



ENZ International Education Product Innovation Fund Project Final Report

Project Title	Narrative video drama series and interactive digital resources for English Language education
Project Entity	Chasing Time English
Project Sponsor	Scott Granville
Project Manager	Scott Granville
ENZ Kaitautoko	Kenneth Holt
Date of Report	18/05/2023

Executive Summary

Please describe the project succinctly (2-4 paragraphs). You may like to include:

- The focus of the project
- What took place
- Any high-level results or outcomes
- 1-2 key learnings.

Chasing Time English addressed learner motivation in English language education, particularly in the teen and young adult market, through the delivery of a suite of TV-style narrative drama series built alongside purposeful digital learning resources. There was a focus on content creation to position New Zealand as an aspirational study destination with clear visual and socially inclusive identifiers explored through a global learning lens. Since the outset of this initiative we have successfully produced and released a package of educational resources (video, audio, interactive) totalling over 100 hours of content on a digital platform for English language learners and educators at the high school, university, and vocational level.

The launch of this digital content has seen usership grow from existing primary markets (Australia, NZ, Japan) into Vietnam, Thailand, and Indonesia. Interest in our education content has led to advanced conversations around commercial agreements with channel partners in China and Europe (UK, Netherlands).

A key learning has been the necessity of maintaining an extensive support network to introduce, integrate, and then grow a unique EdTech offering from New Zealand to a global facing audience. This network has reached across commercial and government sectors to include support from Marketing and Engagement leaders, Business Development Managers, Project Managers, in-market region advisors, distributors, and school leadership to move from idea to product-ready stage. Individually and collectively, without this formal and informal support (current and ongoing), growth and sustainability would become significantly more difficult.

Deliverables/Milestones

Please detail completion of all funding deliverables in the table below.

Phase 1 Deliverables/Milestones	Success Measures	Completion Status	Commentary

Engagement with ENZ around pilot objectives and deliverables and opportunities for ENZ to add value	Engagement meetings held	Completed	
Development of Hypotheses and Success Measures	Hypotheses and Success Measures finalised	Completed	
Defining support needs	Support needs defined	Completed	
Establishment of operational pilot plan and budget, reporting mechanisms, and partnership cadence	Operational plan and budget provided to ENZ. Monthly reporting process established, and regular partnership meetings scheduled	Completed	
Formalising external partnerships	n/a	n/a	The proposal was not a joint proposal
Conducting and analysing early-stage learner research and completion of market research / competitive analysis	n/a	n/a	This was not part of Phase 1 for this project

Phase 2 Deliverables/Milestones	Success Measures	Completion Status	Commentary
Production cycle 1 (filming) 2x drama series	8 narrative episodes filmed, edited, reviewed, and delivered to education team	Completed	Including pre-production, this took place from July to September 2023
Digital and materials creation and input cycle 1	10 weeks of interactive learning content delivered to platform team for loading	Completed	
Production cycle 2 (filming) 2x drama series	8 narrative episodes filmed, edited, reviewed, and delivered to education team	Completed	Including pre-production, this took place from September to November 2023
Digital and materials creation and input cycle 2	10 weeks of interactive learning content delivered to platform team for loading	Completed	

Content loading, UX testing and trialling, content review (digital)	Full suite of learning content loaded, tested, and released for pilot trial	Completed	
Conducting and analysing early-stage learner research and completion of market research	Small batch school trials with short course limits (3-6 weeks) Feedback from learners and educators (formal and informal)	Completed	Market-fit analysis led to expanded trial reach into new territories

Phase 3 Deliverables/Milestones	Success Measures	Completion Status	Commentary
Product review and iteration based on live performance data and customer feedback	Feedback from customers on beta version of digital content	Completed	Review highlighted several features that required design modifications (completion by 15 May 2023)
First-step entry into new markets / territories (exploratory stage) for commercial use	Active users with performance data collection Revenue generation from offerings	Ongoing	Started in February 2023 with ongoing short course use into, and beyond, October 2023
Pilot evaluation and reporting	Completion of delivery of final report	Completed	
Close pilot		Completed	On submission of the final report, the pilot stage as described, is closed.

