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Transnational Education: Trends and opportunities

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Outline

- ▷ Key transnational education drivers
- ▷ Macroeconomic and demographic factors and their implication for the Philippines
- ▷ Emerging trends in transnational education provision

Transnational education definition

Transnational education: “provision of education for students based in a country other than the one in which the awarding institution is located” - the definition was initially introduced by the British Council

Common classification framework

▷ Knight and McNamara (2017)* introduced a common classification framework which distinguishes between independent and collaborative TNE

- Independent TNE is a standalone activity of the sending HEI
- Collaborative TNE is delivered in partnership between the HEIs

Independent TNE	Collaborative TNE
Franchise programmes	Partnership programmes (double and joint degrees)
International branch campus	Joint universities/institutes
Self-study distance education	Distance education with local academic partner

*Source: Knight, J. and J. McNamara (2017), Transnational education: a classification framework and data collection guidelines for international programme and provider mobility; https://www.britishcouncil.org/sites/default/files/tne_classification_framework-final.pdf

Supply side drivers

▷ Impact of globalisation on higher education: increasing competitiveness, interconnectedness, innovation and flexibility of delivery

▷ Opportunities for a global reach and maintaining global relevance: currently 2% only of the world's tertiary enrolled population study outside their country – TNE allows much wider reach beyond the 2%

▷ Increasing use of English as a language of global higher education

▷ There are additional strengths resulting from working in teaching and research partnerships

▷ Increase in supportive environments for TNE with regard to regulatory frameworks

▷ Push from national governments and research funding bodies

Demand side drivers

▷ The growth in HE demand has been traditionally explained by the interplay of macroeconomic and demographic factors

▷ International higher education has also increased the local access to global brands

▷ Growing and fast paced changes in the needs for skills of the local economies: students can stay in employment while doing a TNE degree

▷ Demand has been further enhanced by an increased opportunities international degrees offer: access to the labour markets of more than one country and grater degree recognition

▷ Wider audiences: in addition to traditional university goers, there is a growing demand from mature learners with work and family commitments

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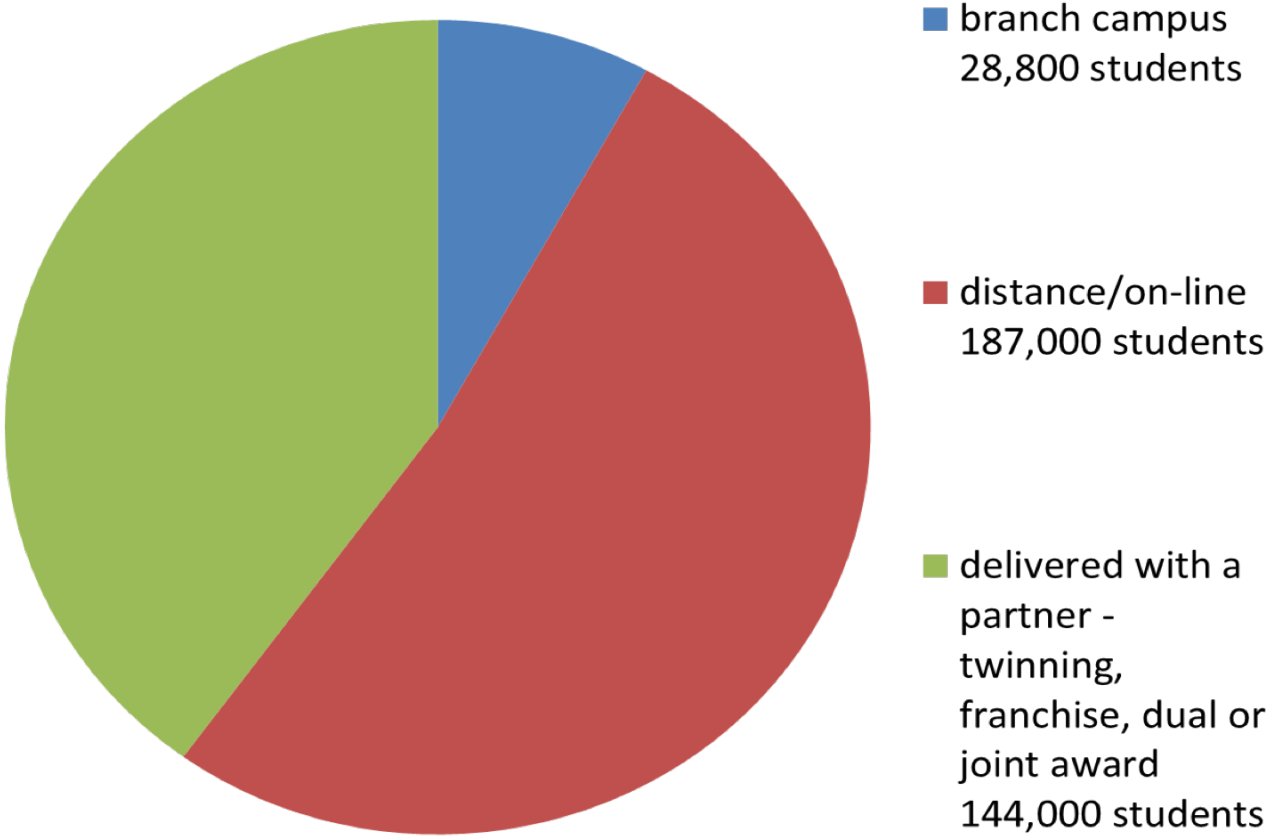
UK programmes delivered overseas



