search, and are not intended to be a comprehensive study.

Course Provider	Course	Fee GBP / week	Included
Oxford College ³³	IELTS	1400	27 hours / week Accommodation + 2 meals 2 evening trips
Sussex Downs International College ³⁴	IELTS	210	18 hours / week
Oxford House College ³⁵	IELTS	185	15 hours / week
Clare College ³⁶	IELTS	380	21 hours / week 1 excursion
St Brelade's College ³⁷	Holiday English Course	300	15 hours / week

Figure A3-3. Example fee levels for IELTS courses in the UK

For these IELTS courses the fee range is ~10-20 GBP / hour. It should be noted many of the courses are branded around Oxford and Cambridge; some with real links, others not.

³¹ <http://www.huish.ac.uk/>

³² http://www.huish.ac.uk/upload/Fees_and_Payment_Conditions_2015_16.pdf

³³ <http://www.oxfordcollegesummerschool.co.uk/ielts/prices-and-dates>

³⁴ <http://www.sussexdowns.ac.uk/wp-content/uploads/International-Fee-Sheet-2015-16.pdf>

³⁵ <http://www.oxfordhousecollege.co.uk/courses/Academic-English>

³⁶ <http://www.stclares.ac.uk/Summer-adults-fees>

³⁷ <http://www.stbreladescollege.co.uk/english-courses/calculator/results>

This is a typical marketing ploy and very popular in China. Some examples are...

- Eton House School
- Oxford International College
- The preference for CIE exams so programme centres can be described as Cambridge centres

In addition the one Jersey provider, St. Brelade's College should also be noted.

Home-stay fees

Figure Ai3-4 shows fee levels for home-stay at institutions listed previously.

Location	Fee GBP / week	Notes
Sussex Downs International College ³⁸	115-125	See links for details of provision
Clare College ³⁹	208-274	
St. Brelade's College ⁴⁰	190	

Figure A3-4. Example fee levels for home-stay in the UK



Market Size

Figure A3-5 shows some rough market size calculations based on ISC numbers of students with parents living overseas and a boarding price per year of 25000 GBP.

The market value of students from HK and Mainland China staying at single sex girls' schools is ~40 million GBP / year in 2014. The total for all single sex girls' school students is ~86 million GBP / year and for all senior school students is ~ 350 million GBP / year.

This is only for the UK market so the global market for senior school foreign students must be well in excess of 1 billion GBP / year.

³⁸ <http://www.sussexdowns.ac.uk/wp-content/uploads/International-Fee-Sheet-2015-16.pdf>

³⁹ <http://www.stclares.ac.uk/Summer-adults-fees>

⁴⁰ <http://www.stbreladecollege.co.uk/english-courses/calculator/results>

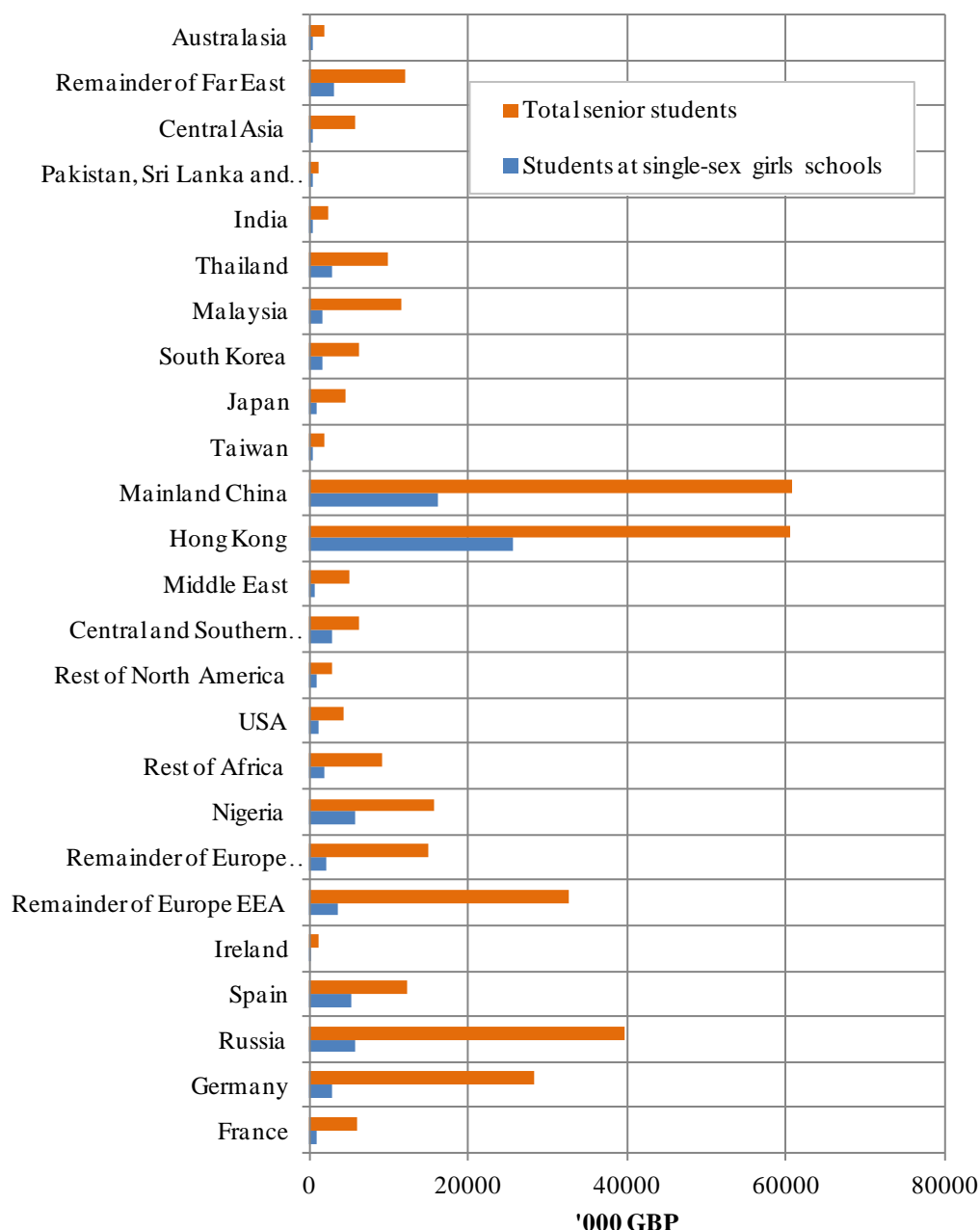


Figure A3-5. Value of foreign students at ISC schools with parents living overseas⁴¹

An interesting comment to make here is that a 1500 student boarding school with a 30,000 GBP fee level would provide a revenue stream equal to 45 million GBP, which is equal to ~80% of the current agriculture industry GVA in Jersey⁴². This obviously doesn't include parallel revenue streams from, for example, visiting families etc.

b) Differentiation Strategies



⁴¹ Based on a simple calculation of student numbers x an average boarding fee of 25,000 GBP.

⁴² <http://www.gov.je/SiteCollectionDocuments/Government%20and%20administration/R%20GVA%20and%20GDP%202013%2020141001%20SU.pdf>

[REDACTED]

[REDACTED]

[REDACTED]

SWOT Analysis

Strengths	Weaknesses	Opportunity	Threats
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Key Risk Factors

Key Risk Factor	Limiting Approach	Risk Ranking / Timing
[REDACTED]	[REDACTED]	[REDACTED]

Preliminary Proposal Summary – 3. Fees

[REDACTED]



A4. Market focus and Branding



- a) *Market needs*
- b) *Value proposition and branding*
- c) *Marketing and route to market*
- d) *Student exchange opportunities*
- e) *Competitor analysis*

a) Market Needs

The insight given on previous pages and this section are based on simply available online data and my own insight through working in International Schools and International Programmes in China. It is stressed that the continuous collection and analysis of market research should be seen as a key requirement for any future project team.

Many of the market needs have been introduced earlier. These are summarised in figure iv-1 with additional key needs included.

Need	Details	Comments
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Figure A4-1. Core needs of international students.

These needs will be standard for all students seeking to gain entry into a UK high school programme. It is important for JCG to analyse these needs, seek to cover them all as well as possible, but also to target the value proposition and branding on one or two key needs that align well with JCG, and Jersey.

Figure A4-2 shows the top 14 countries for foreign students to study in 2014.

	Destination country	Total number of students
1	US	740482
2	UK	427686
3	France	271399
4	Australia	249588
5	Germany	206986
6	Russia	173627
7	Japan	150617
8	Canada	120960
9	China	88979
10	Italy	77732
11	South Africa	70428
12	Malaysia	63625
13	South Korea	59472
14	Austria	58056

Figure A4-2. Top countries for international students in 2014.⁴³

b) Value Proposition and Branding

Any JCG value proposition must try to cover the core needs shown in figure A4-1, but must also recognise JCGs or Jerseys differentiated position. Figure A4-3 list a number of potential differentiated value propositions that JCG could target.

Value Segment	Detail
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

⁴³ <http://www.theguardian.com/higher-education-network/blog/2014/jul/17/top-20-countries-international-students>

⁴⁴ <http://www.studyinternational.com/news/beijing%E2%80%99s-international-schools-get-creative-to-combat-air->

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

Figure A4-3. JCG / Jersey potential differentiated value propositions

[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]

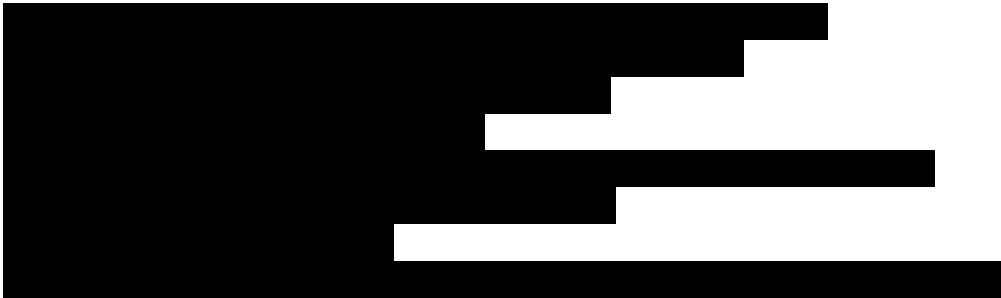
[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]

c) Marketing and Route to Market

Given the diverse nature of potential target markets, targeted marketing strategies will need to be employed. These will need to focus on...



Marketing Strategy	Potential	Risks
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]

Figure A4-4. Potential routes to market.

⁴⁵ Appendix Three gives a list of potential school partners
⁴⁶ Appendix Two gives a list of potential agents for Hong Kong and China

Figure A4-4 lists potential routes to market and their potential and risks. Any overall strategy should consider using a combination of these routes depending on the age and track record of the programme.

Figure A4-5 gives a number of strategic approaches to relationship development that could be implemented at this stage.

Target Location	Strategic Approach
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

Figure A4-5. Table of strategic approaches to relationship building and market connect.

In addition to connecting with the market, relationships should be developed with key recruitment agents in targeted market segments...

- East China [Beijing, Shanghai, Shenzhen]
- Hong Kong
- Europe
- SEA

d) Student exchange opportunities

In addition to the recruitment of paying students into a summer schools or full time international programmes, student exchanges could be increased and strengthened to offer a route to internationalising the school without any impact on overall numbers and fee structures. This could be achieved by...

- Year 14 programmes where students take a gap year associated with linked schools. These could target...
 - Service programmes
 - Teaching assistance
 - Language immersion
- Full year exchanges in an extended sixth form or KS4 programme with a year in another country mid programme

- 1-3 month exchanges in years 9, 10 or year 12. With perhaps repeat exchanges in the same location

These could be implemented with home stay provision.

e) Competitor analysis

Potential Competitor	Position	Notes
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Figure A4-6. A table of potential local competitors

It is beyond the scope of this report to do a full competitor analysis as competition for the programmes discussed will exist in a number of schools in the UK. [REDACTED]

SWOT Analysis

Strengths	Weaknesses	Opportunity	Threats
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

⁴⁷ <http://www.stbreladescollge.co.uk/english-courses>

Key Risk Factors

Key Risk Factor	Limiting Approach	Risk Ranking / Timing
[REDACTED]	[REDACTED]	[REDACTED]

Preliminary Proposal Summary – A4. Market Focus and Branding

[REDACTED]

Appendix B: Potential Investment Needs

Taken from International Programme Strategy Analysis 2Q 2015

B1. Staffing

B2. Infrastructure Needs

B1. Staffing



- a) *Staffing needs*
- b) *Staffing recruitment*

a) Staffing needs

With the implementation of any international programme additional staffing needs will be expected. These will arise from...

- the project team
- the need to have or manage marketing activities in key global locations
- the addition of boarding students
- the need to liaise with non-English speaking parents
- the need to extend language and subject provision
- the need to offer competitive and extensive college counselling services
- the need for trainers for any summer school programmes

For all staffing needs a balance must be met between the need for immediate head counts to enable the establishment of an international programme and the need to have a variable addition in line with increasing revenue. This could be achieved through...

- utilisation of part-time staff
- employment of consultants for key short-term projects
- utilisation of existing staff
- partnering with schools for missing subjects
- utilisation of university students, especially for summer programmes

Marketing Activities

The most immediate need is experienced staff with the necessary language skills to work in target countries to establish partnerships with either...