Deviations

Were there any significant deviations from your original proposal (lean canvas)? If so, why? How were these decisions made? In the case of significant deviations, did you seek approval? Please provide details in the table below (if applicable).

Original intent (as per proposal)	Deviation	Rationale	Decision-making process
The original proposal focused on English language education content creation for a targeted language proficiency level.	We expanded on the proposed output to include a standalone digital platform for new content to sit alongside our existing content.	It had become clear that the value of our digital and video content (pedagogically and commercially) would be best utilised from a central home platform rather than being	With the original proposal focused on content creation for digital consumption, the shift was treated by our core team as an expansion rather than a deviation. This



		<p>hosted on multiple secondary platforms. From a commercial standpoint, a central platform makes a subscription-based model more attractive for customers and provides more security for hosting content. Pedagogically, a centralised platform allows for a more tailored learner journey, removing the distraction of having to switch across mediums to access digital content.</p>	<p>resulted in an improved final output.</p>
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Results / Outcomes

Please provide any further details about results and outcomes from this project you would like to include, such as data on learning outcomes, commercial outcomes or other. This can be attached as an appendix or supporting material if easier.

Market outcomes

The following milestones have been achieved since January 2023 (listed by country/region). The key components leading to these outcomes are directly related to work completed within the PIF parameters. Through our outreach and market entry testing, we have established a network of commercial and education facing contacts leading to a range of outcomes in various stages of development:

Australia/New Zealand

- Commercial agreement for distribution within Australia and New Zealand
- In use at multiple education institutions (university, language schools, vocational)
- In use at leading NZ high school

Thailand

- In use at high school cluster groups in multiple regions
- Commercial agreement for distribution in advanced stages

Indonesia

- Partnership with national foundation

Japan

- In use at leading national university
- Commercial agreement for distribution in advanced stages

Vietnam

- Partnership with national foundation

China

- Short course delivery in May-June 2023

Learning outcomes

Results taken from user feedback in our pilot and trial phase(s) produced the following headline data points:

92% highly satisfied or satisfied
95% gained new skills or knowledge
93% met, or was better than user expectation

Learner motivation had been identified as a core driver for our PIF initiative submission based on data collection from some of our earlier learning content. We had seen positive trends from users around meeting/exceeding course expectations along with engagement rates and these have carried over into the new PIF offerings as evidenced above.

The resulting high levels of user satisfaction and retention from our most recent pilot and trial phase reflect a strong level of confidence in the ability to increase learner motivation through using Chasing Time English content.

Further outcome

At the outset of the project, we identified (as one of our hypotheses) the potential pathway for innovative digital English language education solutions into new markets. More specifically, we recognised that high-quality, customised film and television content was not available, creating an exciting gap in this competitive marketplace. As highlighted above, and throughout this final report, in a relatively short period of time, Chasing Time English has taken steps into multiple new markets through addressing this gap. While some of these advancements are still in their infancy, the interest and uptake in these markets is directly correlated to the progression of this project.

The success of this product and project has demonstrated how innovation and diversification can be achieved in a traditional market (English language) which is often highly constrained in terms of audience segments, delivery modes and channels. CTE have demonstrated how new channels, markets, and business models can be opened up for this sector that at worst add resilience through diversification, and at best potentially also complement existing delivery with new methods of attraction.

Finances

Please provide details on your spend, indicating variance, and where variance was significant (greater than 10%) any commentary on this.

INCOME	BUDGET	ACTUAL	VARIANCE	COMMENTARY
ENZ Funding	\$250,000.00	\$250,000.00		
TOTAL INCOME	\$250,000.00	\$250,000.00	0	
EXPENSES				
Video production	95,000.00	92,000.00	3.2%	
Digital resources/assets	55,000.00	58,000.00	5.5%	
Learning resources	40,000.00	43,000.00	7.5%	
Marketing and sales (includes travel)	45,000.00	41,000.00	8.9%	
Administration	15,000.00	16,000.00	6.7%	
TOTAL EXPENSES	\$250,000.00	\$250,000.00	0	



