

# Global Trends in Transnational Higher Education

*Exporting Education as a Model  
for International University  
Cooperation,*

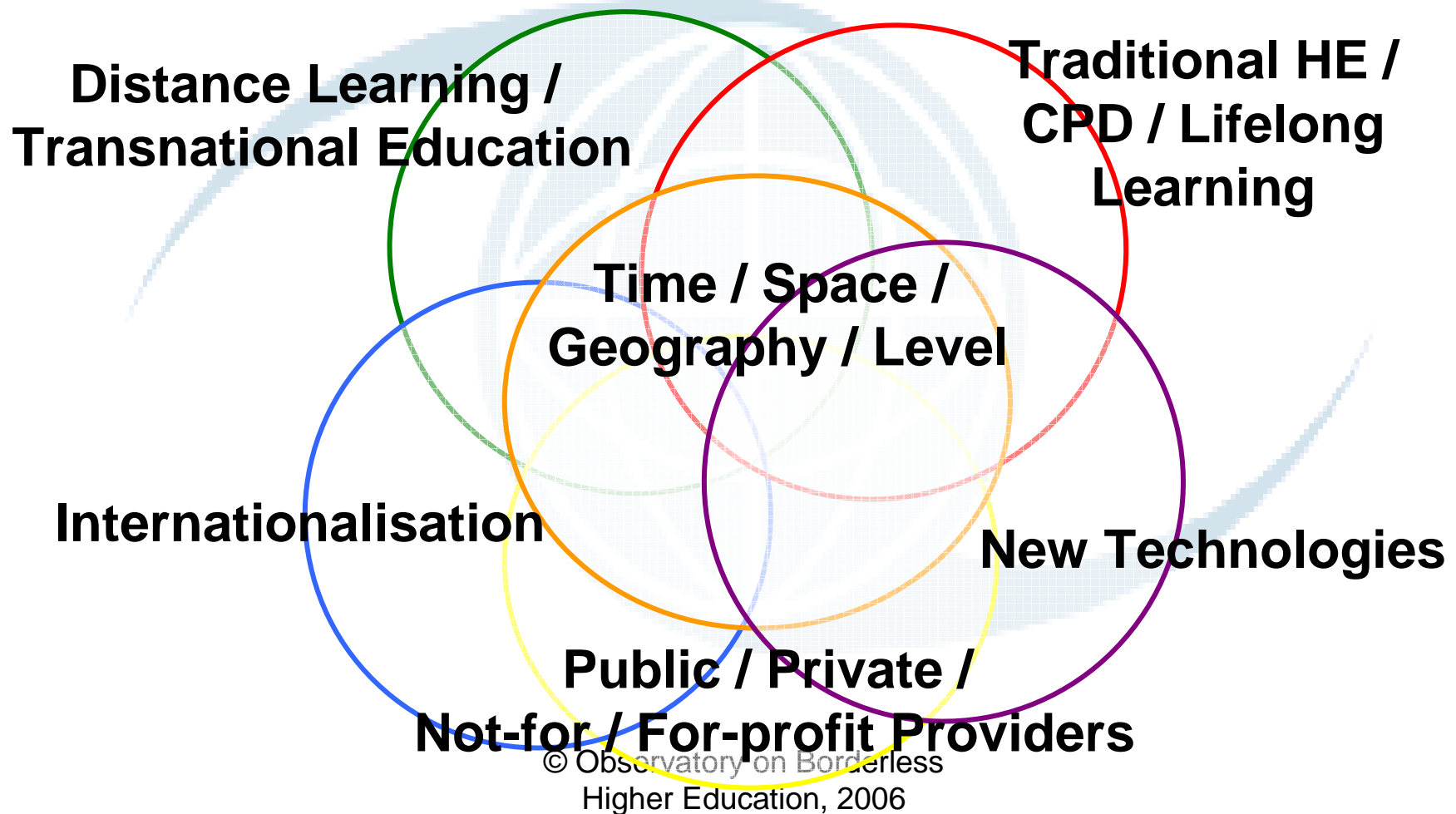
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# This presentation

- The Observatory on Borderless Higher Education
- Definition and rationales
- Main 'exporters' and 'importers'
- Models for transnational delivery
- Trends and future scenarios

# 'Borderless' higher education



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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