Source: Analysis based on HESA Student Record and Aggregate Offshore Record

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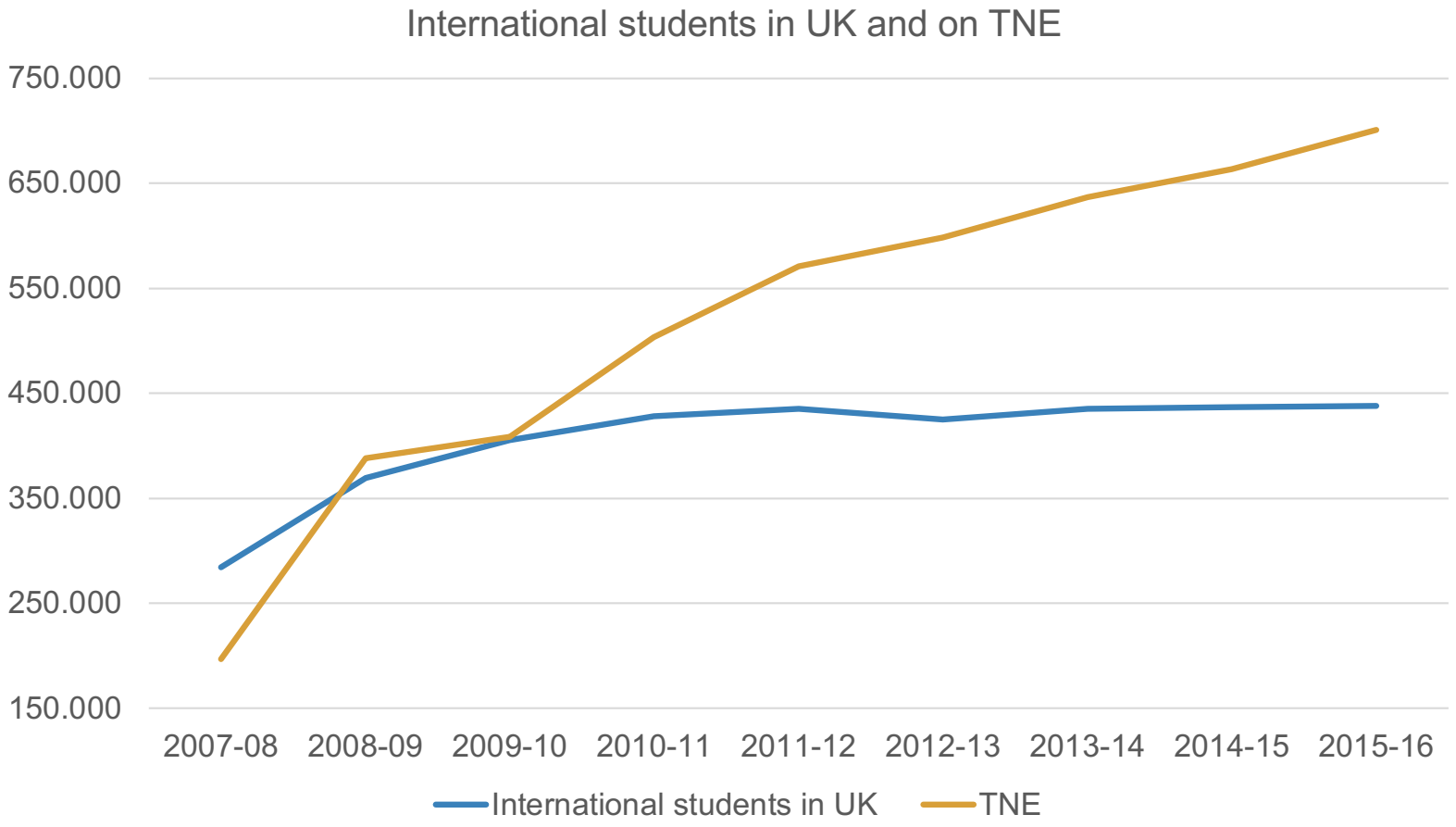
There are more students overseas studying towards UK degrees than in the UK