Insights and Learnings	
<p><i>The following learnings and insights were captured during our kōrero / interviews with you. In this section, please review and amend any that you feel need editing.</i></p>	
Observation/data	Learning
<p>1. Chasing Time English have developed and engaged a large number of global users with their innovative EL learning product, as evidenced by 50k+ enrolments in the FutureLearn pilot and in their own sales data and sales data.</p>	<p>There is unmet global demand for innovative and engaging English language learning materials.</p> <p>New Zealand providers can produce and sell innovative products into the global English Language materials market.</p>
<p>2. Chasing Time English's high user engagement and motivation levels relies on the "entertainment" factor – with high production standards and engaging materials (narrative-based), combined with careful pitching at appropriate language levels. The product is attractive for education providers (the purchasing decision makers) because of its learning element as well as its ability to engage learners.</p>	<p>Deliberate Innovation NZ can deliver an enhanced learning experience by leveraging our expertise in creating edutainment products.</p>
<p>3. The Product Innovation Fund has helped Chasing Time English overcome two major challenges that hindered their growth and innovation. They now have a Chasing Time English learning platform, which they have developed along with new content. They have also integrated their existing content into a user-friendly interface for learners, creating a comprehensive library of content that covers 4 levels of language learning from Elementary to Upper Intermediate / Low Advanced. These levels correspond to about 70% of the global English language learning market. This gives Chasing Time English a great opportunity to reach, and appeal to, an audience in the hundreds of millions of learners.</p> <p>Summary: <i>The Product Innovation Fund enabled Chasing Time English to develop a platform and a library of content that covers most of the English language learning market and appeals to a large global audience.</i></p>	<p>Deliberate Innovation Going from early prototype through a user evaluation process to final product design that will work in multiple markets can be extremely challenging for early-stage providers. External support can accelerate this process.</p>
<p>4. The PIF-funded series are <i>Sam</i>, <i>The Caldwell Diaries</i> (seasons 1 and 2), and <i>The Emerald</i>. These series cover the elementary and pre-intermediate levels of their content offering. When learners access the platform, they can choose a series that fits their learning profile. Each episode has an</p>	<p>EL learning materials need to cover a wide range of levels to gain interest in the market.</p>

<p>introduction video, and learners preview key vocabulary words. They see the definition, the pronunciation, the example sentence, and an audio clip for each word. They can also practice using the word in a sentence and get feedback from their peers and teachers.</p> <p>Summary: <i>The PIF-funded series are designed to help learners master the elementary and pre-intermediate levels through engaging videos, vocabulary practice, and peer feedback.</i></p>	
<p>5. The framework consists of individual series and three key steps of learning: pre-watching, watching and post-watching activities. Each course has a social learning component with a comments board. Teachers or educators can choose how to engage with their students within the platform. They can assign individual students to an extension learning program, or they can use it in a classroom where all the students can comment together. This presents new content and flexibility for a wide audience and a variety of user options.</p> <p>Summary: <i>The framework is a three-stage process that allows learners and teachers to interact with online courses and social learning. It provides different options for individual or group learning.</i></p>	<p>Learner-led education: Chasing Time English employs a flexible framework for learners and teachers that may enhance engagement more than conventional English Language teaching methods.</p>
<p>6. Designing interactive experiences: The goal is to craft immersive worlds that will captivate audiences and learners alike, so they are eager to follow each series. CTE adapts the dialogue and the language to match each learning level.</p> <p>Summary: <i>Chasing Time English designs immersive worlds with engaging dialogue to captivate and educate their audience.</i></p>	<p>Learner-led education: EL learning materials can be designed to be immersive and engaging in a way that responds to demand for learning materials that increase learner motivation.</p>
<p>7. Monitoring student progress with the Chasing Time English admin portal: The admin portal enables teachers and administrators to view a class overview. They can also select an individual student profile and see reports in a demo classroom. There are clear indicators for teachers to track individual students in order to identify gaps in their learning. The system is designed to highlight issues at an early stage and then give control to the educator to make support decisions based on the information presented.</p> <p>Summary: <i>The new Chasing Time English admin portal helps teachers and administrators monitor student progress and identify learning gaps. It provides reports on course completion, step completion, quiz scores, and allows for comments for each student.</i></p>	<p>Learner-led education: Digital delivery can assist teachers to identify learner issues at an early stage in order to improve learner outcomes.</p>