- local marketing agents
- local student recruitment agents
- local institutions
- sources of summer school and international programmes

This will generate the biggest issue for any international programme as upfront marketing personnel and spend will largely dictate the success of the programme but will always be in conflict with an organization that is used to limited if any marketing activities. Creative approaches to this issue could include...

- having the initial marketing performed by an independent consultant
- utilising cross functional personnel; counselling /marketing
- building the marketing with key target partner schools into school trips
- utilising partner schools for recruitment on a commission basis
- utilising members of JCG or their family on a part-time basis

Boarding staff

Section vii (b) gives a more detailed discussion of boarding provision. Here we need only state that boarding staff would need to be provided for any form of boarding provision beyond home-stay. Indeed even for home-stay a person in charge of the coordination of the home-stay would also be needed.

College Counselling Services

Overseas parents primary need from any high school institution is that the attendance will lead to the acceptance of their children at a recognised global universities, especially in the US, UK, Australia or HK. With China, for example, local high school programmes put a large emphasis on college application support with the provision of large college counselling departments staffed by foreign college counsellors. These counsellors are full time and work closely with students for up to 3 years on their applications. This support can include help with...

- personal statements / college essays
- US and UK application process
- SAT, TOEFL and IELTS testing
- College visits and summer school programmes

In Chinese High School Programmes the provision of college counselling is often charged separately, which gives the opportunity for this to be a source of additional revenue and for the provision to be variable in line with price paid. The idea of VIP college counselling services are common and this gives the opportunity for JCG to use the revenue from VIP services to pay for the augmented addition of college counselling to its existing students. In international programmes a ratio of 1 college counsellor to 100 students is not unusual.

In addition a short term route to college counselling provision, before student numbers warrant the addition of an additional head count, is to employ remote college counselling agents in the US and UK to deal with students applications.

This would allow variable addition of provision with the added benefit of country specific expertise available for every student. This service could be provided via Skype and out of school hours.

Parent liaison staff

A common practice in international schools is to utilise bilingual parents to assist with the communication with non-English speaking parents. This is generally a workable solution because of the range of nationalities present at the school. With JCG's limited mix of nationalities, alternatives may be necessary. These could include...

- Recruit volunteers from the wider Jersey community
- Utilization of senior students
- Utilization of bilingual partners of existing staff

General Teaching Staff

In any phased increase in numbers of students in the school, an in-parallel increase in teacher headcount would be necessary. For this there are a number of critical points.

- A maximum of ~20 students could be accommodated into each of Year 10 and 11 without an increase in teaching staff
- The number of students in the sixth form would be difficult to increase because of pressures in some subjects, for example Chemistry
- Any increase in sixth form numbers would ideally need an increase in lab classrooms
- At present the intake into year 7 is restricted to between 110-120 local students. The situation for foreign students would be expected to be different

A low risk strategy here is to utilize the available 20 places for a soft start programme and use this as a learning period with regards marketing, curriculum and boarding.

b) Staffing recruitment

For the recruitment of staff for a more international intake of students the following experience would be advantageous...

- Teaching English as a second language
- Teaching students whose first language is not English
- Teaching students who are targeting global universities, especially the US
- Teaching IELTS, TOEFL, SAT and SAT II
- Teaching students transitioning from a Chinese Zhong Kao programme⁴⁸
- Language skills from key target recruitment locations

These skills could be targeted by...

- Preferentially recruiting from international schools or Chinese international programmes
- Implementing teacher exchange programmes with international or Chinese schools
- Targeting ESL teaching for existing staff
- Utilising recent graduates or Year 14 students for teaching IELTS, TOEFL, SAT, and SAT II

⁴⁸ <http://www.chinaeducation.info/Standardised-Tests/K12-Tests/Zhong-kao-examination.html>

SWOT Analysis

Strengths	Weaknesses	Opportunity	Threats

Key Risk Factors

Key Risk Factor	Limiting Approach	Risk Ranking / Timing
Teacher recruitment for student numbers that don't materialise	<ul style="list-style-type: none"> Initial test period with maximum of 20 students Targeted just-in-time recruitment 	Medium / Stage 4

Preliminary Proposal Summary – B1. Staffing Needs

- Focus on creative collaborative approaches to initial staffing needs
 - Use remote college counselling support
- Initiate a limited programme offering initially to limit the need for staff investment
- Build staff numbers as demand is understood and visible
- Concentrate new staff hires at key limited areas
 - College counselling
 - ESL – EILTS / TOEFL
- Limit initial boarding staff requirements by targeting home-stay

B2. Infrastructure Needs



- a) *Teaching facilities*
- b) *Boarding facilities*

a) Teaching Facilities

A major consideration in any strategy must be the infrastructure needs now and as the strategy develops. This is particularly true for JCG, a school with limited expansion possibilities on its existing site and student numbers close to capacity. In addition as a states provider of education, any international student recruitment could not be allowed to impact on the present numbers of students being recruited locally in Jersey.

Available infrastructure could be expected to largely dictate the ability of a value proposition to be based around the image of a wealthy, elite educational provision. However, an interesting comment to raise here is that for many countries, for example China, the quality of the teaching facilities is a secondary concern next to the academic ability of the other students, the entry requirements and the track record of the institution. However, JCG will be in direct competition with other very well resourced UK independent schools. In addition with a campus that is close to capacity, facility investment needs to be considered in parallel to any strategy.

Pressure Point	Potential Solution
Classroom capacity	Have a staged increase in student numbers to allow market connect to develop and demand to increase to a level to justify classroom infrastructure investment. Consider an extended day to accommodate additional non-core subject offerings (SAT, TOELF etc) Have a staged investment in-line with student numbers (See later)
STEM classrooms	Initial classroom investments should be targeted at the core STEM subjects. Utilisation of HE and Fabrics classrooms could be looked at as a cheaper alternative.
College Counselling facilities	These should be the target of initial investment. This form of investment would immediately also have a positive effect on existing students.
Catering facilities	Build-in as part of staged investment

Figure B2-1. Infrastructure pressure points at JCG and potential solutions

Figure B2-1 considers potential pressure points with respect to infrastructure and potential solutions to these.

The targeting of these infrastructure needs could be initiated in 2 stages, in line with proposed international programme numbers. Figures B2-2 and B2-3, give details of the initial proposed locations and sizes of infrastructure investments. It is proposed to utilise existing space. It is stressed that these proposals are rough and do not take into consideration any existing planning

restrictions etc. They are included as a starting point for discussions and planning by a project team.



Figure B2-2. Proposed location for Phase 1 and Phase 2 capacity development.

Development Phase	Content	Approx Cost GBP	Approx Cap increase
One	4 general labs 1 general classrooms 1 networked classroom 1 College counselling suite 1 IT room for testing (All classrooms designed to be converted to labs in phase 2)	2-3 million Based on... - 100 m ² classrooms + 20% - 2000 GBP / m ²	100 students
Two	20 general classrooms Canteen (designed for 3 sittings) Staff offices	6-8 million Based on... - 80 m ² classrooms + 20% - 1250 m2 canteen - 2000 GBP / m ²	400 students

Figure B2-3. Proposed structure of phased development.

Any future project team is advised to look at international school development in locations like Hong Kong, where land costs are high and space limited. Looking at West Island School⁴⁹ and Canadian International School⁵⁰ of Hong Kong would be useful.

⁴⁹ <http://www.wis.edu.hk/>

⁵⁰ <http://www.cdnis.edu.hk/>

b) Boarding Facilities

Accommodation for any international students would need to be provided immediately. However, a staged implementation of provision would allow for limited up-front investment. Figure B2-2 illustrates potential phased implementation routes.

Accommodation Method	Potential	Risks
Home stay	<ul style="list-style-type: none"> • Very limited costs • Very marketable as parents will appreciate language development advantage 	<ul style="list-style-type: none"> • Relationship issues could require back-up options • Limited scalability • Safeguarding processes would need to be in place and secure
Hybrid home stay (multiple student home stay with JCG student guest house owners)	<ul style="list-style-type: none"> • Not a large potential but useful in the early stages 	<ul style="list-style-type: none"> • H&S issues would need to be resolved
Guest house usage	<ul style="list-style-type: none"> • Small capacity locations expected to be available • Costs to refurbish would be considerably less than a purpose built location • Sites in St Helier likely to be available 	<ul style="list-style-type: none"> • H&S issues would need to be resolved (house parents etc)
Hotel conversion	<ul style="list-style-type: none"> • Capacity expected to be available in Jersey • Costs to refurbish would be considerably less than a purpose built location • Sites in St Helier likely to be available 	<ul style="list-style-type: none"> • Large boarding volumes would need to be guaranteed for locations to consider conversions
New purpose built		<ul style="list-style-type: none"> • Likely to be difficult to secure a green or brown field site

Figure B2-2. Potential phased implementation strategies for boarding provision.

Using Home Stay as an initial route to boarding provision has a number of key advantages...

- Low initial upfront costs
- Local parents feel immediately part of the internationalisation of JCG
- Foreign students become completely immersed in local life
- Languages can be absorbed by both visitor and host

In addition it...

- Allows time for the success of the programme to be gauged before large scale boarding investment takes place
- Allows for the possibility of hybrid home stays with multiple students staying at one large location (e.g. JCG parents guest house)

Home-stay provision has been successfully used by other schools in the UK to target Chinese students.⁵¹ In addition home-stay is already used in Jersey by St. Brelade's College⁵². They advertise the following offering...

- Full board, including breakfast, a packed lunch and an evening meal. Special diets can be catered for on request (there may be a surcharge).
- Airport or harbour transfers & daily school bus.
- Located around the island.
- Home-stays are diverse and our hosts range from couples, singles, retired people, families with children and single parents.
- Adult students have a single room.
- Junior students will usually be in a shared room with another student/s of a different nationality (unless otherwise specified). Juniors aged 12 years and under must share with a sibling or friend also taking a course at St Brelade's College.

The steps following home-stay provision, when numbers warrant investment, should be focused on taking advantage of Jersey's overcapacity in hotel and guest house rooms, as green and brown field sites for development are few and planning considerations lengthy.

SWOT Analysis

Strengths	Weaknesses	Opportunity	Threats
<ul style="list-style-type: none"> • Existing examples of home-stay in Jersey • Initial numbers can be accommodated with home-stay • Jersey offers a safe environment 	<ul style="list-style-type: none"> • Larger numbers can only be accommodated with Boarding investment • Little or no onsite land available for boarding investment • Lack of existing funds to target investment • Difficult to make rapid infrastructure investments in Jersey 	<ul style="list-style-type: none"> • Redundant or underutilised hotel capacity offers smaller investment route to boarding provision • Sponsored investments 	<ul style="list-style-type: none"> • States approach to investments targeting non-Jersey students

⁵¹ <http://www.thetimes.co.uk/tto/education/article4441534.ece>

⁵² <http://www.stbreladescollege.co.uk/accommodation/homestay>

Key Risk Factors

Key Risk Factor	Limiting Approach	Risk Ranking / Timing
Suitable boarding accommodation cannot be brought online in sufficient time	<ul style="list-style-type: none"> Investigate the maximum potential of home-stay provision Investigate hybrid boarding provision in sections of existing hotels Align marketing and recruitment activity exactly to boarding provision 	High / Stage 4
Extra classroom capacity cannot be brought online	<ul style="list-style-type: none"> Marketing needs to be in line with available classroom capacity 	High / Stage 4

Preliminary Proposal Summary – B2. Infrastructure Needs

- Have a staged investment in infrastructure in line with our understanding of future demand and needs
- Make use of existing capacity and home stay to initiate the programme
- Maximise the use of capacity during the holiday periods
- Focus investment initially on
 - STEM classrooms
 - College counselling facilities
- As numbers increase look to develop...
 - Classroom and dining capacity
 - Boarding facilities using existing guest house and hotel real estate in Jersey

Appendix C: Path Forward

C. Path forward



- a) *Strategy proposal*
- b) *Project team needs*
- c) *Project team costs*
- d) *Timeline*
- e) *Summary SWOT analysis*

a) Strategy proposal

The following strategy proposal is meant as a framework for a full strategy that would result from the formal project team. The strategy is based on a staged increase in investment and capacity, around a developing market connection and programme offering. The key stages can be implemented on a flexible timeline in line with the developing market connect and availability of financing and manpower. They should not assume the success of subsequent steps or limit them.

The proposed strategy has 5 basic stages...

Stage 1: Project team, market connect and relationship development

- Form strategic partnerships with groups of schools
- Establish relationships with key recruitment agencies
- Form connections between students and teachers
- Look to become SAT, TOEFL, IETLS and HSK testing centres

Stage 2: Summer school and exchange programme initiation

- Initiate summer schools based around SAT, TOEFL, IELTS and A-level prep
- Expand existing exchange programmes with China and other locations

Stage 3: Preliminary international programme based around home stay

- Position home stay and counselling resources
- Start with a small intake programme [<20] into year 10
- Focus recruitment on strategic school partners and limited agent use
- Target globally with a focus on East China, Hong Kong, Europe and SEA
- Offer a programme focused on STEM and International Business
- Target increased revenue at college counselling provision and STEM facilities

Stage 4: Full international programme based around full collective boarding

- Target guest house and hotel conversion for boarding provision
- Expand programme to ~100 students across KS4-5
- Invest in ~8 classroom block focused on STEM

Stage 5: Large scale international Programme

- Expand school to a total intake of ~1300 students [~500 international]
- Invest in ~20 classroom block with canteen
-

It is envisaged that these steps will allow for the development of the market connect in a controlled cost way, to allow for the analysis of the market and for the international connections to be based on solid academic relationships. Detailed strategic steps are given for each stage.