Source: Analysis based on HESA Student Record and Aggregate Offshore Record

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TNE in 2015 academic year: comparative evidence

	Australia	Germany	UK
International students	261,687	321,569	436,585
International students growth	7.4%	7.0%	2.5%
TNE students	85,873	28,536	663,915
TNE students annual growth	1.3%	9.9%	11.0%
Total international students	347,560	350,105	1,100,500
TNE market share	25.0%	8.2%	60.3%

Source: Author's analysis based on data from:
UK data sourced from HESA Student record and Aggregate offshore record
https://www.hesa.ac.uk/index.php?option=com_content&view=article&id=1897&Itemid=634;
Data for Germany sourced through DAAD:
http://www.wissenschaftweltoffen.de/publikation/wiwe_2016_verlinkt.pdf
Data for Australia sourced from the Australian Government Department for Education:
https://docs.education.gov.au/node/38137

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Emerging trends in transnational education

Emerging trends

▷ Countries are becoming more active either through allowing TNE or through supporting TNE of their HEIs (inward and outward TNE)

▷ A recent British Council report found there is an increasing role of TNE globally. However, quality assurance and TNE degrees and qualifications recognitions are still to catch up with the scale of provision*

*Source: Ilieva, J. and M. Peak (2016), The Shape of Global Higher Education: national policy frameworks for international engagement; https://www.britishcouncil.org/sites/default/files/f310_tne_international_higher_education_report_final_v2_web.pdf