<p>8. The platform allows a student to advance to a different course, or even switch to another course at will, as long as they are comfortable with their learning level. If a learner has a jagged profile, they can choose a specific skill (e.g. listening) of that course and get completion credit. Then they could move to another course and do the listening tasks there. So it's designed for individual learners to succeed rather than judging them on completing a certain amount of content.</p> <p>Summary: <i>Learners value autonomy and flexibility in their language learning journey. They want to choose the courses and skills that suit their needs and preferences, without being constrained by a rigid curriculum or a fixed level.</i></p>	<p>Learner-led education: The CTE product is designed to respond to learner demand for flexibility and learner autonomy, boosted by the functionality of a digital platform – which supports self-guided learning.</p>
<p>9. Chasing Time English has designed a flexible system to manage content access for schools. There is an admin user who has full control. Each classroom can select the courses that suit their level and needs. For example, an elementary class may only access three courses at that level, while a homework club may have access to the whole library. The school can create different classrooms and assign them to different learning levels or extension activities. The purchaser decides what content they offer to their students. To buy a Chasing Time English package, a school needs to purchase the base package and then add seats depending on the number of students. For more than 300 students, schools contact Chasing Time English directly and receive a better deal. The payment options are quarterly or annual, and the prices vary depending on the number of teachers and students. Teachers can buy extra seats in groups of 5, and schools can buy extra seats in groups of 25. There is no maximum limit.</p> <p>Summary: <i>Chasing Time English offers flexible and engaging online courses for English learners and teachers with various pricing options.</i></p>	<p>Learner-led education: A digital platform, with a modular delivery model can maximise flexibility for customers.</p>
<p>10. So far, Chasing Time English has mainly worked with other businesses. They are interested in expanding their customer base to include individual learners in some Asian markets that Education New Zealand has connected them with. However, they do not have a B2C product yet. They are planning to launch a Chasing Time English Academy that would serve this segment, but they are still a small team and they have prioritized the B2B product development. The Chasing Time English Academy is a future project that requires more work. Chasing Time English has followed a careful strategy to ensure that they grow at a sustainable pace and avoid mistakes in the growth cycle.</p>	<p>Deliberate innovation: Adapting a B2B model to enter the B2C market may require external investment to overcome resourcing and expertise constraints since the NZ EdTech support community and specialist networks are limited.</p>

<p>Summary: <i>Chasing Time English is a B2B company that wants to enter the B2C market with a new product, but currently lacks the resources and expertise to do so.</i></p>	
<p>11. Chasing Time English offers a learning resource that complements and enriches existing courses. They have a different approach from mainstream providers like Pearson, who offer a complete classroom solution. They focus on making learning engaging and fun, and they believe there is a demand for that. They also want to communicate their message clearly and avoid confusion.</p> <p>Summary: <i>Chasing Time English has created an engaging learning resource that is not intended to be a complete classroom solution.</i></p>	<p>Deliberate Innovation There is a viable market opportunity creating learning resources for integration into existing programmes.</p> <p>CTE identified a niche gap in the market (resource aid) as opposed to developing an entire English learning programme, which enabled them to focus on providing a higher quality offering, which in turn has enabled faster uptake.</p>
<p>12. Different learner profiles use Chasing Time English in different ways. For instance, high school students are the main users in the Netherlands, while early university students are the target group in Japan. In Australia, a new partnership is exploring the use of Chasing Time English in vocational colleges, language schools and universities. The platform can cater to a wide range of learners, with a current target demographic of 15 to 24 years old. It is also scalable and adaptable to various contexts.</p> <p>Summary: <i>Chasing Time English is a versatile and flexible platform that can serve diverse learner profiles across different countries and educational settings.</i></p>	<p>The CTE product is a resource aid that has the ability to be custom designed to support multiple markets and providers – and is therefore a highly scalable model.</p>
<p>13. Chasing Time English content has been used by the ESOL department at Hamilton Boys High School, but CTE has not targeted NZ English language schools in 2023. They wanted to let the sector recover from the low enrolment numbers in the first half of the year. They plan to expand their presence in the local market later in 2023 and into 2024. They also see a great opportunity for NZ schools to offer CTE content as a 'taster' course (4-12 weeks) to learners overseas who are interested in coming to New Zealand. They have been focusing on other markets where they have short courses and trial periods with users in Australia, Thailand, Japan, Indonesia (from May 2023), and China (from June 2023).</p>	<p>There is potential for collaboration between the traditional EL sector and EdTech sector to develop new products to support/compliment traditional delivery and/or the recruitment funnel.</p>