Stage 1. Project Team, Market Connect and Relationship Development

[illegible]

Figure C-1. Key strategic steps for stage 1.

⁵³ A project being initiated by the International Women's Academy to form a group of global schools working collaboratively on female empowerment

SWOT Analysis

Strengths	Weaknesses	Opportunity	Threats
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Key Risk Factors

Key Risk Factor	Limiting Approach	Risk Ranking / Timing
[REDACTED]	[REDACTED]	[REDACTED]

Stage 2. Summer School and Exchange Programme Initiation

Key Strategic Steps	Notes
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

Figure C-2. Key strategic steps for stage 2.

SWOT Analysis

Strengths	Weaknesses	Opportunity	Threats
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Key Risk Factors

Key Risk Factor	Limiting Approach	Risk Ranking / Timing
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Stage 3. Preliminary international programme based around home stay

Key Strategic Steps	Notes
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

Figure C-3. Key strategic steps for stage 3.

SWOT Analysis

Strengths	Weaknesses	Opportunity	Threats
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

--	--	--	--

Key Risk Factors

Key Risk Factor	Limiting Approach	Risk Ranking / Timing

Stage 4. Full international programme based around full collective boarding

Key Strategic Steps	Notes

Figure C-4. Key strategic steps for stage 4.

SWOT Analysis

Strengths	Weaknesses	Opportunity	Threats

Key Risk Factors

Key Risk Factor	Limiting Approach	Risk Ranking / Timing

[REDACTED]	[REDACTED]	[REDACTED]
------------	------------	------------

Stage 5. Large scale international Programme

Key Strategic Steps	Notes
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

Figure C-5. Key strategic steps for stage 5.

b) Project team

The project team and project team costs would be developed in line with the 4 stage approach with staged increases in manpower and expenditure.

Stages	Position	Number	Responsibilities
All			
All			
2			

⁵⁴ PT: Part time. Either teacher with teaching load or external part-time hire.

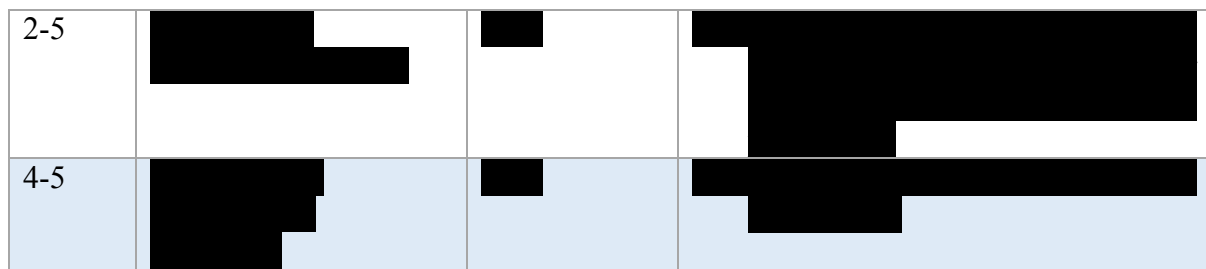


Figure C-6. Project team requirements

Figure C-6 shows proposed project team recruitments as the stages develop. The strategy proposes initially to have 1 full-time project director, with part-time members who are, teaching in parallel, recruited externally for short time support and student members.

D. Financial Scenarios



- a) *Base Case*
- b) *Reduced case 1*
- c) *Reduced case 2*
- d) *Reduced case 2*

[illegible]

a) Base Case Financials

PROJECT TEAM	
Project Leader	
Travel	
TOTAL COSTS	
Easter / Summer Programmes - Local Students	
Student Fees	
TOTAL INCOME	
Trainer	
Materials	
Marketing	
Trainer Recruitment	
Room Rental	
TOTAL COSTS	
INCOME - COSTS	
Summer Programmes - International	
Student Fees	
TOTAL INCOME	
Trainer	
Materials	
Marketing	
Trainer Recruitment	
Room Rental	
Homestay	
TOTAL COSTS	
INCOME - COSTS	
Visiting Schools	
Student Fees	
TOTAL INCOME	
Trainer	
Materials	
Activity Programmes	
Marketing	
Trainer Recruitment	
Room Rental	
Homestay	
Teacher Hotel	
TOTAL COSTS	
INCOME - COSTS	
Short Programme Students	
Student Fees	
TOTAL INCOME	
Homestay	
JCG Fees	
Marketing	
Food	
Agent Fee	
TOTAL Costs	
INCOME-COSTS	-
Full Programme Students	
Student Fees	
TOTAL INCOME	
Homestay	
Food	
JCG Fees	
Marketing	
Agent Fee	
Support Staff	
TOTAL Costs	
INCOME-COSTS	-
TOTAL INCOME	

Figure D-1. Detailed breakdown of costs by programme: Base Case

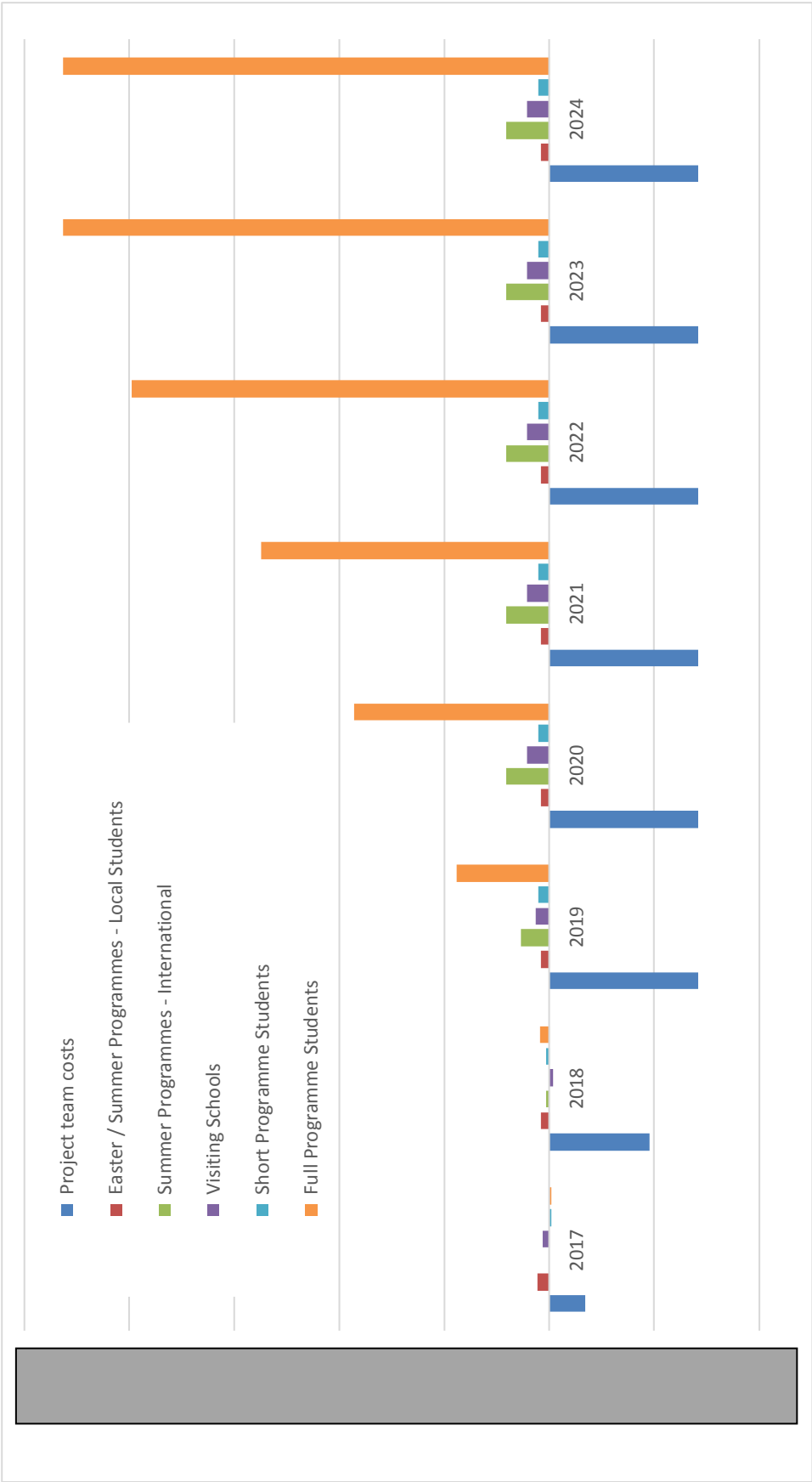


Figure D-2. Income-costs 2017 - 2024 with project team costs separate: Base Case

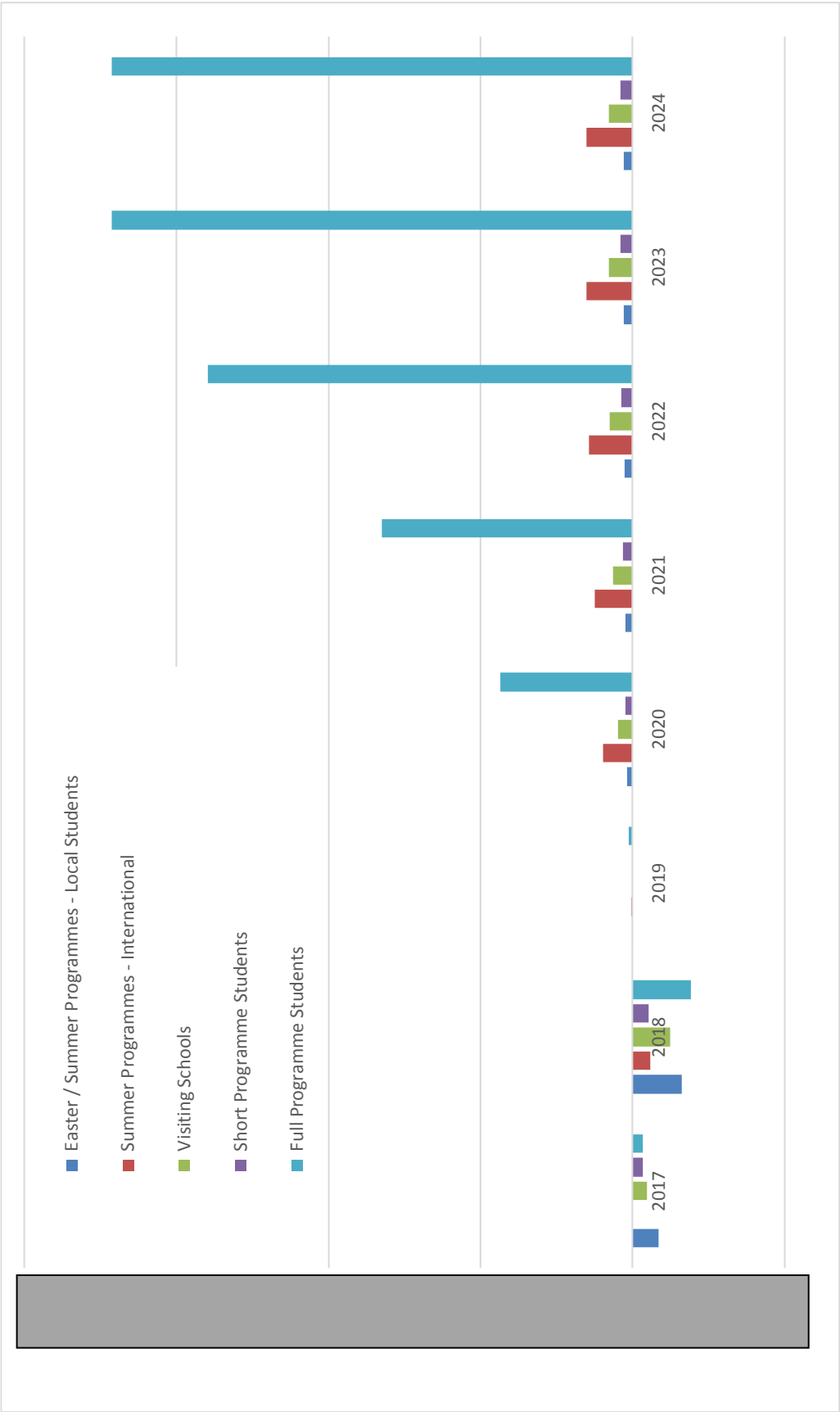


Figure D-3. Income-costs 2017 - 2024 with project team costs split between programmes:
Base Case

