



The shape of things come 2: The evolution of transnational education

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Objectives



- to contribute to improved understanding of TNE activities globally by analysing all available definitions and data
- to provide an insight into the impact of TNE on host countries and local communities.
- By bringing all the empirical evidence together, this research also aims to project future demand for TNE and identify countries most likely to seek or expand engagement through TNE.

What we did



- Analysis of TNE definitions and data
- Demand analysis in 50 countries
- Opportunities matrix for TNE (25 countries)
- 3 in depth case studies

Key messages from the research



- Regulatory framework essential
- Data poor, TNE is evolving, complex (and often unique to host country environment)
- Case studies show that impacts of TNE tend to match national policies

TNE Definitions – Literature review

1. International definitions:

- GATS (1995), Global Alliance for Transnational Education (1997), Lisbon recognition convention (2001), Confederation of European Union's Rectors' Conference (2001), Jane Knight (2004), European Students Union (2004), UNESCO/OECD guidelines (2005), INQAAHE (2010).

Lisbon Recognition Convention 2001

All types of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based.

UNESCO/OECD Guidelines 2005

A cross-border higher education includes higher education that takes place in situations where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders. Cross-border higher education may include higher education by public/private and not-for-profit/for-profit providers. It encompasses a wide range of modalities, in a continuum from face-to-face (taking various forms such as students travelling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning)

International TNE definitions

INQAAHE 2010

expresses transnational education to *'include distance education courses offered by higher education providers located in another country, joint programs offered between a local provider and a foreign institution, franchised courses offered with or without involvement of staff members from the parent institution, and foreign campuses of institutions developed with or without local partnerships'*

Jane Knight 2004

"the movement of people, knowledge, programs, providers, ideas, curricula, projects, research and services across national or regional jurisdictional borders. Crossborder education is a subset of internationalization and can be part of development cooperation projects, academic exchange programs and commercial initiatives. Crossborder is a term that is often used interchangeably with other terms such as transnational (Davis et al, 2000) offshore, and borderless (CVCP 200) education.

- TNE also referred to as Crossborder (Canada), Offshore (Netherlands & Australia) and Borderless (UK) education.
- GATS classifies trade in educational services into four categories: cross-border supply (programme mobility); consumption abroad (student mobility); commercial presence (institutional mobility); and presence of natural persons (academic mobility).
- The most important concept for TNE is that the learners are located in a different country to the awarding institution or one of the awarding institutions.

National TNE definitions

2. National definitions:

- China Ministry Education (1995), British Council (2006), Australian Department of Education and Science (2005), Education New Zealand Trust (2007), Canada Department of Foreign Affairs and International Trade (2012).

British Council 2006

'Trans-national education refers to education provision from one country offered in another. It does not include the traditional international student recruitment market where students travel to another country for their studies. Trans-national education includes a wide variety of delivery modes including distance and e-learning; validation and franchising arrangements; twinning and other collaborative provision'

China Ministry Education 1995

'Those foreign corporate, individuals, and related international organisations in cooperation with educational institutions or other social organisations with corporate status in China, jointly establish education institutions in China, recruit Chinese citizen as major educational objectives, and undertake education and teaching activities'

- All international and national definitions include distance learning as TNE, except Australia.
- India defines TNE as an inward flow of educational services, not outward.
- International and national attempts to define various TNE modes (e.g. Articulation, joint degrees, etc) are generally vague.

Our framework – TNE ‘10’



Based on a comprehensive literature review and experience of working with TNE data, the following topography of TNE was used for the project.

(TNE modes not included in the study)

➤ Institutional mobility

1. Full branch campus
2. Partner branch campus
3. *Distance learning / Virtual branch campus*

➤ Programme mobility

4. Double/Dual degree
5. Franchise/twinning
6. Joint / Multiple degree
7. *Access/Feeder*
8. *Articulation*
9. *Credit transfer (including study abroad / student exchange)*
10. *Validation*

TNE data



50 countries reviewed for TNE data

Australia	Germany	Jordan	Pakistan	Spain
Bahrain	Ghana	Kazakhstan	Philippines	Sri Lanka
Bangladesh	Greece	Kenya	Poland	Switzerland
Botswana	Hong Kong	Libya	Qatar	Thailand
Brazil	India	Malaysia	Romania	Trinidad and Tobago
Canada	Indonesia	Mauritius	Russia	Turkey
China	Iran	Mexico	Saudi Arabia	UAE
Colombia	Iraq	Morocco	Singapore	Ukraine
Egypt	Israel	Nepal	South Africa	Uzbekistan
France	Japan	Nigeria	South Korea	Vietnam

- 3 sending countries publish TNE data: Australia, Germany and UK. Ireland surveyed it's TNE activity in 2012, yet to be published.
- 7 receiving countries publish data: China, Hong Kong, Malaysia, Mauritius, Singapore, Thailand, and Vietnam. In addition, UAE reports collecting TNE data without publishing it.

TNE data: Sending countries



- UK HESA 2010/11 (50 countries on previous slide)
 - 43 IBCs with 11,816 students enrolled UAE (6) Malaysia (5) China (4)
 - 800 collaborative programmes with 303,230 students enrolled. Top 5 partner countries: Malaysia, Singapore, China, Pakistan, Hong Kong
 - UK TNE student enrolment increased by 6% in 2009/10 and 25% in 2010/11
 - Total number of offshore TNE students (including DL) = 503,793
- Australia – AEI 2011
 - 394 TNE programmes with 140 foreign institutions
 - Main partners: China, Singapore, Malaysia, Vietnam & Hong Kong
 - students increased by 14% in 2009/10 and 5% in 2010/11
 - Total offshore students in 2011 (including DL) = 107,663
- Germany - DAAD 2012
 - Estimate of +20,000 students enrolled on German TNE programmes in 2012.
 - 192 double degrees. Main partner countries: US, China, Russia, Canada, South Korea.
 - 27 TNE project funded in 2012 by federal ministry (24 double degree, 2 German backed universities (Oman and Egypt) and one bi-national university (Jordan))

TNE data: receiving countries



- China – Ministry Education (2013)
 - 730 collaborative programmes with 55 foreign HEIs
 - Programmes partners: UK, US, Russia, Australia, Canada
 - Institution partners: US, France, UK, Germany, Hong Kong
- Hong Kong – HK Education Bureau (2013)
 - 1,144 non-local programmes: 462 delivered independently in HK and 682 in collaboration with foreign institutions.
 - Main partner countries: UK, Australia and US
- Malaysia - MQA (2013)
 - 550 franchise programmes and 8 foreign branch campuses in Malaysia
- Mauritius – Tertiary Education Commission (2013)
 - 254 collaborative programmes & approx 50 foreign HEIs in Mauritius
 - Main partners: UK, France & India

TNE data: receiving countries



- Singapore – Singapore Education (2013)
 - 9 foreign branch campuses in Singapore and 30 foreign HEIs in collaboration with the 2 local Singaporean universities.
- Thailand – Higher Education Commission (2011)
 - 128 TNE programmes: 54 Articulation; 35 Independently delivered by foreign HEIs; 34 Double degrees and 6 Joint degrees.
 - Partner counties: China, US, Germany, Australia and Canada.
- Vietnam - Ministry of Education (2011)
 - TNE programmes registered with ministry increased from 119 in 2010 to 179 in 2011.
 - 57 local institutions collaborating with 127 foreign institutions.
 - Main partners: France, Australia, UK, US and Taiwan.