<p>Summary: <i>Despite the low enrolment numbers in NZ English language schools, CTE has a potential market for its short courses among overseas learners who aspire to study in New Zealand.</i></p>	
<p>14. When Chasing Time English launched their first and second series five years ago, they relied on secondary distribution models because they lacked direct access to buyers. However, their distribution strategy has undergone a major shift in the last 12 months. The Product Innovation Fund has facilitated this. But they also realized that they needed to reach the stage where they have a single platform. They are now phasing out 6 secondary distribution partners that they will no longer work within the next 12 months. Their sales model has improved as they negotiate better terms, more opportunities and greater scalability with the platform that offers many exciting possibilities.</p> <p>Summary: <i>Chasing Time English has shifted from secondary distribution models to a single platform with the help of the Product Innovation Fund. This has improved their terms, opportunities, and scalability.</i></p>	<p>Deliberate innovation: Early-stage edtechs face distribution challenges when attempting to go global, that they may not have predicted or prepared for. There is a growing needs for an EdTech ecosystem that supports collaboration to enable the sector to grow.</p>
<p>15. Chasing Time English has benefited from both formal and informal support to move to a single platform. For the last three years, it has partnered with Education New Zealand, which has shared valuable information from different markets. Moreover, Scott and Ben from Chasing Time English have received guidance and encouragement from two of the leading tech experts in the Waikato, who are their close friends. They realized the need for a single platform and made it a reality with the help of their connections. Chasing Time English appreciates the support it has received from various networks and partnerships that have expertise in areas that it cannot cover. They believe that embracing support is crucial for its success.</p> <p>Summary: <i>Chasing Time English leveraged its networks and partnerships to overcome the technical challenges of creating a single platform for its online content.</i></p>	<p>Deliberate innovation: Early stage edtechs benefit from having access to diverse sources of expertise and networks. Engaging with international agencies early can open doors.</p>
<p>16. Chasing Time English's platform and content trial in Thailand: Scott met Chortip Pramoolpol from Education New Zealand in late 2022. She said there was a lot of interest in trying out their platform and content. She also shared it with an educational agent called NZ Study Thailand. They asked for a conversation around a formal commercial partnership to distribute Chasing Time English's content through their network. They also found some schools in Phuket that wanted</p>	<p>System enablement: Having a well-connected system between providers, govt and in-market experts can open doors.</p>