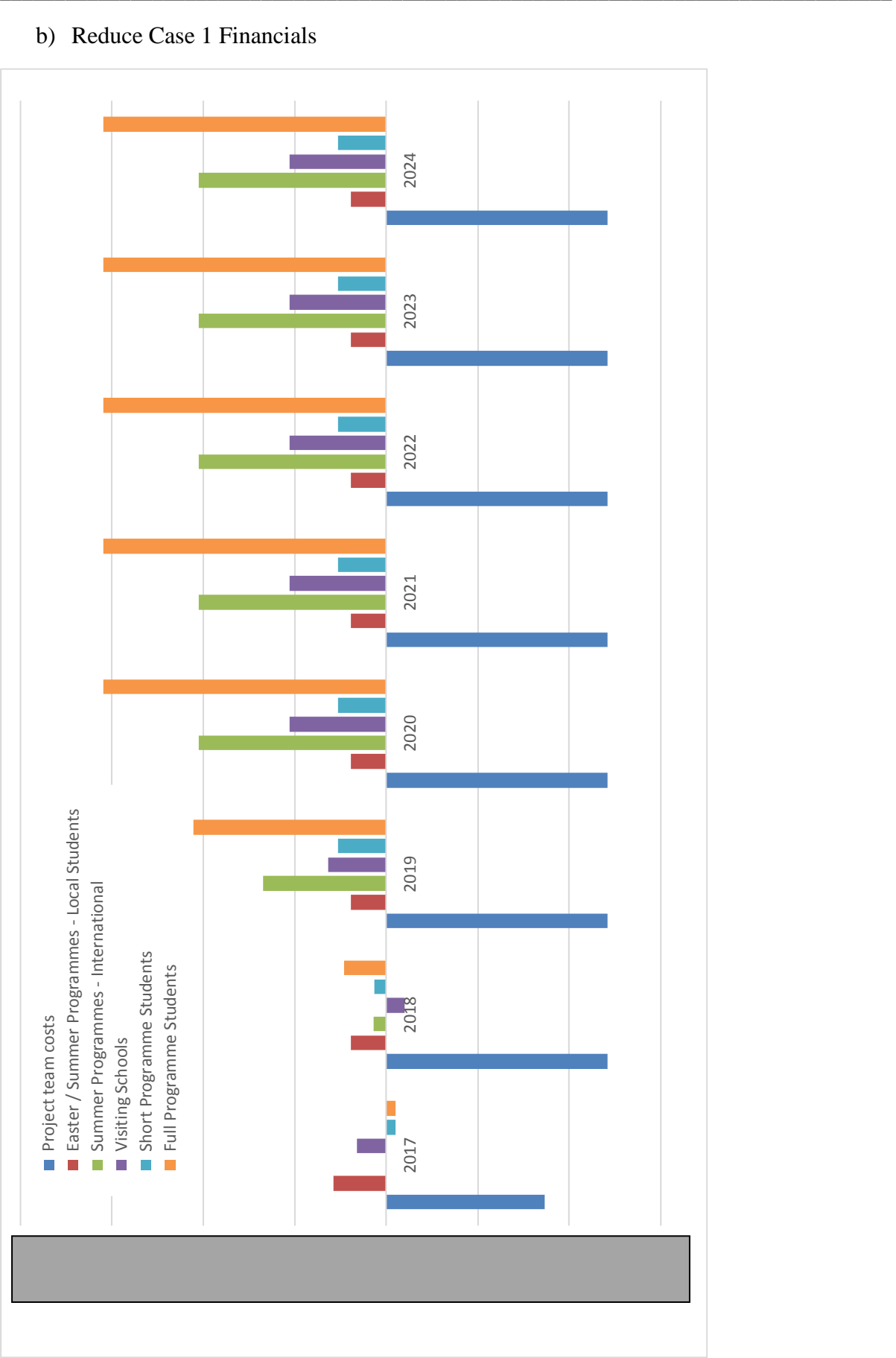


Figure D-4. Income-costs 2017 - 2024 with project team costs separate: Reduce Case 1

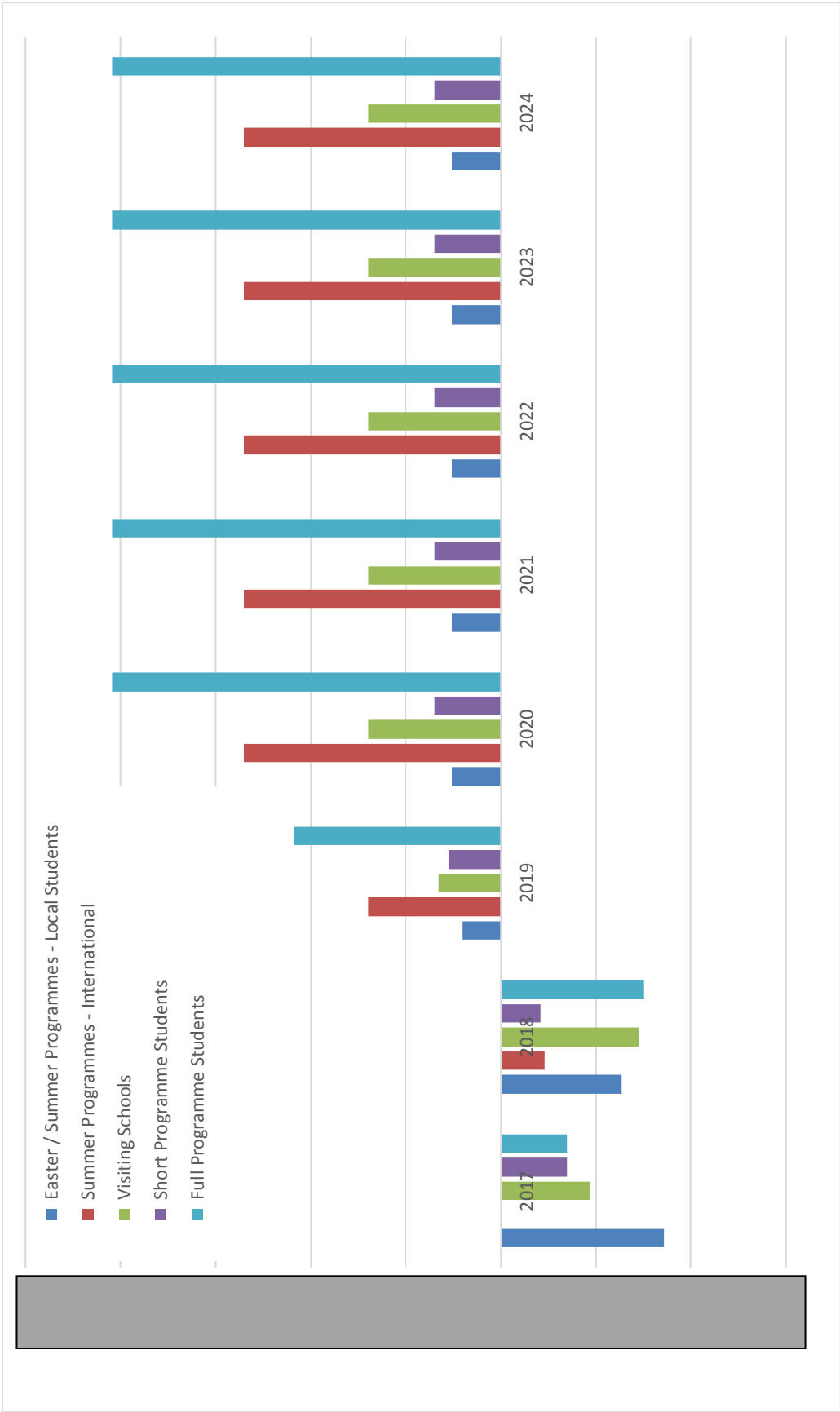


Figure D-5. Income-costs 2017 - 2024 with project team costs split between programmes:
Reduced Case 1

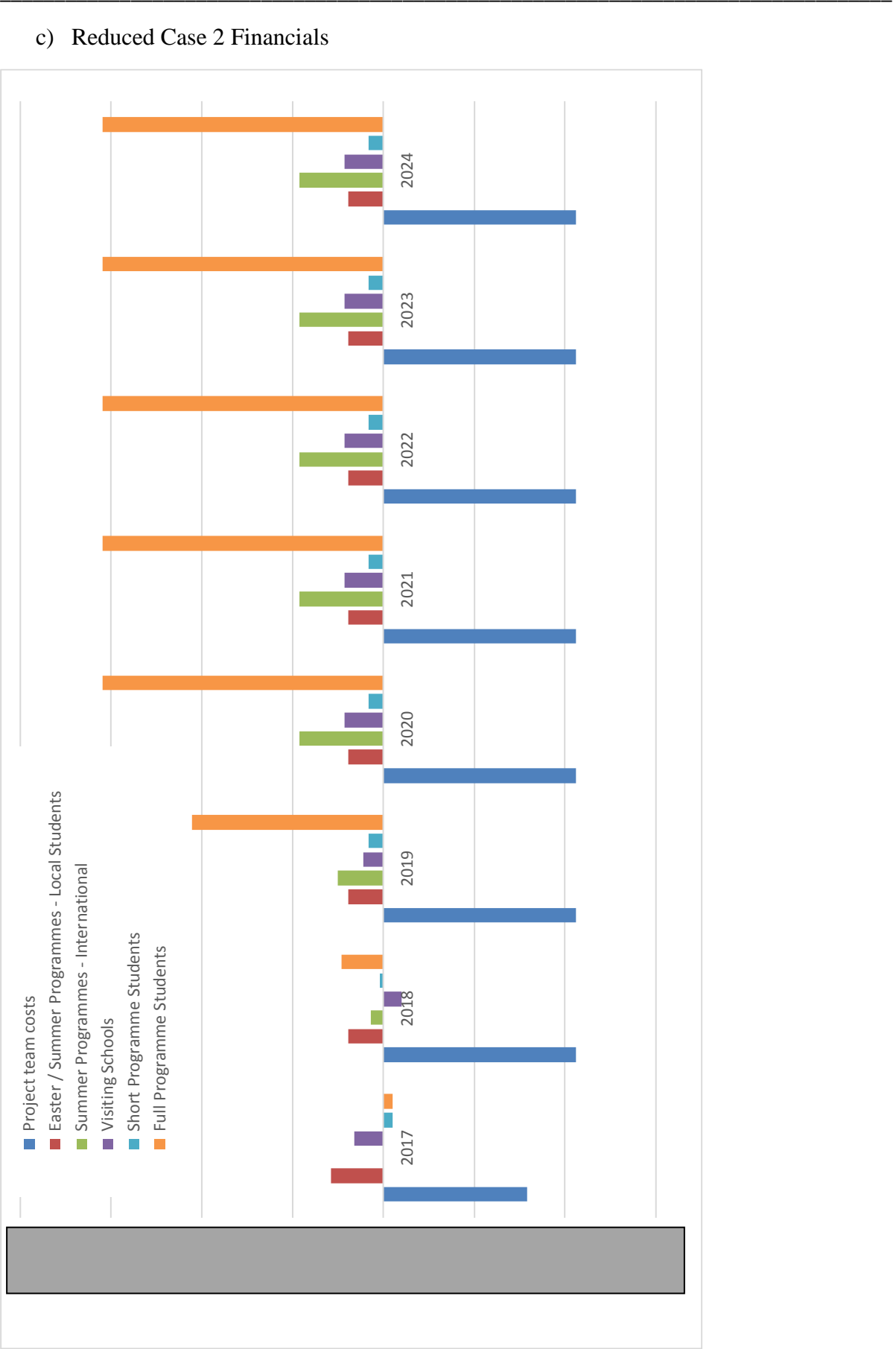


Figure D-6. Income-costs 2017 - 2024 with project team costs separate: Reduce Case 2

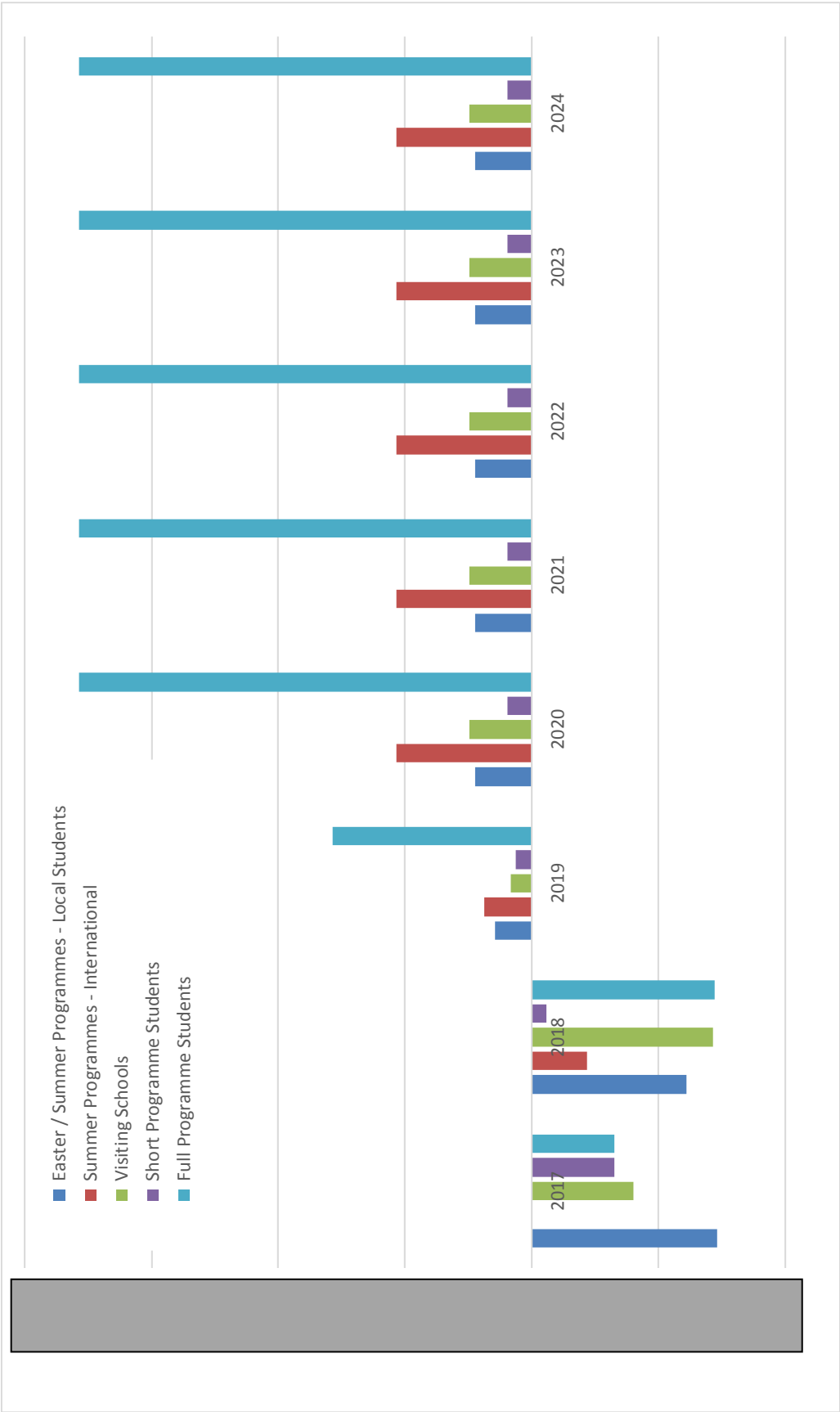


Figure D-7. Income-costs 2017 - 2024 with project team costs split between programmes:
Reduced Case 2