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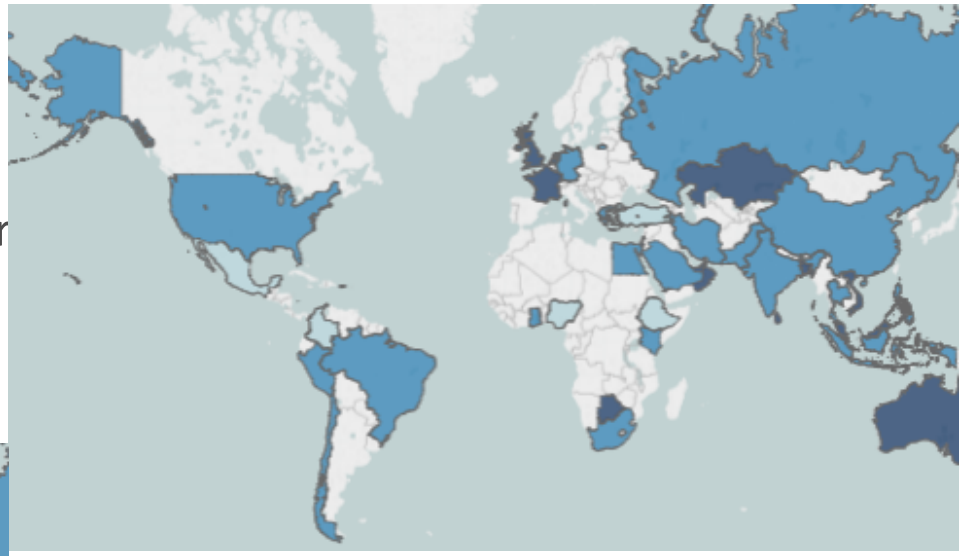
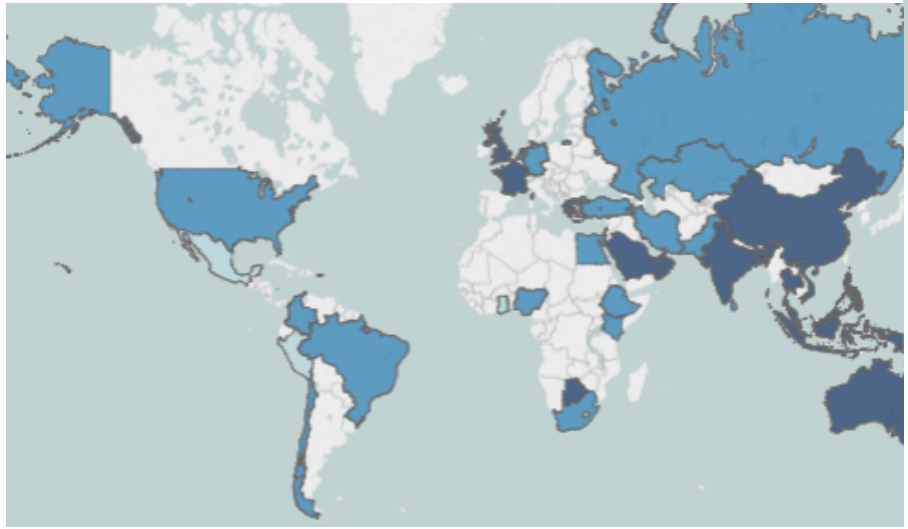
Programme and provider mobility

- Which countries allow for branch campuses?



- Which countries allow for cross border provision (twinning, articulations, distance learning)



- Dynamic TNE policy area – Thailand, Vietnam, Philippines, Indonesia.

Source: Peak, M (2017), Shape of global higher education: a UK perspective; Hot Courses Group International student recruitment forum; data sourced from: www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/global-gauge

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The future of international higher education engagement

▷ TNE will continue to expand in future. Surveys and anecdotal evidence suggest that HEIs prefer collaborative TNE models such as double and dual degrees

▷The future is likely to favour multilateral partnerships across HEIs, industry and research partners

▷ Access to the partners' networks is a key decision making factor when choosing international collaborators

▷ There is a shift in government spending towards supporting institutional development and internationalisation (e.g. Brazil's CAPES programme)

▷ TNE supports countries' sustainable development and equitable access to quality higher education (SDG No.4), and it will likely attract aid funding

▷ A growing role for technology: it enables students to access the best experts irrespective of their geographical location

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Thank you!

Any questions?

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