<p>to see a demo. If the demo goes well, there could be a formal agreement in mid-2023.</p> <p>This confirmed what Chasing Time English had presumed prior to launch. Their platform has been getting very positive reactions from different places. They used to wait for weeks or months for a follow-up, but now they get a response within days. Chasing Time English is noticing that people don't want to miss this opportunity.</p> <p>Summary: <i>Chasing Time English is accelerating its growth by impressing potential partners with its innovative platform and content. The company has received positive feedback and quick follow-ups from various educational agents and schools in Thailand, opening up new opportunities for distribution and collaboration.</i></p>	
<p>17. One of the owners of NZ Study Thailand was inspired by his own experience of learning English with films in Bangkok and wanted to offer Thai learners a similar opportunity. He also saw the potential of Chasing Time English to showcase New Zealand's culture and scenery to Thai students who may not be able to afford to travel there. Therefore, he proposed to add an hour of live interaction with a New Zealand-based teacher to the Chasing Time English courses, which would enhance the learning experience and provide a glimpse of life in New Zealand. This would not be a full immersion program, but it would still be a valuable and engaging way to learn English and explore New Zealand.</p> <p>Summary: <i>There is an opportunity for education agents to provide a unique English learning opportunity with Chasing Time English courses that combine film-based lessons and live interaction with a New Zealand-based teacher.</i></p>	<p>Shared Vision: Digital learning can embody characteristics unique to New Zealand</p>
<p>18. Chasing Time English learned a lot from displaying their content on the FutureLearn platform. Before that, they had other distribution models that did not give them much user data. They only knew that their content was used in high schools through a partnership with ClickView, which operates in Australia, UK, and New Zealand. But they had no clue about the number of teachers or students who used it. They could only see some unquantified signs of interest, but no concrete data. That changed when they joined FutureLearn and launched their first course. They were amazed to see 30,000 students from 170 countries enrolled in it. They also got valuable data on completion rates, interaction rates and satisfaction rates. All of these metrics were very high, which</p>	<p>Deliberate innovation: Incorporating user experience is an important part of test-and-learn environments, but early-stage edtechs that rely on secondary distribution may struggle to get direct access to user data and feedback. A rented online platform can provide quick and effective learner data to</p>

<p>showed that their content was engaging and effective. This made them realize that they needed to highlight their content as Chasing Time English first, not as part of another library. They had a disappointing experience with Alexander Street, another distributor that owns ProQuest, a major library search engine. They expected to reach a large audience through them, but their content got buried in their vast content library. FutureLearn gave them the confidence to put their content in the spotlight.</p> <p>Summary: <i>Chasing Time English discovered that their content was more successful when they had direct access to user data and feedback, rather than relying on third-party distributors.</i></p>	<p>accelerate early-stage development.</p>
<p>19. Chasing Time English stands out from other language learning programs because it combines film narrative and English education. Their team of experts creates scripts and content that are tailored for language learners, not native speakers. They plan the lessons and language points before filming, not after. This way, everything you see and hear in their series is designed to help you learn. You won't find many examples of this approach in the English language education field. Chasing Time English is doing something unique and innovative with their content.</p> <p>Summary: <i>Pre-planned scripts and lessons are essential for effective language learning, as they ensure that the content is suitable and helpful for learners, not native speakers. Chasing Time English is a unique and innovative program that uses this approach by combining filmmaking and English education.</i></p>	<p>Learner-led education: Innovation can be applied to English language teaching and learning to improve learner engagement.</p>
<p>20. Chasing Time English faces a challenge in commercializing their products in the global market. They have a talented team with expertise in different areas, but they lack a strong commercial partner who can help them reach more customers and generate more revenue. They have learned a lot from Education New Zealand about different markets, but they also need to balance their time between the creative and the business aspects of their work. As they grow, they need to find more support and guidance in the international commercialization field. This is their main challenge as a small and creative company.</p> <p><i>The main challenge for Chasing Time English is to find a strong commercial partner who can help them grow their global market share and revenue.</i></p>	<p>Deliberate innovation: Finding the right commercial partners is both valuable and challenging for early stage edtechs and there is no one-stop shop for this. It can involve a lot of trial and error, which is costly in terms of opportunity cost and revenue.</p>
<p>21. Because Chasing Time English is a unique product in the language education market, it is hard to find suitable support and guidance. They have received a lot of advice from various</p>	<p>Deliberate innovation: Early-stage NZ EdTech's struggle to access</p>



