Global Trends in Transnational Higher Education

Exporting Education as a Model for International University Cooperation,

Berlin 29 November 2006

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This presentation

• The Observatory on Borderless Higher Education
• Definition and rationales
• Main ‘exporters’ and ‘importers’
• Models for transnational delivery
• Trends and future scenarios
‘Borderless’ higher education

Distance Learning / Transnational Education

Traditional HE / CPD / Lifelong Learning

Time / Space / Geography / Level

Internationalisation

New Technologies

Public / Private / Not-for / For-profit Providers

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Definition of Transnational Higher Education

Education provided by one country in another. Includes various types of collaborative provision, branch campus establishments, distance learning etc. but excludes traditional study abroad, where the student moves across borders.
Host country rationales

- build domestic capacity
- mentor local institutions
- stem study abroad
- attract international students
- stimulate local economy
- R&D tie-ins
- niche provision
- human capital development
Source country rationales

- reach new markets/students
- revenue generation
- diversify delivery
- internationalise institution
- R&D tie-ins
- niche provision
- many countries are both hosts and sources
Evidence of impact

• difficult to quantify/ demonstrate in detail
• Hong Kong and Singapore depend on TNE for a large minority of HE enrolment
• generally accepted positive connection between level/ quality of tertiary education and stock of human/ social/ financial capital
• but cases of poor quality, regulatory ambivalence
Transnational Higher Education

Canada: emerging host and source

USA: major source; emerging host

UK: major source; emerging host

France, Germany, Spain: hosts and sources

Russia: declining source; emerging host

Central Asia: emerging host

E. Europe: emerging hosts

UAE, Qatar, Bahrain, Oman: major hosts

China & India: major hosts, emerging sources

Hong Kong, Malaysia, Singapore: major hosts, emerging sources

Africa: emerging hosts

Kenya & Mauritius: emerging hosts

South Africa: declining host; emerging source

Australia (NZ): major source; emerging host

C. America: hosts and sources

S. America: hosts and sources

Caribbean: emerging host

S. America: hosts and sources

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Australia (NZ): major source; emerging host
Directions of TNE

• **North to South** (vast majority)
• **North to North** (e.g. Charles Sturt University in Ontario, Canada, Carnegie Mellon in Australia)
• **South to South** (e.g. India and China in Africa, UNISA’s regional operations)
• **South to North** (e.g. Indian and Pakistani universities in UAE)
Models for transnational delivery

• Collaborative provision
• Branch campuses:
  - independent
  - support /involvement from the host country or the source country
  - facilities provided – e.g. university cities
• Internationally backed universities
## National Regulatory Frameworks - Six Models

<table>
<thead>
<tr>
<th>Model</th>
<th>Description</th>
<th>Examples of Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) No regulations</td>
<td></td>
<td>Austria, Denmark, France, Malta and Russia</td>
</tr>
<tr>
<td>2) Liberal regulations</td>
<td></td>
<td>Netherlands, Peru, the UK, Canada and the US</td>
</tr>
<tr>
<td>3) Moderately liberal</td>
<td></td>
<td>Singapore, Hong Kong, Israel</td>
</tr>
<tr>
<td>4) Transitional: moving from liberal to more restrictive</td>
<td></td>
<td>India</td>
</tr>
<tr>
<td>5) Transitional: moving from restrictive to more liberal</td>
<td></td>
<td>Japan and South Korea</td>
</tr>
<tr>
<td>6) Very restrictive</td>
<td></td>
<td>South Africa, UAE A) South Africa, UAE B) Greece and Belgium</td>
</tr>
</tbody>
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Trends and Future Scenarios

- Increasing number of branch campus establishments
- Increased focus and awareness of risks and opportunities associated with TNE
- Further examples of South-South cooperation and capacity building activities
- Liberalisation but increased regulations
Thank you for your attention

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