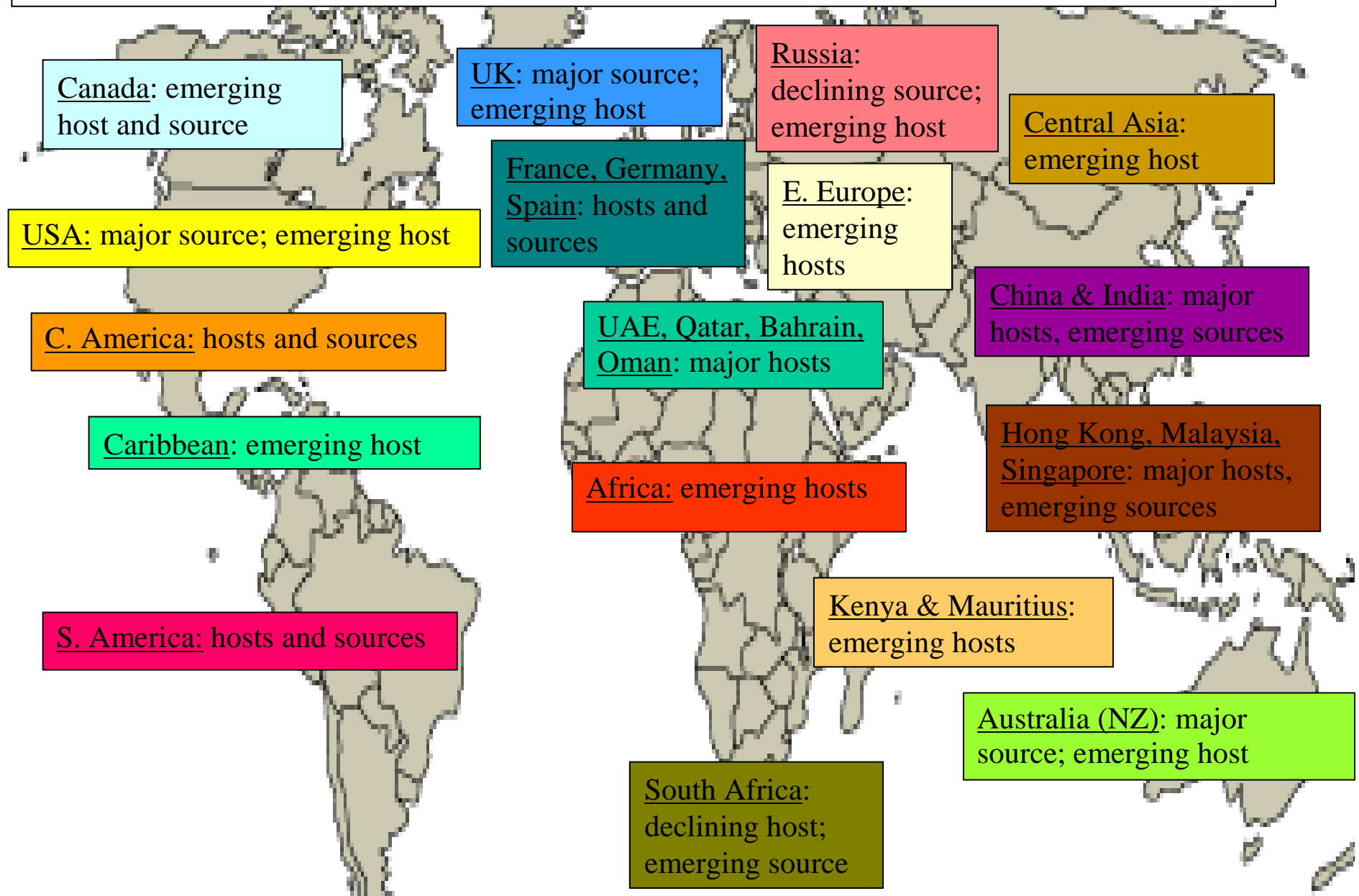
- reach new markets/ students
- revenue generation
- diversify delivery
- internationalise institution
- R&D tie-ins
- niche provision
- many countries are both hosts and sources



# 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



# 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

<b>1) No regulations</b> <b>Examples of countries: Austria, Denmark, France, Malta and Russia</b>	<b>4) Transitional: moving from liberal to more restrictive</b> <b>Examples of countries: India</b>
<b>2) Liberal regulations</b> <b>Examples of countries: Netherlands, Peru, the UK, Canada and the US</b>	<b>5) Transitional: moving from restrictive to more liberal</b> <b>Examples of countries: Japan and South Korea</b>
<b>3) Moderately liberal</b> <b>Examples of countries: Singapore, Hong Kong, Israel</b>	<b>6) Very restrictive</b> <b>A and B</b> <b>Examples of countries:</b> <b>A) South Africa, UAE</b> <b>B) Greece and Belgium</b>

# 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 co-operation and capacity building activities
- Liberalisation but increased regulations

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