<p>sources, but only a few of them have been helpful and relevant to their specific needs. One of their biggest challenges is to position their product in relation to other offerings in the market, while also highlighting its distinct features and benefits. They have learned a lot from their experience and have overcome some mistakes along the way.</p> <p>Summary: <i>Chasing Time English often struggles to find suitable advice and market positioning for their unique language education product.</i></p>	<p>specialist global expertise.</p>
<p>22. Chasing Time English has encountered some obstacles along the way. They trusted some organizations that did not deliver on their promises. They signed several contracts that lasted longer than they should have and that slowed them down a bit. Luckily, they managed to overcome those challenges. Looking back, they realised that they were under a lot of stress because their productions are expensive. They made some decisions that they regret now, but at that time they believed in what they were told. They learned to be more cautious in the future.</p> <p>Summary: <i>Chasing Time English has learned to be more careful with their contracts and partners during their journey.</i></p>	<p>Deliberate innovation: Finding the right commercial partners is both valuable and challenging for early stage edtechs and there is no one-stop shop for this. It can involve a lot of trial and error, which is costly in terms of opportunity cost and revenue.</p>
<p>23. The first Chasing Time English series was called Fortune, and they also produced printed materials and guides for it. However, after 18 months, they realized that print was not a viable option for them. They had to invest time and money in designing and publishing the books, and they faced low demand from schools, teachers, and students. They decided to switch to a fully digital space, which suited their niche of providing supplementary learning resources, not a full course. They also adjusted their pricing to reflect the value and convenience of their digital products.</p> <p>Summary: <i>Chasing Time English transformed from producing print-based publications to a fully digital-based provider of authentic ELT video series and teaching resources, adapting to the needs and preferences of their target market.</i></p>	<p>Digital delivery can accelerate product development and market entry, reducing establishment costs, lowering pricing and supporting agility.</p>
<p>Please detail any additional observations and/or learnings that have emerged since the kōrero. You may like to address learnings that relate to</p> <ul style="list-style-type: none"> • Blockers or obstacles • Capabilities/resources • Learner or customer insights 	
<p>Observation/data</p>	<p>Learning</p>
<p>1. Channel partners are a viable path into new markets for early-stage operations (such as Chasing Time English) due to the</p>	<p>Successful growth in a new market through a</p>

reduced outlay required for large scale infrastructure and setup costs.	<i>channel partner may lead to increased expansion opportunities.</i>
2. Product demand is specific and localised leading to customers in different markets requesting modifications to existing offerings.	<i>New market opportunity may need to be measured against complexity of change requirement to avoid overextension.</i>

Impact

Please describe any impact from this project on your organisation or community (1 - 2 paragraphs). For example, has this project accelerated your business growth, highlighted capability/resourcing gaps, established new partnerships, or identified future opportunities?

The impact of our involvement in the Product Innovation Fund project has been multifaceted, providing a platform for accelerated engagement and growth. In the first instance, the investment of \$250k enabled a higher quality product and built a network that has opened doors to multiple markets. It provided financial support for the team to generate valuable new content in tandem with testing engagement in new markets, something that would not have been possible prior to the PIF initiative. We have seen growth opportunities in markets that go beyond our projections for the first half of 2023. The most tangible uptake has been in SE Asia (Thailand, Vietnam, Indonesia) and this region will become a focus for expanded market entry from September 2023. While these opportunities are exciting in terms of our vision to compete in a global marketplace, there is also a realisation of the downside that comes with overextending without a strong foundation in place. Our strategy will be to remain conservative in the immediate future while exploring viable pathways to future sustainable growth.

Next Steps

Please detail any next steps for this project, including:

- *Where to from here for the project?*
- *Will it be extended, and if so, how?*
- *Will it be wound down, and if so, how?*
- *Did any further opportunities come about as a result of the project?*

We are excited to move beyond the initial project parameters of production, test, launch, and uptake in our existing markets, and push for opportunities to expand into new markets and delivery modes. With our content available for uptake in a secure digital environment, we can implement similar processes (test, launch, uptake) used during the pilot stage and explore the commercial benefits of in-market channel partners from July 2023. We also expect to move into a new phase of production later in 2023.

There are several models for offshore (virtual) delivery that we will trial later in the year to expand on our learnings from the project. We believe that a potential market for our content exists for students who are exploring New Zealand as a future study destination. For that to happen, we will need to extend our digital capacity. Based on feedback from users, there is a strong appetite for engaging with our content on mobile devices as the primary access point.