d) Reduced Case 3 Financials

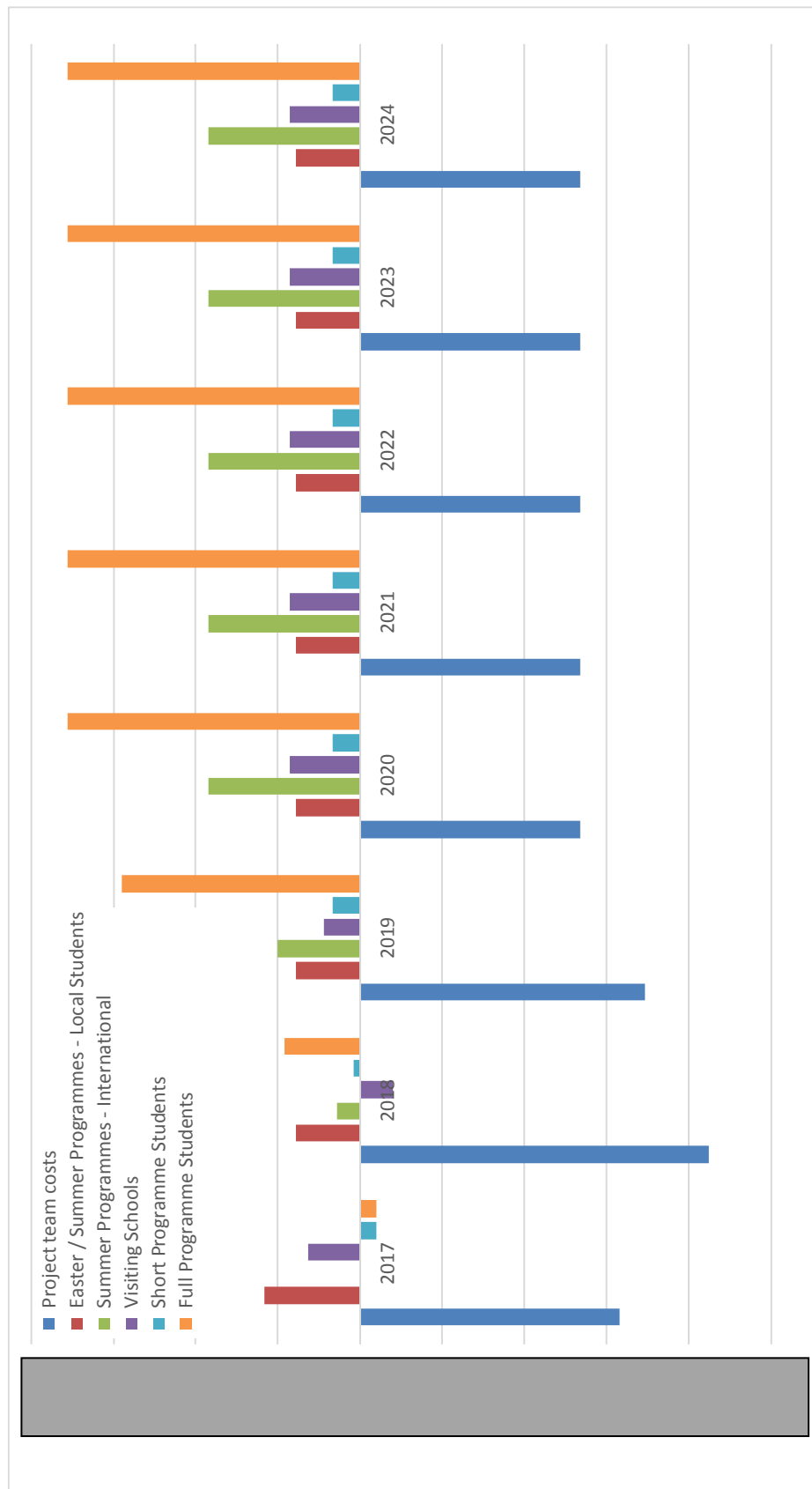


Figure D-8. Income-costs 2017 - 2024 with project team costs separate: Reduce Case 3

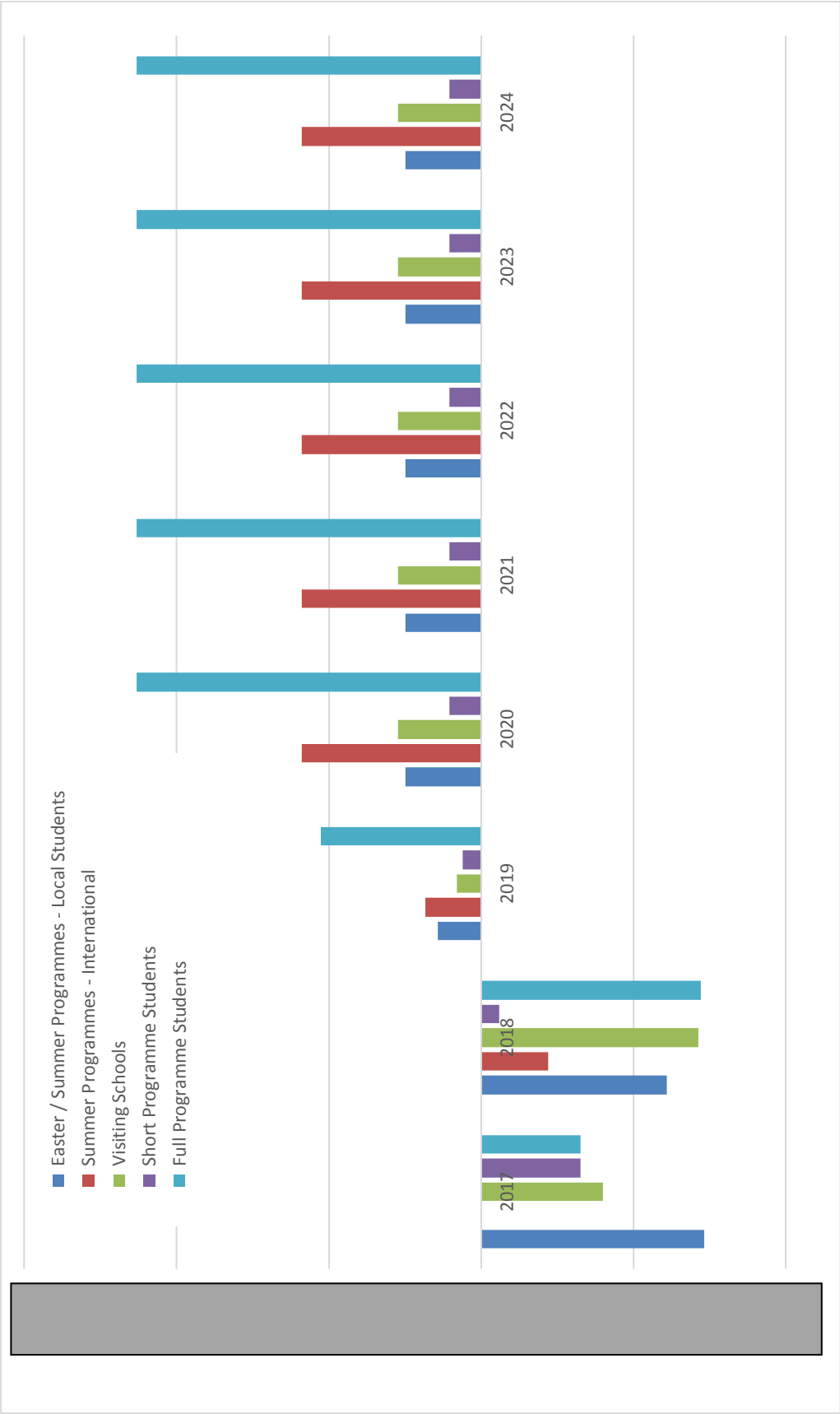


Figure D-9. Income-costs 2017 - 2024 with project team costs split between programmes:
Reduced Case 3

Appendix E: Product Offering and Programme Details

Programme Details



- a) Biomedical Summer Programme*
 - b) Visiting Schools Programme*
 - c) LEAP 2018*
 - d) Full Time International Programme*
-

Product Offering

JCG Foundation is targeting the following products in line with the proposed value proposition:

- Full Time International Programme with homestay
(International students studying full time with local JCG students)
 - GCSE Entry
 - A level Entry
- Short Stay International Exposure Programme with homestay
(International students studying with local JCG students for a short period)
 - 1-2 months
 - No exam component
- Visiting Schools Programme
(School groups from overseas schools visiting JCG to experience the school and island)
 - 1-2 weeks
 - In classroom and outdoor activities
 - Intensive English
- Leadership Summer Programmes
(Focused summer programmes for local and international students)
 - 1-2 weeks
 - Biomedical
 - Leadership and Entrepreneurship
 - Biodiversity

a. Biomedical Summer Programme

Programme Structure

Biomedical Summer Programme 2018

Friday 24th August - Thursday 30th August

Are you a student considering entering the field of medicine, veterinary sciences, pharmacology, pathology, medical imaging or other biomedical fields? The Biomedical Summer Programme will be led by experts from top UK universities, Jersey General Hospital and Durrell Wildlife Conservation Trust. Sessions will have an emphasis on hands on instruction and learning by experiencing the real world of biomedical sciences.








Sponsored by:



WORLDWIDE IP SPECIALISTS

Cost of Programme: £400



Programme Content

- Surgical Techniques (Including performing a heart dissection)
- Pathology (including time in the Pathology Department of Jersey General Hospital)
- Pharmacology
- Biochemistry
- Medical Imaging (including time in the Medical Imaging Department of Jersey General Hospital)
- Veterinary Sciences (including a day at Durrell Wildlife Conservation Trust)
- Careers and university application advice and exercises

Email Dr Le Masurier on...

programmes@jcg.sch.je

Financials

Programme Year	Number of Students	Revenue	Gross Margin

b. Visiting Schools Programme

Programme Structure

Shanghai No. 3 Girls Middle School Programme
9th – 18th July 2017

	06/07/2017	07/07/2017	08/07/2017	09/07/2017	10/07/2017	11/07/2017	12/07/2017	13/07/2017	14/07/2017	15/07/2017	16/07/2017	17/07/2017	18/07/2017
	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri
Drop off Location		JCG	West Park	West Park	JCG	JCG	Crespy Valley	Crespy Valley	Le Braye	JCG	JCG	Le Braye	Le Braye
Drop off time		Before 08:30	Before 08:30	Before 08:30	Before 08:30	Before 08:30	Before 08:30	Before 08:30	Before 08:30	Before 08:30	Before 08:30	Before 08:30	Before 08:30
Before School		Meet in Dome	Meet in West Park	Meet in Dome	Meet in Dome	Meet in Dome	Meet in Dome	Meet in Dome	Meet in Dome	Meet in Dome	Meet in Dome	Meet in Dome	Meet in Dome
2.30 - 9.30 (P2)		Welcome meeting / Tour of School (CH) Class 9.2	Microbots IT1 (P2) Class 7.1	Physics Challenge B14 Class 8.4	Maths Challenge B14 Class 8.4	Music (AMG) Class 8.1	Rounders (AM) Class 8.1	Rounders (AM) Class 8.1	Rounders (AM) Class 8.1	Rounders (AM) Class 8.1	Rounders (AM) Class 8.1	Rounders (AM) Class 8.1	Rounders (AM) Class 8.1
9.35 - 10.35 (P2)													
10.35 - 10.55													
10.55 - 11.55 (P3)													
12.00 - 13.00 (P4)													
13.00 - 13.50													
Morning Programme													
11.15 - 12.20													
12.20 - 13.00													
13.00 - 13.50													
Afternoon Programme													
13.50 - 14.25													
14.30 - 15.30													
Evening Programme													
Dinner													
Pick up Location													
Pick up time													
Host family provides													
Students need to bring													
Host families invited													
Additional Information													
No...													

Green sections relevant to host families

Financials

Programme Year	Number of Students	Revenue	Gross Margin

c. LEAP 2018

JCG / Jersey is in a position to utilise its Finance Community and Wealth Location status to offer premium summer programmes. Such programmes would offer the opportunity to:

- Develop the JCG Brand around a core value proposition of JCG / Jersey
- Act as an advertisement and showcase for follow-on programmes
- Connect JCG to schools and communities that could buy-in to follow-on programmes
- Generate a group of student, parent and teacher ambassadors for JCG Leadership Programmes and other International Programmes.