Recommendations

What recommendations do you have for ENZ Manapou ki te Ao and/or Government? You may like to consider:

- *The Product Innovation Fund process (application, administration, delivery, reporting)*
- *Wider support for diversifying international education products and services*

The Product Innovation Fund initiative allowed us to think globally and strive to grow our education brand during a remarkably challenging time. In terms of process, the application stage (from first interest to acceptance) was concise and transparent which was appreciated by our team during a considerably stressful time, broadly speaking. We have appreciated the open and collaborative approach to support provided by ENZ throughout the delivery process.

Recommendations:

Regaining the trust and engagement with an international education audience after the challenges presented during the Covid-19 period is critical. Many of the strategies previously employed may not, and in some cases do not, have the same reach and response as pre-covid times.

Therefore opportunities to collaborate, rather than compete, within the industry should be encouraged and promoted. There are spaces for NZ-led initiatives to collectively benefit but this is only possible through action and not simply words. Well-constructed projects (i.e. PIF) with clearly framed objectives and information sharing can deliver wide-reaching and sustainable results.

Likewise, the demand for digital solutions is not going to reduce. As was evidenced during the pandemic, many entities were unprepared to deliver quality learning solutions to their students. Rather than looking at the future of education delivery as an 'either or' choice, there are multiple mixed models of delivery that could be implemented without major disruption. One such example would be virtual/digital offshore delivery of short courses introducing key learning features of NZ education systems to encourage students to return to our physical institutions.

Appendices

Please add here any supporting material that helps to illustrate your project – such as screenshots, URLs, testimonials, or transcripts.

Chasing Time English

Website: <https://chasingtimeenglish.com/>

LinkedIn: <https://www.linkedin.com/company/chasing-time-english>

Chasing Time English information brochure (pdf): https://drive.google.com/file/d/1N-9DZBCGpf7656SIncPxjryMYOI_ZHZR/view?usp=share_link

Links to supporting video content

Chasing Time English introduction: <https://vimeo.com/816748244>

Sam series (trailer): <https://vimeo.com/760897354>

The Emerald series (trailer): <https://vimeo.com/778656830>

The Caldwell Diaries (trailer): <https://vimeo.com/779457843>

Learner testimonials (taken from users in 6 countries – comments unedited for authenticity)

Actually, this course is thoroughly entertaining. It keeps your attention and interest until ending. I would recommend this course to anyone interested in learning English in a fun way.

The content was great. It improved my listening, speaking, reading and writing skills. I would definitely recommend this course to other learners.

I really love this course, it's so fantastic. The level was right for me. I can follow the episodes easily. I learn so much from this course. It's really the best foundation that helps me improve my English. Its content was so attractive and curious.

In few weeks you can learn a lot of vocabulary, grammar and expressions with a lovely tv drama show! Anyone studying English should do this course

I love this course very much. I wasn't bored even a little to keep going each and every steps of this course. It was full of mysteries and I think it make me alert with curiosity. I believe that learning with excitement can bring the stronger memory and deeper understanding. Am I right?

The course was very interesting and kept me going without ever being bored! It's very exciting to learn English with such a delightful and suspenseful drama series! Also high quality content and learning material! I wish there was more!

Adventure at the highest level. I love this course, everything was so simple, clear, interesting and exciting. Thank you for the opportunity. It was a real experience. Congrats.

I enjoyed not only the course, but also interacting with fellow learners. We were always encouraged to react to other learners in a positive way, and it was a lot fun.

I really enjoyed the course. I had a great time watching the story, speculating what would happen next, analysing the characters, and sharing my thoughts with other learners. It is a great way to practice English, learn new things, and test what we already know.

The course was extremely fascinating. First, I did not feel like being present at a lesson. Videos one after another made me sink into exciting adventure while all my sensors absorbed the given language material. Secondly, the course was conveniently structured into units where each video portion had special lexical and grammatical comments.

This course was so amazing. I enjoyed it so much. I have learnt grammar and writing my view points. I enjoyed listening to the series. My educators were very patient and helpful.

I really enjoy this course because I could do almost all practice of listening, reading, and writing just in the one course. The original drama was so thrilling that its suspense was killing me all the time.

Entertaining and educative at the same time! Suits those who love the fun way of learning English.