LEAP 2018 targets this through a high profile business and entrepreneurship programme targeting female leadership and empowerment. The programme consists of:

- Mentors, trainers and speakers from Jersey's business community (See figure E1)
- Students invited from top schools globally
- A Dragon's Den style competition
- Long term social enterprise projects linking JCG to schools and students globally

Globally recruited students will work with local students to develop entrepreneurial and leadership skills. This will be achieved in an intensive 10 day programme where they will be taught business development skills and design, and pitch, a social enterprise project. The students will then, after the Dragon's Den, implement their projects as global teams.

Full details of the programme can be found on the LEAP 2018 website: www.jcg-leap.info

Figure E1 illustrates the buy-in to the LEAP programme by listing the Ambassadors who already support the programme and speakers / mentors who have already agreed to participate in the programme.

LEAP Ambassadors	LEAP Speakers / Mentors (Initial)
	
Brendan McMahon - Senior Partner, PWC Gillian Arthur - Philanthropy Advisor Michelle McMahon - Legal Counsel, Innovest Advisory Sam Cooper-Gray - COO, Corporate Banking, HSBC James Vernon - Company Director, Brevan Howard Justine Wilkinson - Director, Fairway	Dr Lee Durrell MBE - Naturalist, author, and television presenter Julian Box Entrepreneur - CEO Calligo Simon Boas - Executive Director, Jersey Overseas Aid Dr Lesley Dickie - CEO Durrell Claire Boscq-Scott - The Busy Queen Bee Charlotte Valeur - Founder and Chair of Board Apprentice Ltd Cherith Fothergill - Head of Marketing, Hawksford Justine Wilkinson - Director, Fairway Group Nicola Gott - Managing Director, Equiom

Group Vaishali Shah - Director, Minerva Fiduciary Services (UK) Ltd	Vaishali Shah - Director, Minerva Fiduciary Services (UK) Ltd Giles Adu - Co-Founder, ClearMacro Ltd Caroline Dutot - Founder, Ardent Chambers Joe Mckenna - Strategic Director, The Beach
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Figure E1: Ambassadors and Trainers for the LEAP 2018 Programme

In addition significant funding has already been realised. Table E2 gives details of this present funding.

The LEAP 2018 programme initially targeted full funding for all students to allow JCG Foundation to target high profile schools globally. This would allow us to immediately develop and then utilise a network of schools, student ambassadors and permanent project links to advertise and market follow-on leadership programmes. The 2018 programme has already proven the success of this model with to-date 8 paying international customers with a revenue of [REDACTED]

Funding Partner	Amount of Funding
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

Figure E2. Present funding status of LEAP 2018

JCG Foundation will, however, require additional funding to ensure that this programme takes place in the manner to allow it to act as a brand development and showpiece programme.

We expect the programme to run independent of external sponsorship by 2020, with 20+ international students each year.

Programme Brochure



d. Full Time International Programme

Programme Brochures



Appendix F: Memorandum of Understanding



MEMORANDUM OF UNDERSTANDING (MOU) between

Jersey College for Girls

and

The JCG Foundation

and

*The States of Jersey
Education Department*

and

*The States of Jersey
Department for Treasury and Resources*

This is an agreement between the Jersey College for Girls (JCG), the JCG Foundation, the Minister for Education, and the Minister for Treasury and Resources.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the introduction of an International Summer School at JCG and future development of International Education in Jersey.

In particular, this MOU is intended to:-

- (i) Secure the foundations for the establishment of an International Summer School at JCG and subsequent recruitment of International students to attend JCG for their Sixth form/Senior school education ("the International Programmes").

This initiative will benefit the students of JCG and the Jersey island population by broadening island-wide awareness of the global community through;

- Heightening the importance of positive international relations;
- Providing opportunities for the students of Jersey to communicate and collaborate across borders;
- Recruiting highly motivated students with a global outlook to benefit JCG students;
- Enhancing the opportunities for all students to target global universities;
- Making Jersey more attractive and known internationally;
- Raising the profile of Jersey to make it more attractive and known internationally;
- Creating additional income revenue for the JCG Foundation that will benefit the College and the wider educational community, including:
 - Easing the pressure on parents for the cost of future fees;
 - Increasing the number of bursaries available;
 - Investing in curriculum enrichment programmes;
 - Delivering education events and resources open to all young people in the island;

- Investing in capital projects for the College.
 - Bringing economic advantage to the island through the additional spending of students while resident and families while visiting students.
- (ii) Secure agreement for the JCG Foundation to fund the International programmes and agree that no financial burden is placed on the taxpayers of States of Jersey for the development and running of the International programmes; and
- (iii) Ensure that both JCG and States of Jersey understand the important role they will play with clear guidelines and boundaries for the future development of the International programmes.

(a) Definitions

International Summer School being a selection of programmes on offer during the summer holiday months for students from Jersey and international countries

International Students being students from outside of Jersey and the UK attending the International Summer School or International Programmes

International Programmes being full time students from abroad, Summer and Easter courses and short stay students from abroad (minimum of 4 weeks)

Sixth form being Years 12 and 13

Senior school education being Key Stage 3, 4 and 5

The College being Jersey College for Girls and Jersey Prep School

The JCG Six Year Strategy being long term plan and vision for the development of Jersey College for Girls and Jersey Prep School

Jersey Safeguarding Partnership Board, being responsible for co-ordinating work locally (Jersey) which will safeguard children and adults and to monitor and challenge the effectiveness of Jersey's safeguarding arrangements

Hosts International being British Council accredited providers of Host family provision for international students

II. BACKGROUND

The JCG Six Year Strategy has a commitment to create a strong international focus indicated by our students and staff actively seeking to “engage with the global community to extend knowledge, understanding and a desire to explore”. To achieve this JCG has developed an international mindset and is continuing to develop a range of partnerships with international schools, an extensive trip and international programme and student led initiatives.

One of the key initiatives of this international focus is to enable international students to attend JCG for their senior school education and our expectation is that the majority of these students will join JCG for their A level education.

The first steps of the International programmes involved the establishment of a summer school which took place in August 2016.

III. JCG RESPONSIBILITIES UNDER THIS MOU

JCG shall undertake the following activities:

- Carry out academic testing and interviewing of all international applicants;
- Ensure international students meet the academic entrance requirements, have sufficient medical insurance, visa and financial support for the duration of their JCG education;
- Secure partnerships with States of Jersey departments of Education and Treasury and Resources;
- Deliver a cohesive course of education which enhances what is already offered to the students of JCG e.g. improved resources;
- Ensure that the International Programme is compatible with island education policy and that it supports and enhances the existing programme of education;
- Support the development of international opportunities for all young people;
- Promote the value of establishing and developing strong international relationships;
- Comply with current and future regulations on Immigration and Safeguarding and ensuring policies are compliant with current and future legislation;
- Ensure that all parties are kept informed on programme implementation;
- Where space is available JCG will offer a place to international students recruited by the JCG Foundation;
- Ensure that places for local students who meet the entrance criteria will always remain a priority;
- Guarantee that every opportunity for international students is also available to students of JCG - no JCG student will be disadvantaged by the accommodation of international students; and
- Take responsibility, in consultation with Jersey Safeguarding Partnership Board, for the safeguarding and pastoral care of all international students - ‘Hosts International’ is to be employed by the Foundation to recruit homestay families, carry out all appropriate safeguarding checks and maintain the homestay family network.

IV. JCG FOUNDATION RESPONSIBILITIES UNDER THIS MOU

JCG Foundation shall undertake the following activities:

- Act as a recruitment agent for international students wishing to attend JCG;
- Deal with all income and expenditure related to the recruitment of participants in the International Programmes;

- Collect all monies due to fund the accommodation and provision for international students studying at JCG;
- Fund the education of international students during their education at JCG and the operation of the International Summer School;
- Profits arising from the International Programmes will be reinvested in College programmes through the Foundation;
- Pay the full unsubsidised fee to JCG to ensure that States of Jersey does not subsidise any International school participants;
- Share additional summer school opportunities with students attending other schools on the Island;
- Ensure that no financial burden is placed on the Jersey taxpayers;
- Ensure that all parties to this MOU are kept informed on programme implementation;
- Ensure all international students are aware of the entrance requirements to study at JCG;
- Ensure that all international students have appropriate medical and travel insurance before moving to Jersey;
- Ensure that all international students adhere to all school policies.

V. THE MINISTER FOR EDUCATION RESPONSIBILITIES UNDER THIS MOU

The Minister for Education shall undertake the following activities:

- The Education Department will support this initiative and provide expert advice on curriculum, implementation of examinations and the linking of the programme to other Jersey wide initiatives;
- The Education Department confirm that at all funds arising are for the use of JCG Foundation, and that the funding of JCG will not be reduced or affected as a result of the International Programmes.

VI. THE MINISTER FOR TREASURY AND RESOURCES RESPONSIBILITIES UNDER THIS MOU

The Minister for Treasury and Resources shall undertake the following activities:

- The Department for Treasury and Resources confirm that at all funds arising are for the use of JCG Foundation, and that the funding of JCG will not be reduced or affected as a result of the International Programmes.

VII. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- Any modification of this MOU will require the agreement of all parties.
- This MOU is subject to a termination period of 12 months and can be invoked in writing to all parties of this MOU by any of the parties.

VIII. FUNDING

JCG Foundation undertakes to fund the International summer school and subsequent recruitment of international students for their education at JCG and will not require any additional funding from JCG, the Department for Treasury and Resources or the Department for Education. International students attending JCG for their secondary education will pay full fees without any contribution from

the States of Jersey and will fully support the infrastructure of the school and staffing of JCG as an educational establishment. Any surplus from the recruitment of international students will be reinvested according to the JCG Foundation objectives to benefit the students of JCG and the wider community e.g. extended bursary programme, additional science facilities or sporting facilities, access to wider resources including summer schools and Easter revision courses.


IX. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of all Parties authorised officials. It shall be in force from ~~date~~ 21 September 2017.

This MOU will be reviewed every two years.


All parties indicate agreement with this MOU by their signatures.

Signatures and dates




Jersey College for Girls

21 Sept 2017
Date



JCG Foundation

15 / SEPT / 2017
Date



Minister for Education
States of Jersey Education Department

15 / SEPT / 2017
Date

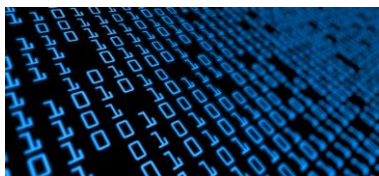


Minister for Treasury and Resources
States of Jersey Treasury Department

15th September 2017
Date

Appendix G: Additional Data

Additional Data



a) Market Information

b) Recruitment Agent Information

b) Potential School Partner Lists

a. Market Information

	Total non-British pupils	Parents in UK	Parents overseas	% with parents in the UK
USA	2,226	1,943	283	87.3%
Ireland	625	519	106	83.0%
Australasia	643	532	111	82.7%
India	636	501	135	78.8%
Pakistan, Sri Lanka & Bangladesh	259	183	76	70.7%
France	1,154	717	437	62.1%
Rest of North America	418	243	175	58.1%
Middle East	666	356	310	53.5%
Japan	668	355	313	53.1%
Remainder of Europe EEA	4,027	2,017	2,010	50.1%
Rest of Africa	1,000	485	515	48.5%
South Korea	725	310	415	42.8%
Central & South America	590	214	376	36.3%
Spain	1,767	520	1,247	29.4%
Nigeria	1,328	323	1,005	24.3%
Remainder of Europe non-EEA	1,195	279	916	23.3%
Central Asia	423	94	329	22.2%
Remainder of Far East	919	199	720	21.7%
Germany	2,468	461	2,007	18.7%
Russia	3,057	521	2,536	17.0%
Malaysia	635	68	567	10.7%
Mainland China	4,753	372	4,381	7.8%
Taiwan	140	7	133	5.0%
Thailand	607	23	584	3.8%
Hong Kong	4,791	87	4,704	1.8%
Total	35,720	11,329	24,391	31.7%

Figure G – 1 Non-British students at ISC Schools in 2014 www.isc.co.uk/research

Country	Senior	Mixed-age	Junior	Single-sex: Boys	Single-sex: Girls	Co-ed schools	Schools with boarders	Day schools	Total
France	231	131	66	30	34	364	423	5	428
	250	163	76	53	61	375	460	29	489
	-7.6%	-19.6%	-13.2%	-43.4%	-44.3%	-2.9%	-8.0%	-82.8%	-12.5%
Germany	1,109	866	10	70	109	1,806	1,976	9	1,985
	1,254	892	23	86	127	1,956	2,137	32	2,169
	-11.6%	-2.9%	-56.5%	-18.6%	-14.2%	-7.7%	-7.5%	-71.9%	-8.5%
Russia	1,531	743	201	98	230	2,147	2,427	48	2,475
	1,282	650	211	108	181	1,854	2,061	82	2,143
	19.4%	14.3%	-4.7%	-9.3%	27.1%	15.8%	17.8%	-41.5%	15.5%
Spain	480	402	358	71	211	958	1,233	7	1,240
	499	377	359	78	179	978	1,187	48	1,235
	-3.8%	6.6%	-0.3%	-9.0%	17.9%	-2.0%	3.9%	-85.4%	0.4%
Ireland	40	60	2	11	5	86	99	3	102
	40	81	6	4	12	111	111	16	127
	0.0%	-25.9%	-66.7%	175.0%	-58.3%	-22.5%	-10.8%	-81.3%	-19.7%
Remainder of Europe EEA	1,183	637	67	58	142	1,687	1,835	52	1,887
	1,218	616	102	91	151	1,694	1,821	115	1,936
	-2.9%	3.4%	-34.3%	-36.3%	-6.0%	-0.4%	0.8%	-54.8%	-2.5%
Remainder of Europe non-EEA	544	295	20	25	79	755	846	13	859
	632	357	35	53	56	915	978	46	1,024
	-13.9%	-17.4%	-42.9%	-52.8%	41.1%	-17.5%	-13.5%	-71.7%	-16.1%
Nigeria	580	310	72	38	229	695	922	40	962
	596	326	83	47	246	712	935	70	1,005
	-2.7%	-4.9%	-13.3%	-19.1%	-6.9%	-2.4%	-1.4%	-42.9%	-4.3%
Rest of Africa	275	142	10	17	71	339	411	16	427
	349	201	29	48	81	450	529	50	579
	-21.2%	-29.4%	-65.5%	-64.6%	-12.3%	-24.7%	-22.3%	-68.0%	-26.3%
USA	151	90	17	37	45	176	253	5	258
	240	190	127	60	80	417	470	87	557
	-37.1%	-52.6%	-86.6%	-38.3%	-43.8%	-57.8%	-46.2%	-94.3%	-53.7%
Rest of North America	78	58	1	16	31	90	135	2	137
	66	35	16	3	24	90	101	16	117
	18.2%	65.7%	-93.8%	433.3%	29.2%	0.0%	33.7%	-87.5%	17.1%
Central & South America	229	98	25	29	109	214	348	4	352
	300	136	21	41	96	320	437	20	457
	-23.7%	-27.9%	19.0%	-29.3%	13.5%	-33.1%	-20.4%	-80.0%	-23.0%
Middle East	155	104	8	12	23	232	242	25	267
	306	204	51	47	69	445	470	91	561
	-49.3%	-49.0%	-84.3%	-74.5%	-66.7%	-47.9%	-48.5%	-72.5%	-52.4%
Hong Kong	2,382	2,211	61	355	1,026	3,273	4,618	36	4,654
	3,068	2,551	113	544	1,321	3,867	5,660	72	5,732
	-22.4%	-13.3%	-46.0%	-34.7%	-22.3%	-15.4%	-18.4%	-50.0%	-18.8%
Mainland China	2,097	1,867	79	106	646	3,291	3,566	477	4,043
	1,971	1,815	101	118	546	3,223	3,424	463	3,887
	6.4%	2.9%	-21.8%	-10.2%	18.3%	2.1%	4.1%	3.0%	4.0%
Taiwan	57	57	2	4	16	96	112	4	116
	72	68	2	6	15	121	139	3	142
	-20.8%	-16.2%	0.0%	-33.3%	6.7%	-20.7%	-19.4%	33.3%	-18.3%
Japan	163	95	41	22	33	244	293	6	299
	251	183	68	31	70	401	415	87	502
	-35.1%	-48.1%	-39.7%	-29.0%	-52.9%	-39.2%	-29.4%	-93.1%	-40.4%
South Korea	220	118	44	73	60	249	344	38	382
	310	172	60	84	104	354	471	71	542
	-29.0%	-31.4%	-26.7%	-13.1%	-42.3%	-29.7%	-27.0%	-46.5%	-29.5%
Malaysia	391	94	7	33	64	395	437	55	492
	411	94	3	36	60	412	457	51	508
	-4.9%	0.0%	133.3%	-8.3%	6.7%	-4.1%	-4.4%	7.8%	-3.1%
Thailand	356	149	41	28	111	407	540	6	546
	406	137	47	30	103	457	576	14	590
	-12.3%	8.8%	-12.8%	-6.7%	7.8%	-10.9%	-6.3%	-57.1%	-7.5%
India	85	31	7	13	15	95	113	10	123
	75	58	12	17	27	101	115	30	145
	13.3%	-46.6%	-41.7%	-23.5%	-44.4%	-5.9%	-1.7%	-66.7%	-15.2%
Pakistan, Sri Lanka & Bangladesh	29	26	1	4	11	41	46	10	56
	30	70	2	3	22	77	63	39	102
	-3.3%	-62.9%	-50.0%	33.3%	-50.0%	-46.8%	-27.0%	-74.4%	-45.1%
Central Asia	203	93	6	2	14	286	265	37	302
	203	101	17	6	9	306	278	43	321
	0.0%	-7.9%	-64.7%	-66.7%	55.6%	-6.5%	-4.7%	-14.0%	-5.9%
Remainder of Far East	405	220	23	24	126	498	531	117	648
	520	226	20	55	106	605	634	132	766
	-22.1%	-2.7%	15.0%	-56.4%	18.9%	-17.7%	-16.2%	-11.4%	-15.4%
Australasia	62	31	6	15	18	66	97	2	99
	96	104	14	18	39	157	142	72	214
	-35.4%	-70.2%	-57.1%	-16.7%	-53.8%	-58.0%	-31.7%	-97.2%	-53.7%
Total non-British pupils	13,036	8,928	1,175	1,191	3,458	18,490	22,112	1,027	23,139
with parents living overseas	14,445	9,807	1,598	1,667	3,785	20,398	24,071	1,779	25,850
	-9.8%	-9.0%	-26.5%	-28.6%	-8.6%	-9.4%	-8.1%	-42.3%	-10.5%

Figure G-2. Changes to Non-British pupils whose parents live overseas, 2014.

www.isc.co.uk/research

New non-British pupils whose permanent homes are in:	Senior	Mixed-age	Junior	Single-sex: Boys'	Single-sex: Girls'	Co-ed schools	Schools with boarders	Day schools	Total
France	110	63	46	8	16	195	216	3	219
Germany	665	570	6	39	74	1,128	1,232	9	1,241
Russia	778	345	101	39	101	1,084	1,194	30	1,224
Spain	311	295	298	48	154	702	898	6	904
Ireland	7	41	1	3	1	45	47	2	49
Remainder of Europe EEA	648	305	27	25	66	889	945	35	980
Remainder of Europe non-EEA	267	133	12	12	44	356	402	10	412
Nigeria	286	151	23	17	99	344	440	20	460
Rest of Africa	152	56	5	4	25	184	203	10	213
USA	68	40	6	9	23	82	111	3	114
Rest of North America	67	17	0	4	12	68	83	1	84
Central & South America	182	71	19	24	91	157	269	3	272
Middle East	97	51	6	7	5	142	141	13	154
Hong Kong	845	805	35	130	340	1,215	1,670	15	1,685
Mainland China	1,202	835	48	35	291	1,759	1,803	282	2,085
Taiwan	40	17	2	2	5	52	59	0	59
Japan	80	35	11	8	20	98	122	4	126
South Korea	91	39	16	13	15	118	125	21	146
Malaysia	216	43	4	11	31	221	224	39	263
Thailand	157	63	19	9	39	191	234	5	239
India	44	15	3	3	5	54	52	10	62
Pakistan, Sri Lanka & Bangladesh	25	6	0	2	3	26	29	2	31
Central Asia	112	33	0	1	4	140	121	24	145
Remainder of Far East	224	61	10	10	29	256	234	61	295
Australasia	30	8	5	5	4	34	43	0	43
Total new non-British pupils with parents living overseas	6,704	4,098	703	468	1,497	9,540	10,897	608	11,505
New non-British pupils with parents living overseas as a % of all new pupils	23.7%	9.6%	2.4%	4.7%	10.0%	12.5%	23.2%	1.1%	11.4%

Figure G-3. New non-British pupils whose parents live overseas, 2014.

www.isc.co.uk/research

Additional market information is available in excel format in the following areas...

- Lists of all international schools in key geographical regions
- Student numbers for global international schools

b. Recruitment Agent Information

Location	Company Name	Contact	Notes
Hong Kong	NTK Academic Group	http://www.ntk.edu.hk/en/	Student agent
Hong Kong	Maplewood	www.maplewood-edu.com	Student agent
			Agent for Institutions - full recruitment services / Links to Agents
Hong Kong	Uni Agents	www.uniagents.com	
Hong Kong		http://www.uniagents.com/search-agents.php	Examples of Chinese agents
		http://www.uniagents.com/subscription-plan.php	Cost examples
Hong Kong	Hong Kong Overseas study center	http://www.hkosc.com.hk/	

Figure G-4. Examples of Hong Kong student agent and recruitment agents

Complete list of Chinese Government certified student recruitment agents.

<http://www.jsj.edu.cn/n3/12075/147.shtml>

Site is in Chinese.

c. Potential School Partner Lists

A-level School	Website
Beijing Aidi School	http://www.aidi.edu.cn
Beijing High School Aff To Renmin Uni	http://www.rdfz.com
Beijing International Bilingual Academy	http://www.bibachina.org
Beijing Luhe International Education Centre	http://www.luhe.net
Beijing National Day School	http://www.bishiyi.org.cn
Beijing New Talent Academy	http://www.bjnewtalent.com
Beijing No. 80 High School	http://www.bj80.com
Beijing Royal School	http://www.bjroyalschool.com
Beijing Xin Jinghua Experimental School	http://www.britishfortune.org
China Beijing Bacui Bilingual School	http://www.bacui.cn
Harrow International School Beijing	http://www.harrowbeijing.cn
Pakistan Embassy College Beijing	http://www.pecb.org.cn/
The British School Of Beijing	http://www.britishschool.org.cn/
Ulink College Of Beijing	http://www.alevel-bj.com
Yew Chung International School Of Beijing	http://www.ycis-bj.com
Hangzhou Eton School	http://www.alevel-hz.com
Hangzhou Foreign Language School	http://www.chinahw.net
Hangzhou Greentown Yuhua Primary School	http://www.hzcyhxx.com
School Of International Studies, Zhejiang University	http://www.zjucam.com ; www.hzact.com
Jinling High School	http://www.jlhs.net
Nanjing Dongshan Foreign Language School	http://cic.dswx.cn
Nanjing Foreign Language School	http://www.nfls.com.cn
British International School Shanghai	http://www.bisspudong.com
Feida School Of Shanghai Jiaotong University	http://www.shalevel.com
High Sch. Aff. To Shanghai Jiao Uni	http://www.jdfz.sh.cn
Jiangsu Qidong Senior High School	http://www.qd-alevel.com
No.2 Affiliated School Of Shanghai Jiaotong University	http://www.sh-alevel.com
Shanghai Dong Guangming School	-
Shanghai Experimental School	http://www.sescie.com
Shanghai Normal University	http://www.alevel-sh.com
Shanghai Singapore International School (Ssis)	http://www.ssis.asia
Shanghai United International School - Pudong Campus	http://www.suis.com.cn
Shanghai Xinhe Middle School	http://www.xhicc.com
Shanghai Yangjing High School	http://www.sh-alevel.com
Ulink College Of Fims Affiliated To Su	http://www.sdfwz.org
Ulink College Of Jinyuan	http://jy.ulink.cn/
Wellington College International Shanghai	http://www.wellington-shanghai.cn
Yew Chung International School Of Shanghai	http://www.ycis-sh.com
Yew Chung International School Shanghai	http://www.ycis-sch.com
Yew Wah School Of Shanghai Changning	http://www.yewwah.com
Yk Pao School	http://www.ykpaoschool.cn
China-Uk College	http://www.zyqx.com.cn
Fuyuan School	http://www.alevel-china.com
International Centre Of Normal College, Shenzhen University	http://www.alevel-sz.com
Nanshan Chinese International College	http://www.nancic.com
Shenzhen College For International Education	http://www.alevel.com.cn

G-4 CIE A-level centres in the key Chinese cities of Beijing, Hangzhou, Nanjing, Shanghai and Shenzhen.

Additional information is available in excel format on international programmes in other key regions of China.

Appendix H: Marketing Strategy Summary

Additional Data



Recruitment Fair / Market Engagement

Attendance at recruitment fairs, direct approaches to leading global schools and agent engagement are all critical to JCG establishing a name with teachers, parents, students and recruiters. Professional targeting of these activities requires:

- Funding for fairs; GSA HK Fair, BBSW London, etc [£1-4,000 per fair]
- Travel expenses [£1-3,000 per target country]
- Marketing material spend; Brochures, posters, etc [£500 + per target]

JCG Foundation will require additional funding to ensure that these approaches take place in the manner and frequency required to connect to our targeted market segments.

Brand development through a targeted high profile summer programme aligned with JCG's and Jersey's Value Proposition – LEAP 2018

Present Position

What we initiated - 2016

- An International Programme Strategy targeting the £500 million International High School student market
 - Leadership Summer Programmes
 - Visiting School Programmes
 - Full time International Students at JCG

What we have achieved – 2017 /2018

- Initial visiting school programme with Shanghai No.3 Girls Middle School
 - 2017 visit: 25 students visited JCG
[REDACTED]
 - 2019: Follow-on visit agreed
- Biomedical Programme established
 - 2 years of 30 students
[REDACTED]
- LEAP 2018 programme established
[REDACTED]
 - 20+ speakers / mentors secured
 - 12+ international students (8 paying)

- Full time international students
 - 2 Chinese students recruited in year 10, Sept 2018 start
 - One parent is a recruitment agent
 - Students recruited through targeted school
- Marketing
 - Recruitment fairs targeted
 - Initial relationships with agents established in China
 - Relationships with 4 schools in China established

The most significant initial achievement is the proof of marketing route through the targeting of key partner schools. This is illustrated in figure H1 for Shanghai No.3 Girls Middle School.

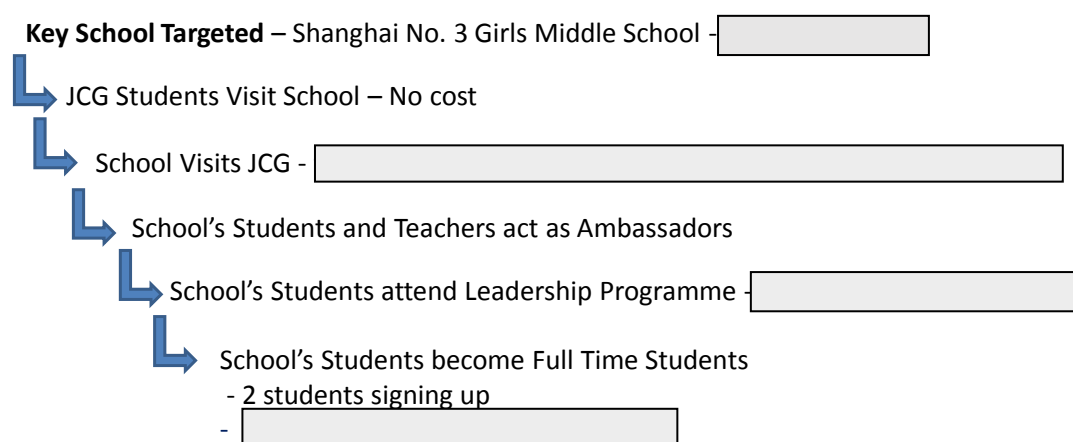


Figure H1. Flow chart of market development through targeting of key partner schools

What we will do

- Initial Target – by 2022
 - 40 full time international students at JCG
 - A new / year revenue stream for JCG Foundation by 2022
 - 10-20% margin for JCG Foundation
 - A + revenue stream for JCG
 - Multi-programme summer school offering for local / international students
 - Establishment of the JCG brand globally to allow future expansion
 - Development of Jersey Brand and connecting island to high wealth families – in line with States of Jersey's Global Market Strategy
- Growth Potential – beyond 2022
 - 500 student international programme
 - / year revenue stream
 - Establishment of a large scale international school business for Jersey

*[*This proposal has the potential to allow the JCG Foundation to target a two stage expansion of student capacity from 50 to 100 and then 500 international students, based around a staged increase in classroom capacity. This would generate the potential for an increase to a revenue stream. This proposal is however not limited by or dependent on this potential*

expansion. Full details of this extension are given in the Appendices.]

The EPGDP funding will allow for the rapid and focused targeting of ...

- potential international students through
 - recruitment fairs
 - agent engagement
 - Middle School targeting.
- expansion of existing summer programmes
- visiting school programmes
- a network of linked High Schools

Figure H2 gives a more detailed description of the present position of JCG and JCG Foundation with respect to our target product offerings and marketing strategy.

Strategy Section	Present Position	Needs
Full Time International Programmes	Two recruitment fairs will be attended in October. Brochures produced and being printed. Website updated and will be live 16 th Oct, 2017. Agent meetings happening in China, HK and Europe.	Additional funding for a more comprehensive targeting of recruitment fairs and agents
Visiting Schools Programme	Initial programme held in summer 2017. Follow-on programme planned for 2019. Meetings taking place with 2 schools in China to promote further visits.	Additional funding to allow further meetings with targeted schools in Asia and Europe.
Leadership Summer Programmes	Biomedical Summer Programme 3 rd year being sold. Biomedical Summer Programme 2 nd year highly profitable LEAP 2018 100% funding in place. Large scale support from Finance community.	Additional funding needed to allow LEAP to truly connect with schools internationally and develop premium brand. Additional funding needed to allow Biomedical and other programmes to be effectively advertised at schools globally.
Global Connections	School networks being formed through the IWA Global College initiative. Partner school status established with Shanghai No.3 Girls Middle	

	School.	
Agents	Relationships being developed with key agents in target market segments.	

Figure H2 Present positions of core strategy components.

Significant successes have been realised and in particular:

- The interest in and profitability of Visiting Schools Programmes
- The interest in and profitability of Summer Leadership Programmes
- The availability of fairs, and agents with which to engage with
- The recruitment of 2 international students from China

However, there exists a need to address the availability of short term funding to allow the timely growth of this demand.

Market Analysis

A full Market Analysis is given in Appendix A, taken from the original strategy analysis performed in 2015/216. In the following sections a summary is given for ease of understanding.

Target Market and Market Size

The international high school student market for the UK has a value of over £1 billion, with over £500 million of this coming from students whose parents live overseas. This market is largely untapped by Jersey schools and offers a significant growth potential for Jersey's education sector.

The market can be summarised here as follows.

- ~23,000 students in the UK with international parents living overseas
- ~£500 million market value
- Students from all global locations but with the following dominating the market
 - China and HK (Tier 1)
 - Russia
 - Ireland, France, Germany and Spain
 - Nigeria (Tier 1)
 - India (Tier 2)
- The market feeds the high number of international students at UK universities
- Fee levels for boarding range from £20-35,000

**Government of Jersey priority Global Markets*

Market Segmentation

The market could be effectively segmented using a number of criteria:

- Geographical location
- Targeted university entry

- Income level of parents
- Subject target of students
- Preference for academic over holistic approach to education

As JCG Foundation has limited funding or networks to establish routes to these individual segments the most cost effective way to segment the market will be on a regional level, with high income parents and those seeking UK applications being drawn to high cost, 'UK' located school. Therefore, our market segmentation will be based around:

- Geographical Locations:
 - China: Shanghai, Beijing, Other Tier Two Cities
 - Hong Kong
 - Western Europe
 - South America
 - Nigeria
- High income families with the UK as a target for university entry

Value Proposition

The international high school student market in the UK in addition to offering a large existing market into which Jersey can tap, also offers a large range of competitors with well-established value propositions. JCG must therefore look at the wider JCG / Jersey environment to establish its own unique selling points.

JCG's Value Proposition can be summarised as follows...

- Improved access to UK university through A level and GCSE programmes
- Improved cultural awareness through complete immersion in 'UK' society
- Improved academic performance through all-girl teaching system
- An exceptionally safe and clean environment in which to study and live, and one without the 'Big City' distractions
- Developed connections into the high wealth finance community of Jersey
- A culturally diverse environment to learn from
- Close connections with continental Europe

Route to Market

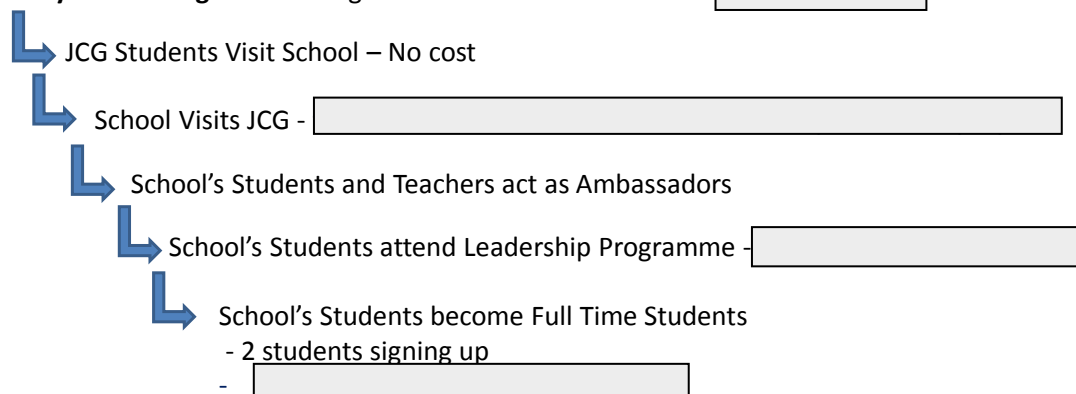
JCG is starting from a position of having no international students and only a very limited international network within which to target recruitment of students. In addition JCG is largely unknown internationally. Therefore, in developing our route to market we must in parallel develop the JCG Brand. This needs to be achieved with a limited funding base, and personnel availability.

Therefore, the proposed route can be summarised as follows...

- Develop the JCG Brand through...
 - High quality summer programmes
 - Initially externally funded

- Linked to Jersey's Finance Industry
 - Visiting schools programmes
 - Participation at international conferences and events
- Build relationships with and utilise selected recruitment agents in targeted market segments
 - Use this route initially to obtain the maximum exposure with limited initial spend
 - Reduce this route as network develops

Key School Targeted – Shanghai No. 3 Girls Middle School -



Product Offering

JCG Foundation is targeting the following products in line with the proposed value proposition:

- Full Time International Programme with homestay
(International students studying full time with local JCG students)
 - GCSE Entry
 - A level Entry
- Short Stay International Exposure Programme with homestay
(International students studying with local JCG students for a short period)
 - 1-2 months
 - No exam component
- Visiting Schools Programme
(School groups from overseas schools visiting JCG to experience the school and island)
 - 1-2 weeks
 - In classroom and outdoor activities
 - Intensive English
- Leadership Summer Programmes
(Focused summer programmes for local and international students)
 - 1-2 weeks
 - Biomedical
 - Leadership and Entrepreneurship
 - Biodiversity

Materials and details of these product offerings are given in Appendix E.

Targeted Strategy

Within Appendix C is given an overall strategy proposal targeting a staged increase in International Programme development up to the potential for 500 international students.



Appendix I: Link to External Relations Strategy

From: Global Markets Team, Ministry of External Relations
To: EPGDP Board
Date: 15 June 2018

EPGDP FUNDING FOR JCG FOUNDATION

Summary: The Global Markets Team in the Ministry of External Relations strongly supports the EPGDP Funding Proposal from JCG Foundation. The JCG proposal will support and enhance the objectives identified in the Government of Jersey's Global Markets strategy. JCG's focus on China and Hong Kong, in particular, will directly support Jersey's China Engagement Strategy, which identifies the strengthening of educational links with China as among Jersey's levers for increasing political engagement with Beijing.

Context

1. The Council of Ministers approved the Government of Jersey's Global Markets strategy in September 2017. The public version of the strategy is available on the [gov.je website](http://gov.je). The strategy seeks to position Jersey as a more influential partner internationally, with maturing political and commercial relationships. It aims to increase Jersey's visibility, access to decision-makers and business flows in priority Global Markets – leading to positive contributions to Jersey's jobs and growth objectives.
2. The strategy highlights the need to utilise the full range of 'levers and drivers' that will help Jersey to elevate its relationships with target countries to the next level of cooperation and partnership. Importantly, this includes supporting collaboration in culture and education – alongside more traditional commercial diplomacy initiatives.

Prioritisation

3. The Global Markets strategy proposes an approach based on strict prioritisation in order to achieve maximum impact. Having conducted detailed comparative market analysis, the Ministry of External Relations is focusing on broadening and deepening Jersey's governmental and commercial relationships with selected high-growth economies in sub-Saharan Africa, the Middle East and Asia.
4. The team has assessed each priority country as either Tier 1, Tier 2 or Tier 3 – with Tier 1 countries considered top priority and receiving the maximum level of resource and engagement. JCG is seeking to build links with schools in several of our most important Global Markets countries. This includes China/Hong Kong (Global Markets Tier 1 partner) and Nigeria (Global Markets Tier 1 partner).
5. Strengthening educational links is particularly important for Jersey's developing relationship with China. The Government of Jersey's 2017-2018 China Engagement Plan prioritises the strengthening of existing educational links. Sub-objective 3.3 identifies the need to "further develop education links as a potential route into government". The JCG EPGDP proposal would be directly supportive of delivery against this objective. More specifically, the strengthening of educational links with China as among Jersey's levers for increasing political engagement with Beijing.

Rationale

6. The economic rationale for increasing Jersey's engagement with non-EU markets – including through educational links – is clear. Future projections for the world economy estimate approx. 90% of global economic growth in the next 10-15 years will be generated outside of Europe. China accounts for over 14% of the world's economy, with an average annual growth rate of 10% since the turn of the millennium. Similarly, India has huge market potential and is set to become the fifth largest economy in the world. Jersey would only need to secure a very modest share of market access in these vast engines of economic growth in order to see potentially significant gains in revenue and jobs.
7. Several independent studies have confirmed the correlation between levels of overseas student recruitment and Foreign Direct Investment (FDI), tourism and international influence. As recently as October 2017, the British Council published new research by the Institute for International Cultural Relations at the University of Edinburgh assessing the economic contribution of these various aspects of 'soft power'.⁵⁵
8. More broadly, the JCG project proposal would also contribute to other elements of Jersey's Global Markets engagement including: development of the 'Jersey Brand' in priority markets; expanding people-to-people links, including through increased numbers of tourist visitors; and broadening cultural awareness and international outlook among Jersey's own student community, ensuring that they are better equipped to succeed in the global economy.

Conclusion

9. The Global Markets Team in the Ministry of External Relations supports the EPGDP Funding Proposal from JCG Foundation. The team will provide support to JCG with the summer LEAP programme to ensure effective communication of the Government of Jersey's international objectives. We hope that the EPGDP panel will approve this application.

⁵⁵ <https://www.britishcouncil.org/organisation/policy-insight-research/soft-power-today>